THE EFFECTIVENESS OF ENGLISH PRIVATE TUTORING IN MASTERING ENGLISH

THESIS

Submitted by

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The Bachelor Degree of Education in English Language Teaching

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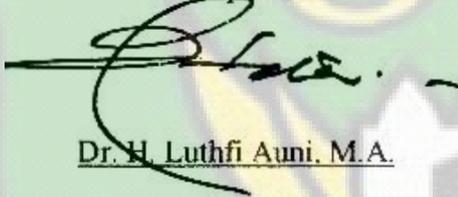for the Bachelor Degree of Education in English Language Teaching

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Board of Examiner,

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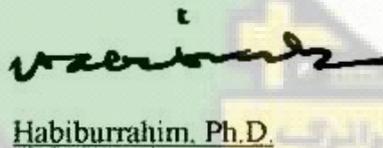Dr. H. Luthfi Auni, M.A.   Saomi Vita Dewi, M.Eng.
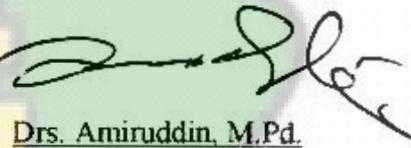
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SURAT PERNYATAAN KEASLIAN

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THE EFFECTIVENESS OF ENGLISH PRIVATE TUTORING IN

MASTERING ENGLISH

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 Maret 2022

Saya yang membuat surat pernyataan,

Hidayatul Muttaqin

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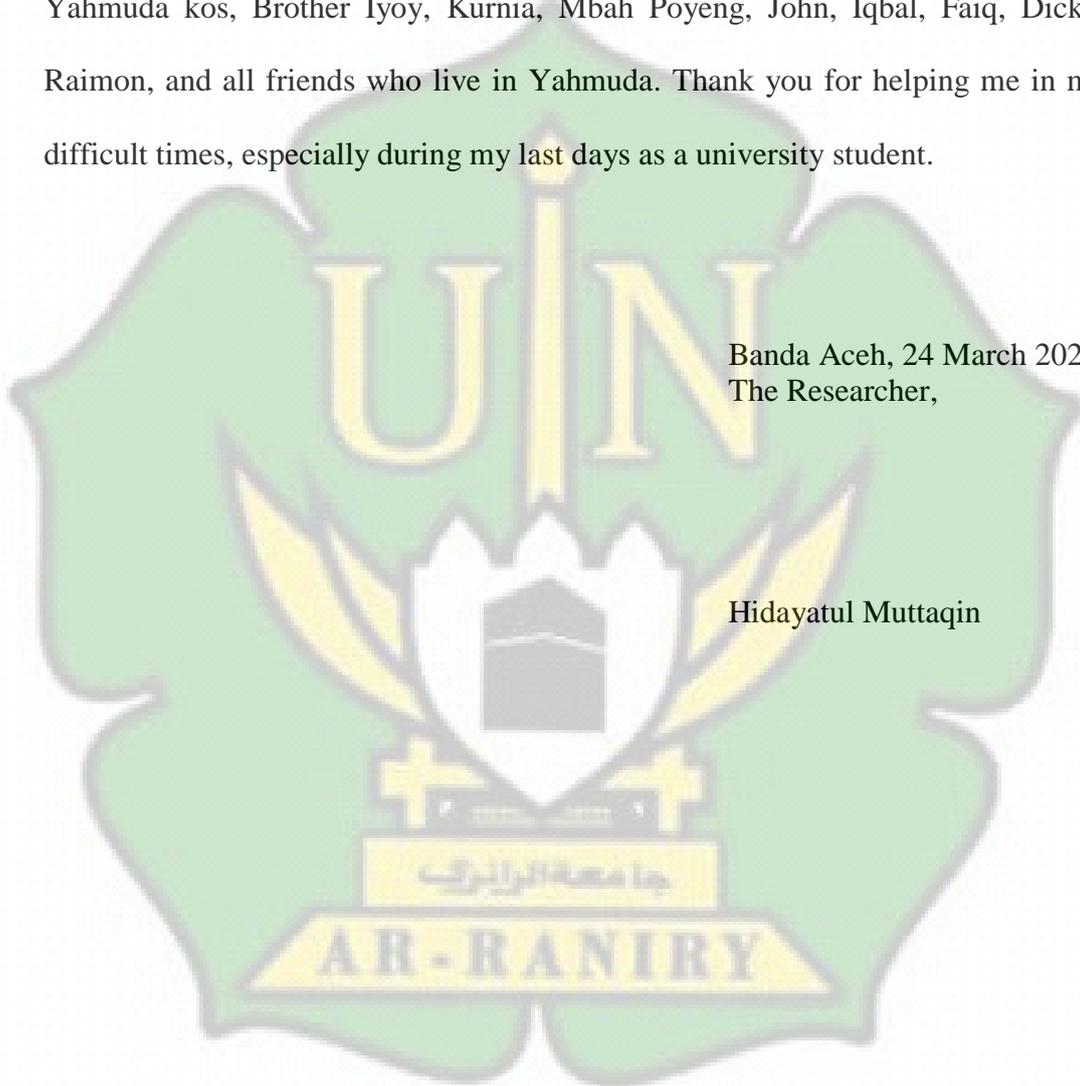
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ABSTRACT

English private tutoring or EPT has long been a common way to learn English. In addition, many institutions offer a program to assist English learners in solving their difficulties in learning English or increasing students' understanding of English subjects. This study investigated the effectiveness of English private tutoring occurred in Simeulue. This study aimed to examine the implementation of English private tutoring effectiveness for students in mastering English. The researcher used the quantitative method to complete this research. For the data analysis, the researcher used the descriptive analyzing technique. This study involved students of first and second-grade SMP N.2 Sinabang participating in Miss Irma private tutoring. The sample was chosen using purposive sampling that fulfilled specific criteria.Moreover, this study found a positive result for students joining EPT. This study also discovered factors that bring the effectiveness of English private tutoring. Among them are; increased students learning achievements and performances, and the learning materials provided were in line with the material taught at school, with the result that students get clear explanations and understanding.

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CHAPTER I

INTRODUCTION

This chapter highlights some introductory points. It focused on explaining the study background, research questions, aims of the study, significance of the study, and terminology.

A. Background of Study

The increasing need for English as an international language has sparked an interest in English learning. This fact can be seen from the lists of important knowledge for future demand are delivered in English. In addition, Shagdarsuren (2020), stated that English proficiency is ranked 21st as a skill among 120 other skills considered important for future job demands.

Indonesia is one of the countries that teaches English at every level of formal education. Even though English has become a compulsory subject in Indonesia from junior high to senior high school, it is still considered not enough to meet the need to master the language. Harahap (2019) explained that Indonesian formal institutions still cannot produce students with adequate linguistic competence. The belief in the low quality of English language teaching in Indonesia has encouraged students to participate in foreign language teaching programs through other educational institutions, such as English private tutoring. Moreover, according to Shagdarsuren (2020),

English private tutoring is a form of additional learning, particularly on English subjects, that occurs in the after-school education system or teaching on a

small group or individual scale. According to Citra (2020), English private tutoring refers to a private institution program that offers additional learning on English subjects in the form of several levels, in the range of basic to advanced levels. As stated in Azmi (2020), private English tutoring is a place for students to learn or re-learn English subjects taught at school, and develop their interest in English. According to Cambridge dictionary, private tutoring or course means a set of classes or study plans leading up to an exam or qualification.

Many parents are now inclined to bring their children to learn in private tutoring or invite a private tutor to guide them in achieving academic success. According to Tansel and Bircan (2006), Private tutoring is a form of education outside the formal school system in which a tutor teaches a specific subject for a fee. Parents are willing to spend much money on their children as long as they are not left behind in exams. Since the lack of time and a large number of subjects taught at school caused difficulties, especially in English, however, many parents expect English private tutoring can solve their children's learning problems. Therefore, private tutoring is considered to be able to improve the ability of children in many aspects.

Based on the facts above, the authors raised the title: "*The Effectiveness of English Private Tutoring in Mastering English*".

B. Research Questions

The research was conducted to answer the questions below:

1. Is English private tutoring effective in mastering English?

2. What factors enable English private tutoring to be effective in mastering English?

C. Aims of Study

This study held for the purposes to:

1. To figure out the effectiveness of English private tutoring.

2. To find out factors that enable English private tutoring to be effective in mastering English.

D. Significance of Study

The benefits of this research can be on three sides, English language research, teacher, and students. Firstly, this research benefits English language writers as additional information to conduct similar studies. Secondly, this research is expected to be useful for teachers. This research can provide more exciting materials and strategies to help students understand English. Lastlty, this research benefits students who have problems understanding English subjects. With this study, they will realize that learning English does not take place in a single location such as a school. However, there are also other places such as English private tutoring, and students will understand the benefits so they can be motivated to learn English in English private tutoring.

E. Terminology

There are some terms used in this research that need further explanation. Therefore, the author provided some explanations to make it easier for readers to understand this study.

1. The Effectiveness

According to Fraser (2014, p.104), the word effectiveness means measuring the match between goals and achievements. It is the extent to which an activity fulfills its intended purpose or function. Effectiveness comes from the word effective, defined by Indonesia Dictionary (KBBI) as achieving a goal precisely or choosing the best way to achieve a goal from several options. In education, learning can be effective if it achieves the desired goals regarding learning objectives and student achievement. Mudjiono (1999) defines effectiveness in education as long-lasting learning outcomes that will be useful in their life.

Nevertheless, the word effectiveness in this study refers to the result that students accept during or after joining an English tutoring program. The result means the objectives of the students' expectation to join private tutoring. Whether it is to help them get a better understanding of English, to help them sharpen their English skills, or it's only to help them finish their homework and prepare for exams.

2. Private Tutoring

Azmi (2018) defines English tutoring as a setting where students can improve their English understanding, develop their English communication skills, and improve their fluency in the English language. It is academic support provided by someone who is an expert in a subject or is called a tutor. Rushforth (2011) states that tutors can be qualified teachers, professionals, students, and volunteers. Unlike the teacher, tutors work individually because they are not part

of a school or institution. Azmi (2020) also stated that selecting a schedule or study time in private tutoring is considered more efficient and flexible because students can choose their study schedule, so they don't interfere with and compete with student activities. However, the learning schedule chooses based on student's desires, whether in the afternoon or evening.

The private tutoring in this research is located in Simeulue timur, Sinabang. It has been working for about ten years and is still open now. There were several private tutoring exist in Simeulue, but none of them lasted long. Commonly, private tutoring in Simeulue only lasts about one to two years. However, the private tutoring in this study is called Miss Irma private tutoring, and many of the tutees are students from SMP N2 Sinabang.

3. English Mastering

The mastering of English is considered as the highest level of English competences based on the common European framework of reference for languages (CEFR). According to Sulistiyaningrum and Purnawati (2021), CEFR are devided into 6 categories; A1 Beginner/Starter, A2 Elementary, B1 Intermediate, B2 Upper Intermediate, C1 Advance, C2 Mastery. However, in this study the meaning of English mastering refers to the purpose of the English private tutoring to help students to achieve that level of English competence. In addition to it, according to Sultra and Baharudin (2020), to reach the mastery level of English competence, English private tutoring needs to facilitate the students to learn the four main language skills, that is listening skill, speaking, reading and writing. Finnaly, these four main skills of language are tought in English private tutoring.

CHAPTER II

LITERATURE REVIEW

The second chapter contains the literature that is relevant to the study. It explains English private tutoring.

A. English Private Tutoring

1. Definition of English Private Tutoring

Tutoring, course, or private learning is an additional activity outside of formal education designed to help people who need extra learning for their studies. This tutoring is different from school learning, where tutoring is usually done in a short time, with a small number of people, and only teaches certain subjects. According to Artasasmita (2008, p.4), private tutoring is an educational activity in the community that is carried out purposely, organized, and systematically. It provides certain subjects matter to adults or adolescents in a relatively short time so that they can acquire knowledge, skills, and attitudes that can be used to develop themselves and society.

The person who works as a teacher in a course institute or a tutoring class is called a tutor. Tutors work in providing academic instructions to individuals or small groups outside of the school's programs. They assist students in improving their grades, comprehending difficult or complex subjects, receiving extra assistance in catching up on classroom lessons, preparing for college, and preparing for formal standardized examinations such as the SAT (Scholarship Assessment Test).

2. *Types of English Private Tutoring*

This part explains more about the types of private tutoring. Zhan, S., Bray, M., Wang, D., Lykins, C., & Kwo, O. (2013) define private tutoring into three categories. First is one-to-one and group tutoring, the second is fee-paying and free-paying private tutoring, and the last is online and offline private tutoring.

a. One-to-one and group tutoring

Zhan et al., (2013) Called one-on-one tutoring a model that contains one student only to be taught by the tutor at a time. This kind of tutoring is known as the most expensive type of tutoring. Hof, S. (2014) states that generally, the teacher will come to student's house, or the students will come to the teacher's house to do private tutoring. The tutor can adjust the lesson to the students' specific needs by working with one student.

While group tutoring contains more than one student to be taught, the tutor will run the class with a small number of students. According to Zhan (2013), this type of tutoring is cheaper than one-to-one tutoring. Moreover, Rahma and Setiyana (2019) believe that group tutoring is more effective than individual approach, including (1) teaching the whole class enables the teachers to interact directly with each student, (2) students' involvement is higher than individual teaching, and (3) teachers can create various activities or change them to react their students' boredom and lack of understanding to the material.

b. Fee-paying and Free-paying private tutoring

Tutoring payment systems are often considered to demonstrate the quality of learning. According to Silova and Bray (2006), there are two types of tutoring payment systems, free and fee-paying tutoring. Schools or institutions usually handle free-paying systems. Silova and Bray (2006) also state that school teacher usually offers free-paying tutoring to their students, and it's generally held after school time ends. This tutoring is also implemented in the school's classroom to accommodate many students at once.

In contrast to it, fee-paying tutoring systems are generally managed by individuals. The number of students taught in fee-paying tutoring is limited so that students will gain more attention.

c. Online and offline tutoring

Azmi (2020) states that students have the full right to choose the learning schedule, whether after school or when they are free. With the development of technology in this globalization era, many activities evolved more modernly. As it is going in the education system, the student can decide whether they want to learn directly in a face-to-face meeting or they can study online via virtual meetings such as zoom meeting, google classroom, and more. Moreover, Cisco (2001) also explains online tutoring as a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs, and computer-based training). Thus, the learning provided are varies and flexible based on the situation or the need of the student.

In contrast to online tutoring, offline tutoring is implemented as it went in formal school. Wittwer (2014) assumes the learning methods and learning materials used in private lessons are similar to those used in teaching in regular classes. Witter (2014) also explains that students who received offline private tutoring mostly did their homework, repeated the content taught in school, and practiced at the tutoring place.

However, online and offline tutoring aims to provide additional learning to students with difficulty learning. Whether it is carried out in face-to-face meetings, where the student will gain more attention from the tutor, or it is done through online tutoring that provides more variety and flexibility.

3. *Benefits of English Private Tutoring*

Private tutoring offers various benefits to everyone who joins it. According to Ireson (2004), the primary advantages of private tutoring are that it is flexible for the teacher and the student to decide and arrange the class, whether the course attended in a short or long period as needed. Moreover, private tutoring also provides other benefits, such as:

a. More attention to students

Zhan, S., Bray, M., Wang, D., Lykins, C., & Kwo, O. (2013) explains one of the main reasons people join private tutoring class is that student can gain more attention than studying in formal school. In English private tutoring class, the student can interact and practice more with the tutor directly so that both in terms of academic abilities and individual skills of students can be improved.

b. Flexible learning schedule

Darliani and Aprilianti (2017) explain one of the advantages of English private tutoring: it allows customizable learning time. The students can adjust the learning schedule that is suitable for them so that the learning will not interfere with student's activities.

c. Positive workspace

Bruner and Ross (1976) describe the atmosphere of private tutoring as different from a formal school. It allows students to solve their learning problems and carry out tasks beyond their capability to solve by themselves. This learning atmosphere, and the help of experts, permit students to concentrate on learning in a private tutoring program.

4. Effective private tutoring

Selamat (2011) explained two aspects that indicate effective private tutoring. Among them are teachers' attitudes toward English private tutoring and students' attitudes toward English teaching. These two significant aspects are generally used to measure the effectiveness of private tutoring.

a. Teachers' attitudes

As Clark and Yinger (1987) explained, teacher attitudes will affect and determine the learning objectives. As stated in the introduction of this research, most students tend to join private tutoring due to many students learning at school and less time for the teacher to teach understandable materials to each student,

especially teaching weak students. However, learning English through private tutoring provides more time for the teacher to teach each student with a clear explanation. Therefore, teachers' attitudes play a significant role in producing the effects of teaching to students. According to Ghafar (2003) to make an effective English teaching, a lesson plan must be prepared before lessons. With more time provided in private tutoring, the teacher will have time to prepare materials and methods to encourage students' motivation and willingness to learn English, which will lead to the learning objectives.

b. Students' attitudes

According to Selamat (2011), students' attitudes will also affect the effectiveness of private tutoring. Students' high commitment to learning and their vision significantly influence academic achievement. Regular classroom at school is considered incapable of increasing students' motivation to learn English subjects due to the various subject taught a day. However, learning English at private tutoring will focus on learning English as a prior subject. So that students' focus on learning English subject is a priority. Withal this, students' achievement and understanding are expected to be better.

B. Previous studies

Many studies have been carried out on the effectiveness of English tutoring. A study conducted by Azmi (2020). His study investigated the impact of English courses on students' speaking ability. This research found significant improvement in students' speaking performance after taking an English course.

Based on the research findings, students tend to participate in private tutoring because of the learning activity in English private tutoring(EPT). The learning processes applied in EPT are varied, fun, and comfortable. This research also found that: there are eight students' reasons for taking English courses; learn for future purposes, improve speaking and other language skill, provide more facilities in learning, learn from a qualified teacher, help the student learn in a formal institution, make new friends and experiences, learn in a more comfortable and fun environment, and have flexible learning activity.

Chih-Hao (2019) examined the effect of Private Tutoring on English Performance in Senior High Schools in Thailand. This study looked at the impact of English private tutoring (EPT) on the academic performance of Taiwanese secondary school students using a control-group pretest-posttest experiment. Using data from national college entrance exams taken in 2017-2018, as well as t-tests and difference-in-differences (DID) analysis, the current study discovered that students who took the EPT performed better academically than those who did not. In addition, Selamat et al. (2012) found in their research about English course effectiveness in smart secondary school, Johore, Malaysia, that English courses can improve students' performance in learning and the students' excellence in tests extends it.

Other relevant studies examined by Rahma (2021) about the effect of English extra class on teachers' and students' views. The research was conducted at MAN 1 Aceh Barat and used Mix methods analysis. The study's findings showed teachers and students have positive and negative opinions toward extra

English classes. However, as a positive result, the students were more enthusiastic about learning English. Furthermore, the teacher's teaching style is more relaxed, and the students are free to request the material they will be learning. Meanwhile, according to the participants' views, the English course's negative impact was that the extra English class requires more energy and mind.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method of this thesis. It covers research design, population and sample, data collection methods, and data analysis methods.

A. Research Design

In this study, the writer aimed to investigate the effectiveness of additional learning, in this case, English tutoring. In conducting the research, the writer used quantitative research. According to Creswell (2003), Quantitative research involves the activity of collecting measured data and being subjected to statistical treatment to support or refute.

Quantitative research, on the other hand, systematically works with numbers to investigate phenomena. According to Walliman (2011), quantitative research is used to answer a question about the relationships between measurable variables to explain and control phenomena. Therefore, in this research, the researcher used the quantitative method with the intention of identifying data related to the variable.

B. Research Participant

Research participants are the object that the writer observed, interviewed, or questioned. The following discussion will focus on describing the population and sample of this study.

a. Population

The population was all participants involved in the object of the research. Kitchenham (2002, p.17) stated that "before the writer would like to find the sample of the study, they needed to define a target of the population." The population in this study was all first- and second-year students at SMP 2 Sinabang 2021, with a total number of students were 240 for both grades.

b. Sample

The sample was a specific population group that will collect the data. The amount of sample is always less than the population; however, it can represent the population. The writer took the purposive sampling technique to select the sample. According to Bernard (2017), purposive sampling, also known as judgment sampling, is the deliberate selection of an informant based on particular characteristics. This technique is known as a non-random sampling technique. If the number of respondents is less than 100, all samples are taken, but if the number of respondents is more than 100, the sampling is 10% -15 percent, 20% - 25 percent, or more, according to Arikunto (2006). Whereas in this study, the total number of respondents is less than 100, all samples will be taken.

The sample of this research is considered into three categories. First, the student must be in first or second-grade SMP N.2 Sinabang. And the second was the students who were taking English private tutoring programs. Third, the students who were taking Miss Irma private tutoring.

However, the number of students taking Miss irma Private tutoring has decreased due to the Covid-19 pandemic. In addition, many parents tend to avoid

their children away from society, which impacts reducing the number of students joining Miss Irma private tutoring. After all, the writer took all students of this private tutoring as the sample of this research.

C. Methods of Data Collection

According to Creswell (2012), there are three methods of collecting data, observation, document, and interview. However, this study used questionnaires to collect the data from the research object. As stated by Ary et al (2006), utilizing questionnaires as data collection is helpful when facing limited time and money.

Particularly, the researcher selected close-ended questions data form to collect the data. According to Rani (2017), a close-ended question was a limited answer set to limit respondents' responses. Furthermore, the closed-ended question included a scaled question with Likert scales, commonly used in studies that use questionnaires. In addition, the questionnaires were used in Likert's Scale forms, in which students were asked to select the option that best represented their thoughts. It is precisely to determine the effectiveness of English private tutoring in mastering English.

In this questionnaire, they were asked to choose where the statement that they felt was true based on their experience while joining the extra class. First, the students can select an option through the statements based on what they think. Then, they can choose the answer choice that has been provided in the questionnaire. There were five standardization scales for the statements, which have a specific value. In this research, the writer used a questionnaire to answer two research questions mentioned in chapter 1. Therefore the instrument has some

alternative options based on the Likert Scale, Such as Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

The questionnaire questions were about students' experience learning English through private tutoring. Based on that purpose, I formulated some statements in the questionnaire. Then, there are options for Likert scales with the specific value itself. The model of Likert scales was adopted from Suharsimi (2013). The questionnaire consists of 30-item questions that students must answer.

D. Methods of Data Analysis

After the writer gained the data through the Likert questions, the writer needs to analyze the data from various answers to make research conclusions. The researcher used the Statistical Packages for the Social Science (SPSS) version 20.0 to process the raw data to gain response percentages and calculate the frequency of the answers and percentages. To interpret the data, the author determined to pick descriptive statistics. According to Thompson (2009), descriptive statistics are numbers of the data describing what occurred in the sample. Finally, through the data from each questionnaire, the researcher describes the result based on the data gained from SPSS.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discusses the procedure of conducting the research ranging from data analysis of the questionnaires to discussions.

A. Data Analysis

The analysis in this study is mainly from the questionnaire. Therefore, the data from the questionnaires can be presented and analyzed in the following tables:

Table 4.1

I like English lessons; I am interested in taking English Private Tutoring.

No	Response	Frequency	Percentage
	a. Strongly Agree	13	52,0%
1	b. Agree	7	28,0%
	c. Neutral	5	20,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.1 shows that most students strongly agree that they are interested in taking English private tutoring because they like English lessons. Then 20% of the respondent chose neutral. The answers indicate that some learners are not interested in English lessons. However, they realize that English is essential to learn, and they still follow English tutoring to solve their problem in English subjects.

Table 4.2

I believe the English language is very important to learn.

No	Response	Frequency	Percentage
	a. Strongly Agree	18	72,0%
2	b. Agree	7	28,0%
	c. Neutral	0	0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.2 illustrates that most of the respondents choose strongly agree, and 28% of them also choose to agree. This means that all students believe English is an essential language. From this data, we can explain that all students join English private tutoring because they understand the importance of English lessons.

Table 4.3

I join English tutoring to prepare myself for the exam.

No	Response	Frequency	Percentage
	a. Strongly Agree	13	52,0%
3	b. Agree	8	32,0%
	c. Neutral	3	12,0%
	d. Disagree	1	4,0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.3 indicates the students' motivation join private tutoring. The majority select on the strongly agree that they join English private tutoring for examination preparation, and the other 32% of students agree with this. Then 12% of the respondents choose neutral, meaning that the students join English tutoring due to examination preparation and want to learn English. Lastly, 4% of the

respondents disagree because preparing for an exam is not their motivation to join English private tutoring but to learn it.

Table 4.4

English private tutoring is a place to re-learn school lessons.

No	Response	Frequency	Percentage
	a. Strongly Agree	15	60,0%
4	b. Agree	10	40,0%
	c. Neutral	0	0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.4 explains that the whole respondents' vote strongly agree and agree with this statement. All students consider English private tutoring as a place to learn English, especially on the unclear material taught at school.

Table 4.5

I don't mind spending money to learn English at a tutoring place.

No	Response	Frequency	Percentage
	a. Strongly Agree	13	52,0%
5	b. Agree	8	32,0%
	c. Neutral	4	16,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.5 shows that half of the respondents choose strongly agree, along with 32% of the respondents select agree that spending money on English private tutoring is not an issue. In contrast, the other 16% of respondents choose neutral. This means they sometimes object to the cost they have to spend learning at a tutoring place.

Table 4.6

English is a difficult language, so I need English private tutoring to master it.

No	Response	Frequency	Percentage
6	a. Strongly Agree	11	44,0%
	b. Agree	8	32,0%
	c. Neutral	5	20,0%
	d. Disagree	1	4%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.6 shows that most students strongly agree (44%) and agree (32%) with this statement. Then, 20% of the respondents choose neutral. This means that sometimes they find learning English difficult, and they also find it a difficult language to learn. However, the other students disagree (4%) to this statement, this might they assume that English is not a difficult language, and they keep learning English through private tutoring.

Table 4.7

I studied at English private tutoring because I had difficulty understanding English lessons at school.

No	Response	Frequency	Percentage
7	a. Strongly Agree	7	28,0%
	b. Agree	12	48,0%
	c. Neutral	5	20,0%
	d. Disagree	1	4%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.7 reveals that many students face difficulties in English lessons, so most of the students tend to choose to agree and strongly agree with this statement. Then, 20% of the respondents choose neutral. This indicates that they sometimes have problems understanding English lessons, while sometimes they cannot understand English lessons at school. The table also states that 4% of the

respondents choose to disagree. This possibly means that students do not have trouble in school English lessons.

Table 4.8

I like to take English Private tutoring because they provide many strategies to teach English lessons.

No	Response	Frequency	Percentage
	a. Strongly Agree	11	44,0%
8	b. Agree	11	44,0%
	c. Neutral	3	12,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.8 shows that 44% of the respondents choose strongly agree and agree with the questionnaire. This indicates that most students agree with this statement that they want to join English tutoring because it provides many strategies to learn English. While the other 12% of the respondents select neutral, this might explain students' need for private tutoring. They might use many strategies to teach English lessons. However, students expect more strategies on the private tutoring in teaching English lessons.

Table 4.9

My Speaking proficiency increased after I joined English private tutoring.

No	Response	Frequency	Percentage
	a. Strongly Agree	8	32,0%
9	b. Agree	14	56,0%
	c. Neutral	3	12,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.9 displays that most students choose to agree with this statement. Moreover, 32% of the respondents select strongly agree. Therefore, students assume they can speak English better after joining English private tutoring. This means that English private tutoring has increased students' English speaking proficiency. However, after that, 12% of the respondents choose neutral. This might indicate that some students assume their speaking ability has not improved after taking private tutoring.

Table 4.10

I can easily answer the teachers' questions during English lessons at school after taking English private tutoring.

No	Response	Frequency	Percentage
	a. Strongly Agree	8	32,0%
10	b. Agree	14	56,0%
	c. Neutral	3	12,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.10 shows that 56% of the students choose to agree, as well as 32% others. This may imply that the respondents become active in answering teachers' questions during English lessons at school after joining English private tutoring. However, 12% of the respondents select neutral. This might explain they are not really active during the English lesson taught at school.

Table 4.11

My English score has improved after participating in the English course.

No	Response	Frequency	Percentage
	a. Strongly Agree	9	36,0%
11	b. Agree	14	56,0%
	c. Neutral	1	4,0%
	d. Disagree	1	4,0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.11 indicates that most of the respondents choose to agree that English private tutoring helps them achieve a good score in English lessons. Then 36% of the respondents also select strongly agree with this statement. This means that English private tutoring is very helpful for them achieving good scores at school, especially in English subjects. Then, 4% of the respondents choose neutral, as well as 4% of the respondents choose to disagree with this statement. This means that the students who choose neutral do not consider English tutoring to meet their expectations in increasing their English learning outcome, especially on their English scores. While students who choose disagree with this statement might think there is no improvement in English scores after they join English private tutoring.

Table 4.12

The English material taught in private tutoring is in accordance with the English material taught at school.

No	Response	Frequency	Percentage
	a. Strongly Agree	15	60,0%
12	b. Agree	9	36,0%
	c. Neutral	1	4,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.12 indicates that 60% of the students select strongly agree. This probably means that the material taught by the tutors at private tutoring is in line with English learning materials taught at school. Moreover, 36% of the respondents choose to agree with this statement. Nevertheless, the respondents (4%) also select neutral on this statement. Perhaps the students consider that there are some distinctions between material taught at both school and private tutoring.

Table 4.13

I learn many strategies to learn English easily at a private tutoring place.

No	Response	Frequency	Percentage
	a. Strongly Agree	10	40,0%
13	b. Agree	13	52,0%
	c. Neutral	2	8,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.13 displays that more than 90% of the respondents select agree and strongly agree with this statement. This possibly means that the respondents acquired some strategies to learn English when learning at a tutoring place that helped them to understand English easily. On the other hand, however, 8% of the respondents choose neutral on this statement. This might imply that after they obtained strategies to learn English through tutoring, they still face some difficulties understanding the English subject.

Table 4.14

After participating in English private tutoring, I became more active in school, especially during English lessons.

No	Response	Frequency	Percentage
	a. Strongly Agree	8	32,0%
14	b. Agree	10	40,0%
	c. Neutral	7	28,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.14 shows that 40% of the students select to agree with this statement. This can be interpreted that most students became more active during the school program, especially in English lessons. Moreover, 32 % of the respondents choose strongly agree. This might mean that the English private tutoring has made students confident to participate in English lessons at school. Nevertheless, 28% of the respondents also select neutral on this statement. This possibly means that the students do not assume that English private tutoring is the only reason to increase their participation in the class. However, they already participated actively during the English school program before joining private tutoring.

Table 4.15

My English learning outcomes increased during my participation in private tutoring.

No	Response	Frequency	Percentage
	a. Strongly Agree	10	40,0%
15	b. Agree	12	48,0%
	c. Neutral	3	12,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.15 displays that most students agree and strongly agree with this statement. Most of the respondents realized that their scores increased while participating in English private tutoring. This is because English private tutoring allows them to increase their score in English subjects.

Table 4.16

I feel more focused when learning English at English private tutoring because the place is comfortable.

No	Response	Frequency	Percentage
	a. Strongly Agree	12	48,0%
16	b. Agree	10	40,0%
	c. Neutral	3	12,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.16 shows that most of the respondents strongly agree with the statements. This explains their feeling that learning English at a tutoring place is more comfortable than in another place like school. However, 36% of the students also choose agree with the statements. Then 4% of the respondents select neutral. This might reflect the student's feeling that the learning atmosphere at the tutoring place is not really comfortable.

Table 4.17

Learning English at English private tutoring can improve my understanding on English subject rather than learning at school.

No	Response	Frequency	Percentage
	a. Strongly Agree	8	32,0%
17	b. Agree	11	44,0%
	c. Neutral	6	24,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.17 indicates that half of the respondents choose agree on this statement, and 40% others select strongly agree. This can be interpreted that learning English at tutoring place can help them increasing their understanding on English subject compared to school. The reason might be the learning atmosphere and the learning strategies applied in the learning. Then 8% of the respondents also choose neutral. This possibly means that learning English at tutoring is sometimes similar to the learning process at school.

Table 4.18

After joining English private tutoring, I never get bad scores on English subjects anymore.

No	Response	Frequency	Percentage
	a. Strongly Agree	5	20,0%
18	b. Agree	17	68,0%
	c. Neutral	3	12,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.18 shows that the majority of the respondents choose to agree with this statement. This can be interpreted that most of the students' scores in English

subjects increased after joining tutoring; they also never get bad scores anymore. Moreover, 32% of the respondents also choose strongly agree with this. However, 28% of the students select neutral on this statement. This possibly means that some students sometimes still get bad scores on English subjects after joining private tutoring, or the score reached after joining private tutoring does not meet the students' expectations.

Table 4.19

I join English private tutoring to spend my leisure time.

No	Response	Frequency	Percentage
	a. Strongly Agree	5	20,0%
19	b. Agree	7	28,0%
	c. Neutral	13	52,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.19 indicates that half of the respondents choose neutral on the statement. This explained that they might not have any leisure time, but the respondents joined English private tutoring because they needed it. As explained in questionnaire 6, most respondents responded that English is a difficult language. This means that even though students don't have leisure time, they keep learning English through private tutoring to help them solve their problems in understanding English. However, seven students choose agree and five other students as well. This means that the students join the private tutoring because they have leisure time and want to use it positively.

Table 4.20

I don't have any disappointments in joining English private tutoring.

No	Response	Frequency	Percentage
	a. Strongly Agree	17	68,0%
20	b. Agree	8	32,0%
	c. Neutral	0	0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.20 displays that 68% of the respondents strongly agree, while the rest choose agree. This means that whole tutees learning at English private tutoring do not regret joining English private tutoring. This means that English private tutoring has given them many benefits, such as opportunities to master English, re-learn unclear material taught at school, and many others.

Table 4.21

I saw my friends who did not take English private tutoring more passive in the class during English lessons.

No	Response	Frequency	Percentage
	a. Strongly Agree	5	20,0%
21	b. Agree	8	32,0%
	c. Neutral	10	40,0%
	d. Disagree	2	8%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.21 shows that 40% of the respondents select neutral. This can be interpreted that students taking English private tutoring are more active during the classroom program, but it doesn't mean that other students are not. The non-tutoring takers are also actively involved during the English classroom program.

Table 4.22

My English proficiency is better than my friend who does not join English private tutoring.

No	Response	Frequency	Percentage
	a. Strongly Agree	4	16,0%
22	b. Agree	17	68,0%
	c. Neutral	4	16,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.22 Indicates that almost all respondents choose to agree and strongly agree with this statement. Only 16% of the students choose neutral. English private tutoring has increased students' ability and proficiency in English subjects. Overall, students choose agree because they might see other students abilities during the classroom programs and the score they reached between them. However, English tutoring takers get more opportunities to learn and master English at school and tutoring.

Table 4.23

After joining English private tutoring, I have never been late to collect English tasks.

No	Response	Frequency	Percentage
	a. Strongly Agree	11	44,0%
23	b. Agree	11	44,0%
	c. Neutral	3	12,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.23 indicates that most of the respondents agree and strongly agree. This might mean that English private tutoring allows for solving their problems,

including homework. The tutors provide times to teach and solve their homework

from school. So that students will get assistance in completing their task.

Table 4.24

Reading English text became easier after I joined English private tutoring.

No	Response	Frequency	Percentage
	a. Strongly Agree	13	52,0%
24	b. Agree	11	44,0%
	c. Neutral	1	4,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.24 shows that most students strongly agree on this statement, and

the other 44% of the rest agree. This possibly means that tutors used many

strategies in teaching English. In this case, they use reading practice as one of the

strategies to teach English. So that student has opportunities to sharpen their

reading skills while learning English in private tutoring, so their reading

proficiency improves.

Table 4.25

After participating in English private tutoring, I am able to communicate in English.

No	Response	Frequency	Percentage
	a. Strongly Agree	6	24,0%
25	b. Agree	12	48,0%
	c. Neutral	6	24,0%
	d. Disagree	1	4%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.25 displays that 48% of the respondents agree, and 24% strongly agree. This means that the students learn how to communicate at the tutoring place. This also possibly means that the tutors use English as a language of instruction in the class, so the students are given facilities to practice English to increase their speaking skills.

Table 4.26

By learning English through private tutoring, I can easily solve my English homework given by the school teacher.

No	Response	Frequency	Percentage
	a. Strongly Agree	15	60,0%
26	b. Agree	8	32,0%
	c. Neutral	2	8,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.26 indicates that most students strongly agree and agree with this statement. This means that the respondents gained other benefits besides learning English through tutoring. For example, private English tutoring allows students to solve their problems in English, including English homework given by school.

Table 4.27

After joining English private tutoring, I can easily understand teachers' explanationa of English subjects at school.

No	Response	Frequency	Percentage
	a. Strongly Agree	12	48,0%
27	b. Agree	11	44,0%
	c. Neutral	2	8,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.27 indicates that most respondents strongly agree and agree with the option. Students get more guidance to understand similar English learning materials taught at English private tutoring. The students have been taught about the materials before it is taught at school. So that the students knew the material before it was taught at school.

Table 4.28

learning English in the afternoon and evening has allowed me to achieve good achievements both in and outside school.

No	Response	Frequency	Percentage
	a. Strongly Agree	9	36,0%
28	b. Agree	13	52,0%
	c. Neutral	3	12,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.28 shows that most students agree and strongly agree with this statement. This means that English private tutoring has successfully accommodated students' English needs. Furthermore, learning English through private tutoring improves students' learning outcomes, such as English scores and other achievements.

Table 4.29

English private tutoring meets my needs in learning English subjecst.

No	Response	Frequency	Percentage
	a. Strongly Agree	11	44,0%
29	b. Agree	12	48,0%
	c. Neutral	2	8,0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.29 displays that English private tutoring helps students achieve their needs in English. This can be seen in the table that most of the respondents agree and strongly agree on the questionnaire. This means that the English private tutoring program has succeeded in assisting students in mastering English through the provided program.

Table 4.30

Learning English at a private tutoring place is more comfortable and flexible.

No	Response	Frequency	Percentage
	a. Strongly Agree	13	52,0%
30	b. Agree	12	48,0%
	c. Neutral	0	0%
	d. Disagree	0	0%
	e. Strongly Disagree	0	0%
Total		25	100%

Table 4.30 Displays that the whole respondents choose strongly agree and agree with the statement. Students confess that learning English at a private tutoring place allows them to study more comfortably and flexibly. It means that the learning atmosphere at private tutoring provides a more comfortable classroom learning and more options for students to choose the suitable learning time.

B. Discussions

The discussions in this section are to answer the research questions stated in Chapter I. There are two research questions:

1. Is English private tutoring effective in mastering English?

2. What factors enable English private tutoring to be effective in mastering English?

The result of the questionnaires, from data analysis to the **first research questions,** is to figure out the effectiveness of English private tutoring in mastering English. Based on the valid data presented in the questionnaires, especially in number 28, the result is 52% agree, 36% strongly agree, and 12% neutral. The total positive response is 100%, which means all students agree with the statements that English private tutoring allows them to achieve exemplary achievements both in and outside school. This result is reliable to the research conducted by Selamat et al., (2012). Their study aimed to investigate the implementation of English private tutoring and the effectiveness of EPT in smart secondary schools in Johore, Malaysia. They found that most of the respondents positively responded to the implementation of EPT. Also, most students select a positive option that leads to the effectiveness of attending private tutoring. The research findings showed that students' learning achievement in school and outside school could be improved after joining English private tutoring.

Besides improving learning achievements, students learning performance also get improved. Based on the valid data, 96% of students gave a positive response to questionnaire number 11. Therefore, the statement is that my English proficiency has improved after participating in the English course. This statement is reliable with the study conducted by Chih-Hao (2019), the study investigate the effect of private tutoring on English performance. The research compares students

who participated in English private tutoring and those who did not participate in EPT. Although the findings showed that EPT positively impacts students' English proficiency, the subjects who participated in EPT exhibited a significant improvement in their pre and post-test, receiving higher scores overall than those who did not join in EPT.

On the other hand, to answer the **second research question**, we can conclude that the data displayed in the questionnaires consider many factors that enable private English tutoring to be effective in mastering English. One of the factors is located on the data questionnaire number 30. The statement is that learning English at private tutoring is more comfortable and flexible. The result showed that 48% of students agree, and 52% strongly agree. This means that 100% of the respondents positively responded to the questionnaire. This statement is reliable to the study conducted by Azmi (2020).

Furthermore, the study explores the effect of English courses on students' speaking ability. The findings, especially on "g, and h" displayed a similar response to this research: studying at English private tutoring is more comfortable, fun, and flexible. Hence, through these provided benefits, students' learning motivation can be improved.

The other pieces of evidence to answer the second research question lay in questionnaire number 4 and 12. The statement is that English material taught at private tutoring is in accordance with English material taught at school and to re-learn unclear material taught by school teachers. A similar study conducted by

Rahma (2021) found that English private tutoring provides learning that has not been done or the repetition of learning that students do not understand during morning classes at school. The learning materials are designed purposively similar to the school's learning materials so that the problems faced by students in understanding English can be overcome.

In summary, English private tutoring, based on the findings and discussions above, shows a positive answer to the effectiveness of English private tutoring in mastering English. Some factors enable English private tutoring to be effective in mastering English. First, EPT provides a more comfortable and flexible English learning. Second, the material taught in private tutoring is in accordance with materials taught at school.
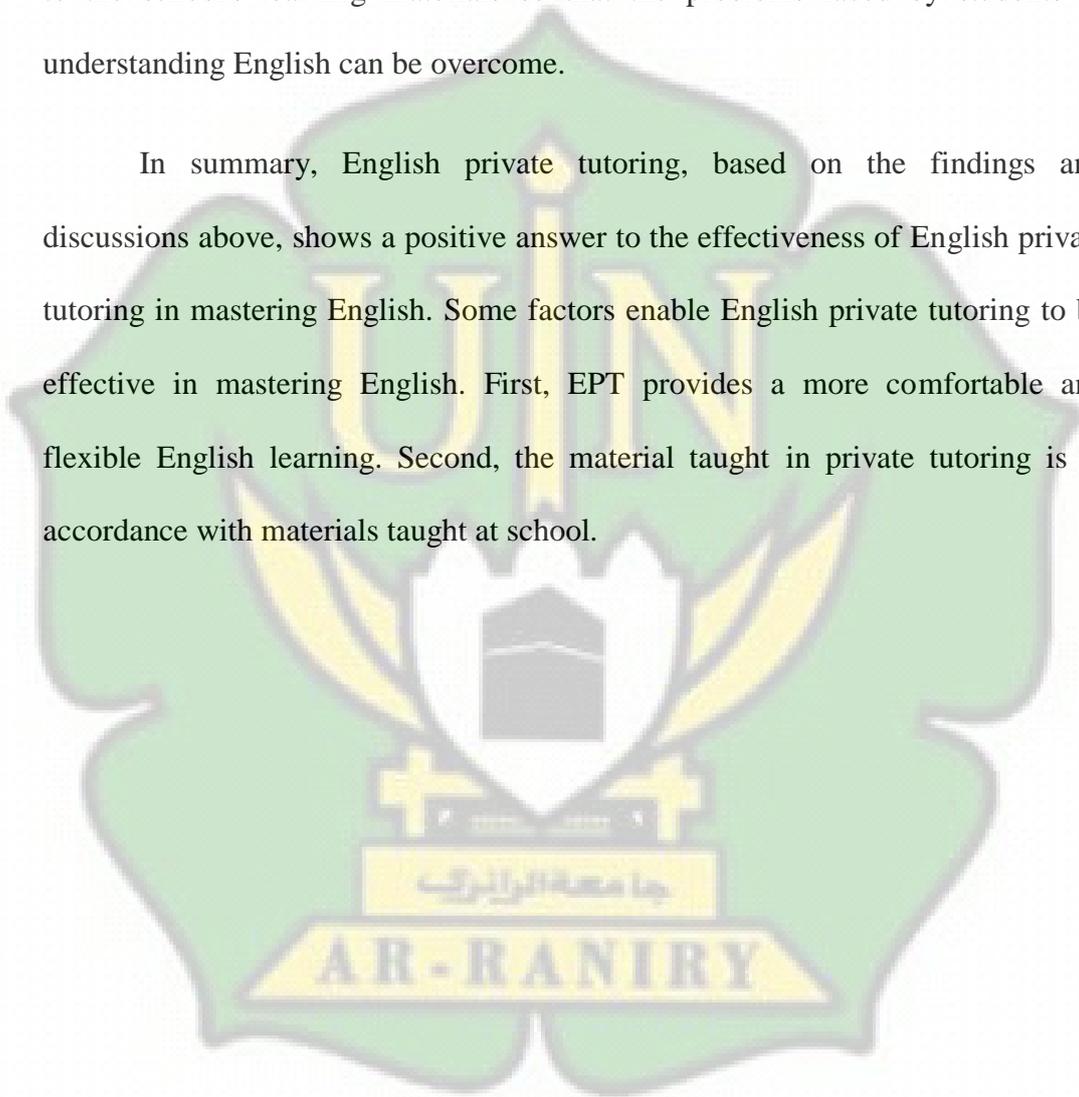
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains the conclusions and recommendations based on the findings and discussions in the previous chapter.

A. Conclusions

This research's main purpose is to determine the effectiveness of private English tutoring in mastering English. Based on the results and discussions in the previous chapter can be described as follows:

1. English private tutoring is considered an effective way to master English. This result can be seen in the students' answers in the questionnaire that most respondents said that their learning achievements and performance increased after joining English private tutoring. All in all, students assumed that private English tutoring helped them in mastering English.

2. The discovered factors that bring through the effectiveness of English private tutoring can be seen as follows:

a. Learning English at private tutoring allows students to increase their understanding of this subject. As a result, students' achievements and performances increased after joining English private tutoring.

b. English materials taught at English private tutoring are in line with materials on English subjects taught at school. So that students will not face difficulties while studying English in two different places. Moreover, English private

c. tutoring provides them a clear explanation to review unclear material taught at school. In the end, students' understanding of English subjects increased after participating in English private tutoring.

B. Suggestions

Based on the results of this research, the researcher would like to give some suggestions as follows:

1. For school: the school curriculum and learning facilities should be designed by relying on students' needs and capability to learn English.

2. For English teachers:

a. English teachers must develop learning materials and learning processes based on students' needs.

b. Teachers should be aware and ensure that learning materials are appropriately conveyed to all students, and that the learning process is in accordance with students' learning styles.

c. For English course: The curriculum should match schools' curriculum.

d. For further research: It is necessary to do further research on the effectiveness of English private tutoring by presenting school teacher perception of the students who are taking English private tutoring.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-16641/UN.08/FTK/KP.07.6/11/2021

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021

MEMUTUSKAN

Menetapkan :
PERTAMA Menunjuk Saudara:
1. Dr. Luthfi Aunie, MA   Sebagai Pembimbing Pertama
2. Dr. Muhammad Nasir, M. Hum   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Hidayatul Muttaqin**
NIM	:	**170203204**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Perception on The Effectiveness of English Private Tutoring in Mastering English**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 09 November 2021
Dekan,

Muslim Razali
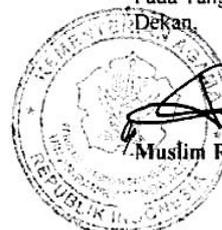
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-6813/Un.08/FTK.1/TL.00/06/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
English Courses Irmayani

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **HIDAYATUL MUTTAQIN / 170203204**
Semester/Jurusan   : X / Pendidikan Bahasa Inggris
Alamat sekarang   : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Effectiveness of English Private Tutoring in Mastering English*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 16 Juni 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 16 Juli 2022   Dr. M. Chalis, M.Ag.

RESEARCH INSTRUMENTS

1. *I like English lessons; I am interested in taking English Private Tutoring.*
   o Agree
   o Strongly agree
   o Neutral
   o Disagree
   o Strongly disagree

2. *I believe the English language is very important to learn.*
   o Agree
   o Strongly agree
   o Neutral
   o Disagree
   o Strongly disagree

3. *I join English tutoring to prepare myself for the exam.*
   o Agree
   o Strongly agree
   o Neutral
   o Disagree
   o Strongly disagree

4. *English private tutoring is a place to re-learn school lessons.*
   o Agree
   o Strongly agree
   o Neutral
   o Disagree
   o Strongly disagree

5. *I don't mind spending money to learn English at a tutoring place.*
   o Agree
   o Strongly agree
   o Neutral
   o Disagree
   o Strongly disagree

6. *English is a difficult language, so I need English private tutoring to master it.*
- o Agree
- o Strongly agree
- o Neutral
- o Disagree
- o Strongly disagree

7. *I studied at English private tutoring because I had difficulty understanding English lessons at school.*
- o Agree
- o Strongly agree
- o Neutral
- o Disagree
- o Strongly disagree

8. *I like to take English Private tutoring because they provide many strategies to teach English lessons.*
- o Agree
- o Strongly agree
- o Neutral
- o Disagree
- o Strongly disagree

9. *My Speaking proficiency increased after I joined English private tutoring.*
- o Agree
- o Strongly agree
- o Neutral
- o Disagree
- o Strongly disagree

10. *I can easily answer the teachers' questions during English lessons at school after taking English private tutoring.*
- o Agree
- o Strongly agree
- o Neutral
- o Disagree
- o Strongly disagree

11. My English score has improved after participating in the English course.

o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

12. The English material taught in private tutoring is in accordance with the English material taught at school.

o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

13. I learn many strategies to learn English easily at a private tutoring place.

o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

14. After participating in English private tutoring, I became more active in school, especially during English lessons.

o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

15. My English learning outcomes increased during my participation in private tutoring.

o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

16. *I feel more focused when learning English at English private tutoring because the place is comfortable.*
- o Agree
- o Strongly agree
- o Neutral
- o Disagree
- o Strongly disagree

17. *Learning English at English private tutoring can improve my understanding on English subject rather than learning at school.*
- o Agree
- o Strongly agree
- o Neutral
- o Disagree
- o Strongly disagree

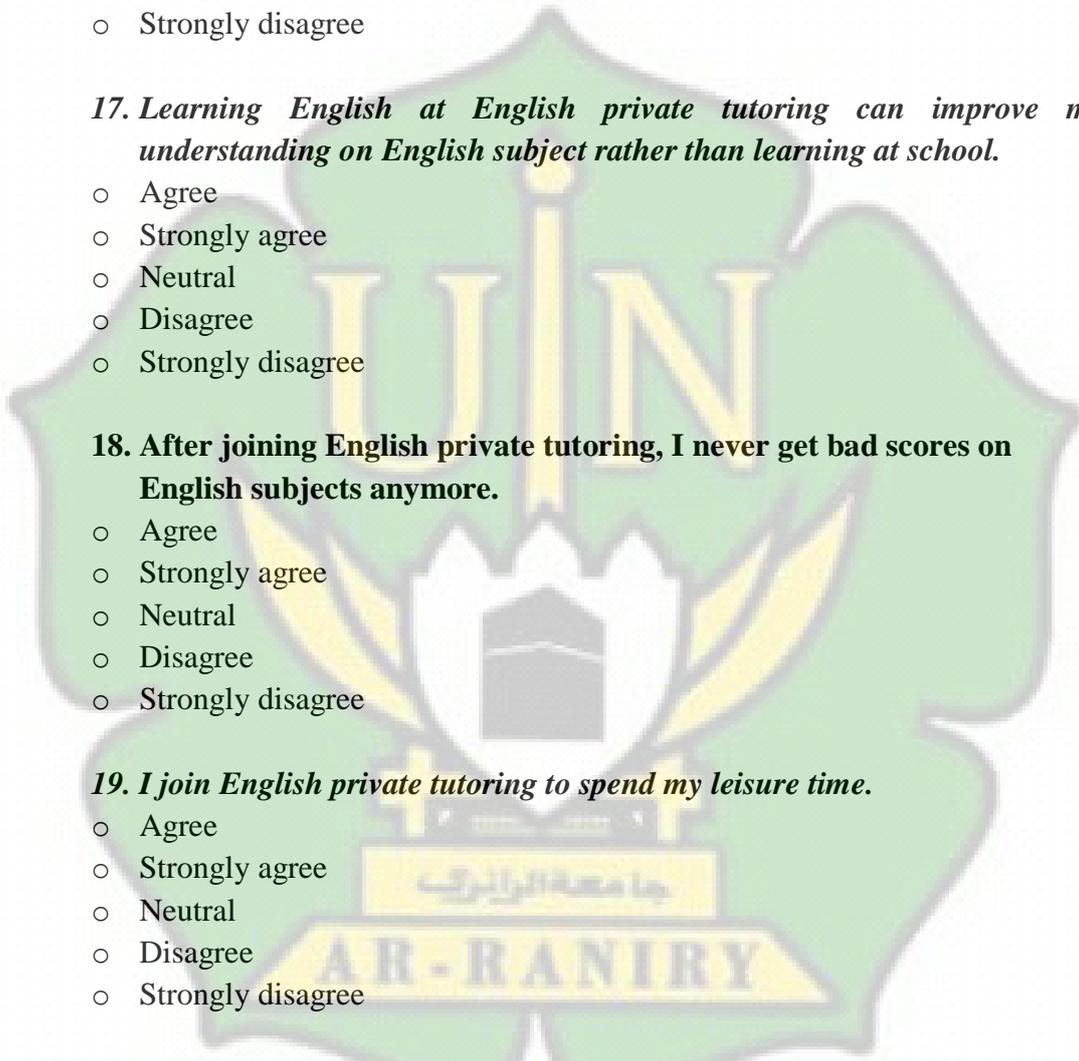18. **After joining English private tutoring, I never get bad scores on English subjects anymore.**
- o Agree
- o Strongly agree
- o Neutral
- o Disagree
- o Strongly disagree

19. *I join English private tutoring to spend my leisure time.*
- o Agree
- o Strongly agree
- o Neutral
- o Disagree
- o Strongly disagree

20. *I don't have any disappointments in joining English private tutoring.*
- o Agree
- o Strongly agree
- o Neutral
- o Disagree
- o Strongly disagree

21. *I saw my friends who did not take English private tutoring more passive in the class during English lessons.*
o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

22. *My English proficiency is better than my friend who does not join English private tutoring.*
o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

23. *After joining English private tutoring, I have never been late to collect English tasks.*
o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

24. *Reading English text became easier after I joined English private tutoring.*
o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

25. *After participating in English private tutoring, I am able to communicate in English.*
o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

26. **By learning English through private tutoring, I can easily solve my English homework given by the school teacher.**
o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

27. **After joining English private tutoring, I can easily understand teachers' explanationa of English subjects at school.**
o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

28. **learning English in the afternoon and evening has allowed me to achieve good achievements both in and outside school.**
o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

29. **English private tutoring meets my needs in learning English subjecst.**
o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree

30. **Learning English at a private tutoring place is more comfortable and flexible.**
o Agree
o Strongly agree
o Neutral
o Disagree
o Strongly disagree