

**EXPLORING STUDENTS' EXPERIENCE
LEARNING ENGLISH IN A PRIVATE ENGLISH SCHOOL
AND ITS PERCEIVED IMPACTS ON THEIR
LANGUAGE PROFICIENCY**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

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ENGLISH IN A PRIVATE ENGLISH SCHOOL AND ITS
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PROFICIENCY**

THESIS

**Has been Approved and Submitted to the Thesis *Munagasyah* Defense as One
of the Requirement to Obtain a Bachelor's Degree in the Field of Education
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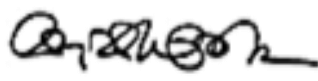
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THESIS

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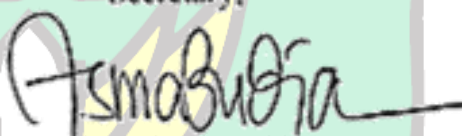
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
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ABSTRACT

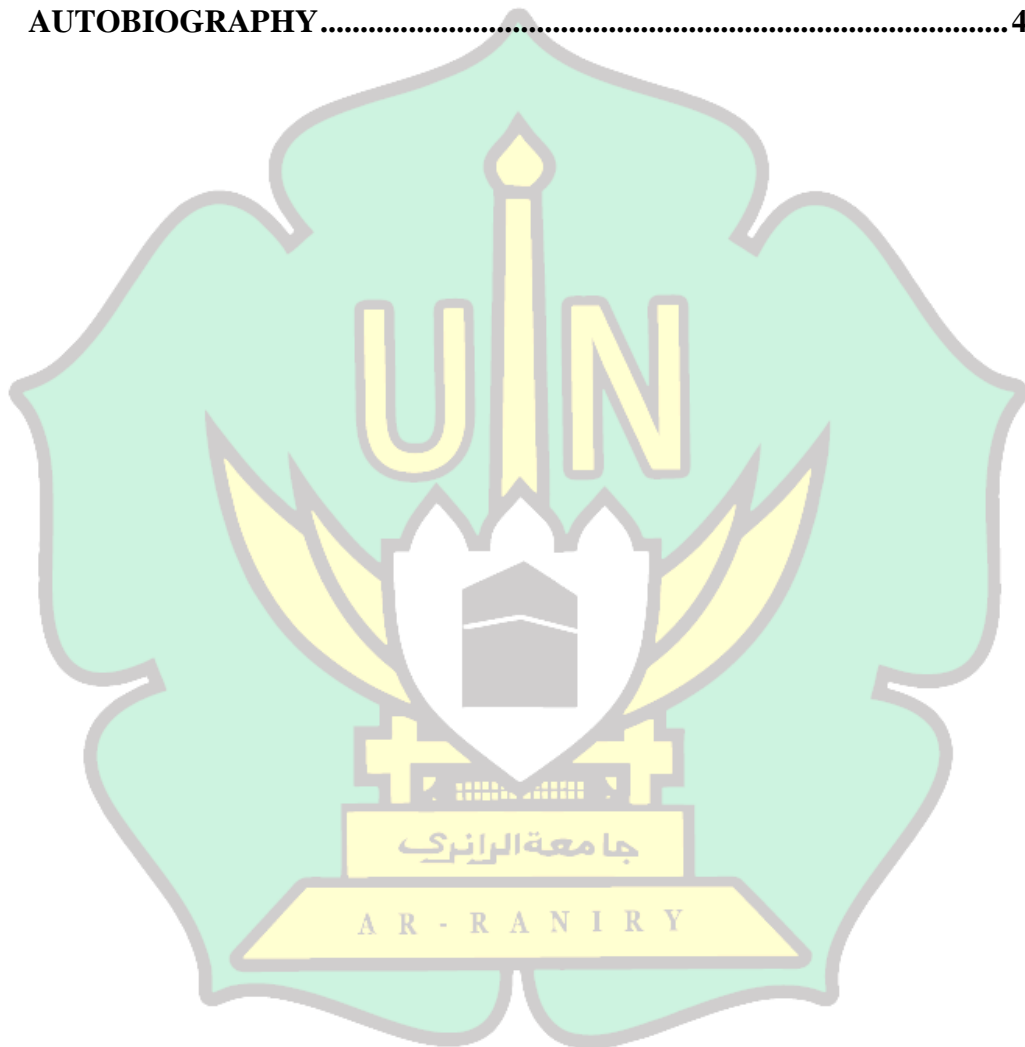
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This study explores how students assess their English language competency in relation to their experiences learning the language at a private English school. The purpose of the study was to find out how students felt about their English language proficiency after taking part in different programs offered by the private English school. For this study, the researcher used interview descriptive approach as the main means of data gathering. The participants were a number of students who had enrolled in various English Private study programs. The results showed that the majority of students thought their English ability had significantly improved, especially in speaking, listening, reading, and communication confidence. Through conversations, presentations, role plays, and actual communication exercises, students indicated that practice-oriented programs like the Speaking Club and Interchange Program significantly improved their speaking practice, fluency, and self-confidence. Additionally, learners' anxiety was lessened and they were encouraged to participate more actively in learning activities when they were in a supportive learning environment that included comfortable classroom circumstances, interesting learning materials, and active teacher-student contact. Additionally, engaging with native speakers gave students real-world exposure to the language, which improved their pronunciation, listening comprehension, and familiarity with everyday English idioms.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a second language has become increasingly important for many people. Teachers have faced challenges in adapting their teaching approaches over time. Inside the classes, students from diverse methodologies have evolved significantly throughout generations. Education has progressed at varying rates across the globe, influenced by each country's resources. Indonesia's education system, rapid technological advancements have driven educational reforms through digital school programs aimed at improving learning quality and access. This shift from traditional to digital learning has transformed classroom practices, influencing teachers' instructional approaches and enhancing students' participation in more interactive and technology-based environments (Akbar, M., 2023).

In an increasingly globalized world, English has become a critical tool for communication, education, and professional development. It is considered the lingua franca of international discourse, science, business, and technology. As a result, mastering English has become a key goal for many students, particularly in countries where English is a foreign language (EFL). In Indonesia, English is taught from an early age in both formal and informal educational settings, including schools, private English school, and tutoring institutions. There is a previous research study by Akimenko (2017), found that private tutoring can improve students' English proficiency while also serving as a remedial tool by assisting them in developing the information that mainstream school demand. It should be mentioned, nevertheless, that things could be different for other topics that require tutoring.

One such institution private English school that has gained attention in Banda Aceh is LG, a local English learning center that employs native English speakers and implements an interactive, student-centered approach to language learning. The presence of native speakers as instructors is believed to offer 1

student's authentic exposure to pronunciation, idiomatic expressions, and natural communication patterns. According to Krashen 1982, comprehensible input provided by proficient language users plays a significant role in second language acquisition. Therefore, the opportunity to interact with native speakers at private English school may facilitate a more effective and immersive learning experience for students.

Moreover, the communicative learning style often used in institutions like private English school aligns with the Communicative Language Teaching (CLT) approach. Richards (2006) emphasizes that CLT focuses on enabling learners to communicate effectively and fluently in real life situations. Students are encouraged to use the language actively rather than passively memorize grammar rules or vocabulary lists. This approach may foster greater confidence and motivation among learners.

One of the most popular options for students seeking to improve their English skills is LG private English school, a private learning center based in Banda Aceh. This institution offers a supportive learning environment that promotes both academic achievement and personal development, particularly through small-group instruction and personalized learning. Its programs, which align with the Cambridge framework, are designed to enhance students' academic performance while also developing practical communication skills. As a result, many students report significant improvement in their English proficiency, increased confidence, and greater motivation to learn. This is also supported by previous research. Zheng et al. (2020) found that private tutoring has a positive and significant impact on students' academic achievement, particularly in subjects such as English and mathematics. In addition, tutoring contributes to increased self-confidence and better overall learning experiences.

In line with these findings, my personal experience as a student who participated in a private English school at LG for approximately two years also reflects similar benefits. At the beginning, I had limited understanding and lacked confidence in communicating in English. However, over time, my communication skills improved significantly, especially in expressing ideas, asking questions, and

making requests. My grammatical competence also developed noticeably. Furthermore, the presence of native speakers played an important role in enhancing my motivation to learn. Through direct interaction, I was encouraged to practice speaking more confidently and improve my listening skills. This exposure also helped me understand natural expressions and idioms commonly used in everyday communication, making my learning experience more meaningful and effective. This opinion supported by Yung and Chiu (2023), found that most students enjoyed EPT, and this enjoyment was closely related to their motivation, learning experience, and positive attitudes toward English.

Despite the apparent benefits of attending such institutions, students' perceptions regarding the effectiveness of private English school in improving their English proficiency have yet to be fully explored. Perception plays a crucial role in shaping learning experiences and outcomes. As noted by Brown 2000, learners' attitudes and perceptions toward a learning environment can significantly influence their motivation, engagement, and ultimately their achievement. Understanding these perceptions is essential to evaluate whether the teaching strategies and environment provided by private English school meet students' expectations and contribute meaningfully to their language development. Given the growing popularity of private English school in Banda Aceh and the increasing demand for effective English instruction, it is important to assess how students view their experiences at this institution, whether they feel their English skills have improved; which aspects of the private English school do they find it most beneficial; whether they believe that learning from native speakers has had a measurable impact on their proficiency; these are the issues that this study aims to answer.

B. Research Questions

This study is guided by the following research questions:

1. How do private English school students perceive their environment in the school improve their language skills?
2. Which aspects of the private English school programs do students find most beneficial for their language learning?

3. How do students perceive the impact of native speaker instruction on their language learning?

C. Research Aims

The objectives of this study are:

1. To discover the perceptions of students at a private English school on the enhancement of their language proficiency following enrollment in the program.
2. To establish which aspects of the private English school curriculum students believe will help them learn the language the most.
3. To explore how much students believe studying with native speakers supports in their language development.

D. Significance of the Study

This study is expected to provide both theoretical and practical contributions. Theoretically, it adds to the body of knowledge on language learning in EFL contexts, especially regarding student perceptions and the role of native-speaker instructors. Practically, the findings may benefit:

1. Students, by helping them understand how different learning environments can affect their language development.
2. Educators and administrators at private English school, by offering feedback to improve instructional practices and program design.
3. Other EFL institutions, as a reference for adopting effective teaching methods and understanding the importance of student-centered learning.

E. Research Terminology

To clarify the concepts used in this study, the following key terms are defined:

1. Students' Perception

In this research, students' perception refers to how learners interpret, understand, and evaluate their learning experience at private English school in Banda Aceh. According to Brown (2000), perception is a psychological

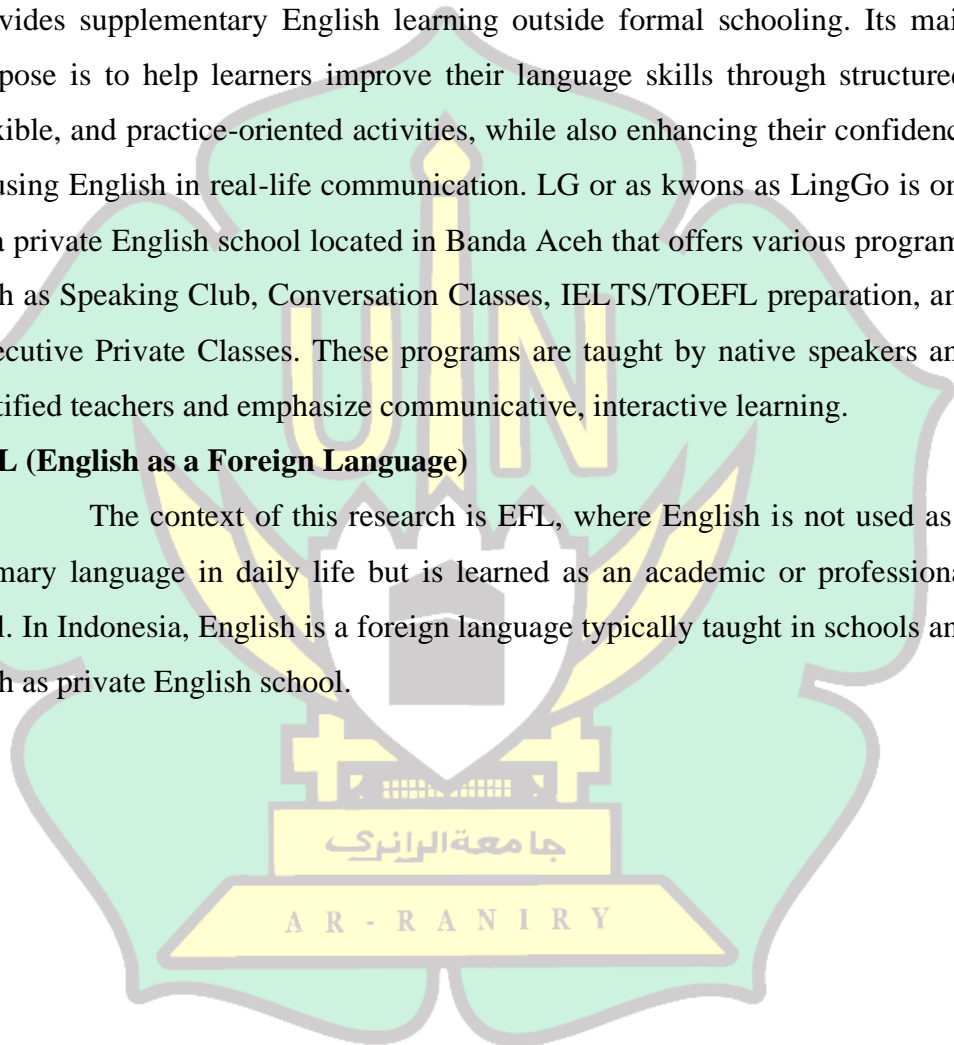
process through which learners form judgments about their environment, which in turn influences their attitudes and motivation in learning.

2. Private English School

Private English school is a non-formal educational institution that provides supplementary English learning outside formal schooling. Its main purpose is to help learners improve their language skills through structured, flexible, and practice-oriented activities, while also enhancing their confidence in using English in real-life communication. LG or as known as LingGo is one of a private English school located in Banda Aceh that offers various programs such as Speaking Club, Conversation Classes, IELTS/TOEFL preparation, and Executive Private Classes. These programs are taught by native speakers and certified teachers and emphasize communicative, interactive learning.

3. EFL (English as a Foreign Language)

The context of this research is EFL, where English is not used as a primary language in daily life but is learned as an academic or professional tool. In Indonesia, English is a foreign language typically taught in schools and such as private English school.



CHAPTER II

LITERATURE REVIEW

The theories employed in this study are explained in this chapter, which also includes a brief explanation of how students see private English school English classes, the concept of perception, the variables that affect issues, and the description of the LG English program and its contents.

A. Learning and Teaching English

1. Definition of Learning English

Mastering the four fundamental language skills including speaking, listening, reading, and writing are a necessary part of learning English. These abilities are interrelated and serve as the cornerstone of successful communication. Capital and Sabat (2023) found that metacognitive techniques in self-directed learning can improve speaking fluency and inspire students to keep improving their language skills.

The effectiveness of language acquisition is significantly influenced by learning styles. Depending on the requirements and qualities of the learners, a variety of tactics, including rote learning, communicative learning, cooperative learning, and autonomous learning, can be used. Inayati et al. (2021) have shown, a lot of students need help from professors or institutions since they don't always use self-directed learning techniques to their full potential, particularly while learning online. By offering interesting and interactive information, learning platforms like YouTube have also been shown to be successful in promoting independent learning (Daeli & Santosa, 2025).

Success in learning English depends on internal elements including motivation, curiosity, language anxiety, and cognitive aptitude in addition to learning tactics. Students who are very intrinsically motivated are more likely to study consistently and advance significantly in their language proficiency. Williams and Burden (1997) observed that stress that internal elements including self-confidence, perceived activity worth, and curiosity are critical in promoting language acquisition success. Tools such as self-access learning centers and

constructive interactions with peers and teachers can increase motivation and promote long-term independent learning. Learning English is also greatly influenced by outside variables. Important components include exposure to English outside of the classroom, family support, a helpful learning environment, and access to sufficient facilities.

2. Definition of Teaching English

The act of teachers facilitating the learning process via meticulous preparation, material delivery, and assessment of learning objectives is known as teaching English. As suggested by Richards and Rodgers (2014), there are numerous ways to teach English, including the Grammar-Translation Method, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT). Depending on the learner's characteristics and the learning objectives, each approach has advantages and disadvantages of its own.

Teachers are essential in fostering a positive learning environment, inspiring students, and modifying their teaching strategies to meet the requirements and learning preferences of their students. Involve more than just imparting knowledge, it also entails fostering meaningful interactions, promoting active engagement, and offering helpful criticism in effecting teaching.

Additionally, the incorporation of suitable learning resources is necessary for English language instruction. Learners' experiences can be enhanced by digital technology including interactive videos, online learning platforms, and language learning apps. Littlewood (2014) revealed that the use of pertinent media can promote contextualized learning, provide practice opportunities, and improve learner engagement.

3. The Relationship between Learning and Teaching

In English language instruction, teaching and learning are two interrelated processes. While teaching includes the tactics, ideas, and strategies teachers use to support that process, learning refers to the efforts students make to gain information and skills. Rodgers and Richards (2014) found that the two have a reciprocal connection. Learning may be accelerated by excellent instruction, and the efficacy of teaching strategies can be raised by teachers' comprehension of

students' requirements and learning preferences. Both within and outside of the classroom, interactions between teachers and students have an impact on how well the teaching-learning process goes. Students may actively engage, ask questions, and practice language skills in an interactive, student-centered learning environment. As a result, learning results and students' engagement will be improved by teaching that is responsive to their developmental stage.

4. Factors Affecting English Language Learning and Teaching

A variety of essential factors, including internal, external, and social conditions, contribute to the effectiveness of English language learning and teaching among students as stated by Betal and Banerjee (2023). There are:

a. Internal factors

Characteristics that are intrinsic to the instructor or student, such as motivation, cognitive capacity, personality, and past language proficiency, are referred to as internal factors. Since motivated students are more likely to actively participate in the learning process and persevere in the face of adversity, motivation is essential to language acquisition. Language competence is influenced by cognitive capabilities such as memory, critical thinking, and problem-solving ability. Furthermore, a learner's propensity to engage in class activities and utilize English in everyday contexts may be influenced by personal characteristics like extroversion, openness to new experiences, and self-assurance.

b. External factors

Cultural, social, and environmental elements are only a few of the many variables that fall outside the individual's control. Since language is entwined with cultural norms, values, and beliefs, cultural variations may have an impact on ESL learners' language learning experiences.

c. Social factors

Learning English as a second language can be aided or hindered by social variables, including peer relationships and the attitudes of family members and the community regarding language acquisition. The learning process also heavily relies on the classroom environment, which includes activities, instructional strategies, and the availability of materials.

B. Private English school

1. Type of Private English School

A component of non-formal education, private English schools are designed to help students acquire particular competences or abilities outside of the official educational system. According to Bray and Kwok (2003), private English lessons provide as supplemental education for students who are not enrolled in regular schools. Private English coaching helps students improve their language skills and academic performance, according to earlier research (Hamid, et al, 2013). In this instance, taking English classes aids students in becoming more proficient in the language in a useful and expressive manner.

a. Definition

According to Svinicki and Mc Keachie (2011), a private English school is a type of education that focuses on imparting certain knowledge or abilities that are seen to be crucial for a person's academic or professional growth. They stress that classes provide people the chance to study in a more adaptable and engaging setting.

A private English school refers to a non-formal instructional program designed to systematically develop learners' English language proficiency through structured and practice-oriented learning activities. Private English classes provide as extra instruction outside of regular schooling and are frequently designed to assist students in developing certain language skills. Private English tutoring greatly aids in students' language development by offering personalized help based on their requirements, flexible learning formats, and concentrated teaching, in relation to research by Hamid, et al (2013). This implies that improving communication ability in EFL environments is a major function of private English schools.

A private English school is an organized learning program that uses interactive and communicative methods to increase students' competency in the four language skills. In order to guarantee significant skill growth, modern private English schools place a strong emphasis on student participation, real language exposure, and quantifiable learning results. Written by Cheng (2025), the current

private English schools especially those that use mixed and communicative learning approaches are intended to encourage active engagement and enhance students' speaking, listening, and communication skills. This illustrates how English classes are becoming more outcome-driven and focused on language use in everyday situations.

Merriam and Caffarella (2000), have shown that private English schools are learning programs designed outside of the official educational system with the goal of assisting people in gaining information and skills for their personal or professional lives. From their perspective, depending on the requirements and desires of the students, classes may be offered online, offline, or a combination of the two.

b. Types of Private English School

There are several types of private English schools that can be attended by students, college students, and adults.

1) Peer tutoring

According to Nurhasanah and Gumindari (2021), a number of students are chosen to serve as tutors or those in charge of instructing other friends as part of the group learning activity known as peer tutoring. However, there are a number of requirements that must be met in order for these students to be chosen. Since friends can communicate more easily than teachers can, this type of peer tutoring is more comfortable. Peer tutoring is also linked to increased student autonomy and self-regulation during the English language acquisition process (Suryani & Widiastuti, 2020).

According to researcher by Zhang, et al (2025), children who participated in a peer tutoring intervention program demonstrated noticeably higher speaking ability scores than other control groups. In a similar, Parker, et al (2023) assessed supports the use of peer tutoring strategies in English language learning among young learners, establishing through experiments the multifarious benefits of peer tutoring programs to both tutors and tutees. Peer tutoring may help learners achieve more positive emotional outcomes, such as increased motivation, self-efficacy, and pleasure of learning (Kalkan & Smith, 2021).

2) Private tutoring

Private tutoring (also known as shadow education, supplementary tutoring or after-school tutoring), usually aiming at fostering student learning and achievement in exchange for monetary payment. "Tutoring in academic subjects which is provided for financial gain and which is additional to the provision by mainstream schooling" is the common definition of private tutoring (Bray & Kwok, 2003).

Zheng, et al (2020) states that the effects of private tutoring consist of several essential aspects. First, private tutoring is positively associated with students' academic achievement, particularly in subjects such as English and mathematics. Second, beyond academic outcomes, private tutoring is also linked to students' emotional well-being, including higher levels of self-confidence and improved parent-child relationships. Third, although private tutoring provides benefits, its positive effects tend to decline when the intensity becomes too high, as excessive tutoring may reduce parental involvement in homework assistance and leisure activities.

C. English performance

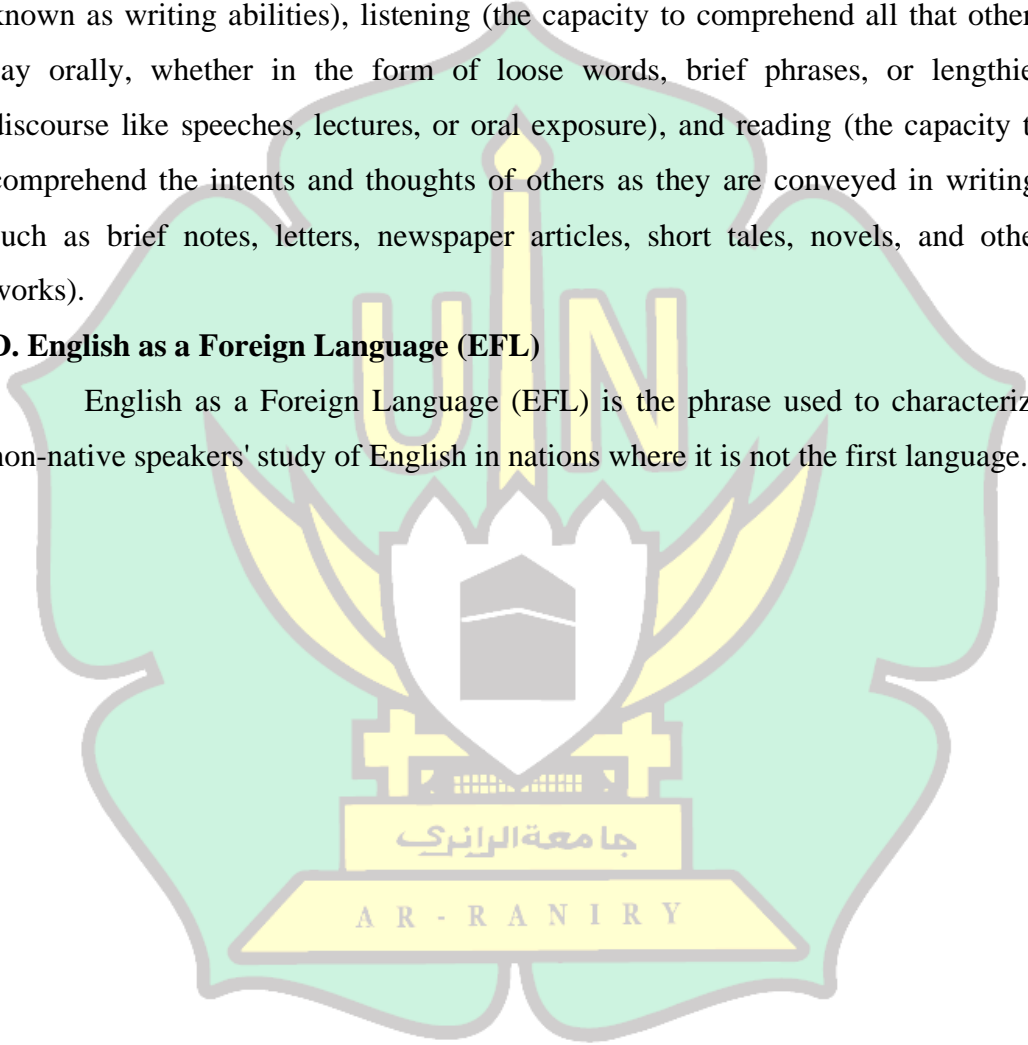
Performance may be attained by a variety of means, such as education, training, and experience. Performance is the maturity, ability, and competency of a person in a skill or knowledge that can benefit both themselves and others (Putri & Wijayanti, 2018).

So that a person's ability, maturity, and proficiency in listening to the interlocutor's speech, speaking with the interlocutor, reading written messages, and writing orally and in writing messages that can benefit himself and others is known as English performance. One can convey thoughts, feelings, wishes, views, and requirements more readily when they have strong language abilities. A person who lacks strong language abilities will find it challenging to communicate and comprehend the intentions of others.

English performance consists of four main skills, namely speaking, writing, listening, and reading (Brown, 2010). Speaking (the capacity to communicate verbally by using words and sounds that are put together in a more comprehensive linguistic structure, such as phrases, sentences, and lengthier oral discourse, such as speeches and stories, among other things), writing (the capacity to communicate thoughts, feelings, and views to others via written language is known as writing abilities), listening (the capacity to comprehend all that others say orally, whether in the form of loose words, brief phrases, or lengthier discourse like speeches, lectures, or oral exposure), and reading (the capacity to comprehend the intents and thoughts of others as they are conveyed in writing, such as brief notes, letters, newspaper articles, short tales, novels, and other works).

D. English as a Foreign Language (EFL)

English as a Foreign Language (EFL) is the phrase used to characterize non-native speakers' study of English in nations where it is not the first language.



CHAPTER III

RESEARCH METHODOLOGY

This chapter will provide a thorough explanation of the methodology of this study, including research design, research participants, methods of data collection, and methods of data analysis.

A. Research Design

For this study, I applied a qualitative design. This study used a qualitative phenomenological technique in order to investigate students lived experiences and perspectives of studying English in a private English school. this approach is the most appropriate because it allows me to deeply understand how students personally experience language learning, not only in terms of skills but also their feelings and confidence development. The aim of qualitative research is to better understand social processes, human behavior, and experiences by gathering non-numerical data. Qualitative research uses techniques including interviews and observations to build knowledge and obtain insights rather than depending on statistical analysis (Taylor, et al 2015).

This study employed non-probability sampling, specifically purposive sampling. In my opinion, purposive sampling is suitable for this study because not all students can provide relevant information; only those who have experienced learning in a private English school can give meaningful insights. Therefore, participants were selected based on specific criteria, such as having attended the private English school for a certain period and being able to provide information related to the research objectives. This is in line with Etikan et al. (2016), emphasize that purposive sampling is effective in qualitative research because it focuses on information-rich cases.

B. Research Participants

Participants, often referred to as informants, are people or organizations that take part in the study and contribute significant data or information.

Participants are individuals who provide their perspectives, experiences, and viewpoints that are pertinent to the study's subject (Taylor, et al 2015).

The participants in this study were students enrolled in a private English school. I employed purposive sampling to select participants who met specific criteria relevant to the objectives of the study. According to Taylor, et al (2015), purposive sampling is a sampling technique used in qualitative research where the researcher selects certain individuals or groups intentionally based on certain criteria relevant to the research objectives.

In this study, I selected eight participants to be researched using the interview technique. Private English school has three classes consisting of ten students per class. However, the researcher only took eight students. The eight students were students of the interchange three class (level B1) for four months. Therefore, I decided that the participants and samples for this study were eight students who had enrolled in private English school English Banda Aceh.

Table 3.1
Participants Interview

No.	Pseudonym of the Participants	Age
1	Maman	22
2	Dara	24
3	Nisa	24
4	Zirah	19
5	Riki	28
6	Ita	29
7	Jina	24
8	Izza	24

C. Methods of Data Collection

The following are the methods that researchers employ to get data for their studies is Interview. An interview was a technique for gathering data in which researchers speak with informants or participants face-to-face to learn about their opinions, experiences, and feelings regarding the subject of the study (Taylor, 2015).

I invited eight students for this study that were enrolled in private English school Banda Aceh participated in semi-structured interviews. For the reason that

it enables the researcher to get pertinent and detailed information on students' experiences and opinions of studying English at private English school, this kind of interview was selected. While staying focused on the major research questions, the semi-structured style gives the researcher the freedom to delve further into participant replies.

All participants received the prepared questions in the same order, but I gave them the opportunity to expand on their responses when significant details beyond the main topics surfaced. The researcher was able to discover more about the students' opinions about the teaching strategies, the particular language abilities that improved, and the difficulties they faced while studying at LG to this technique. After the data was gathered, it was transcribed and subjected to textual analysis in order to find themes pertaining to improving students' English proficiency.

D. Methods of Data Analysis

I use qualitative methods for analysis, such as thematic analysis. Thematic analysis is an approach in qualitative research that aims to identify, analyze, and interpret patterns or themes that emerge from research data. This method is used to understand the deeper meaning contained in the experiences, stories, and social interactions conveyed by participants. According to Dawadi (2020), thematic analysis is a qualitative research method that researchers use to systematically organize and analyze complex data sets.

As proposed by Clarke and Braun (2013), analysis involves a constant moving back and forth between the entire data set, the coded extracts of data being analyzed, and the analysis of the data it is producing. Besides that, they include the following step-by-step guidelines:

1. Familiarization with the Data

The first stage, the researcher reviews and examines the data carefully to gain an overall understanding and to identify potential themes that may emerge. For the first step, I went over the interview data several times, to fully comprehend their experiences, especially with regard to language skill development. Upon analyzing the data, I saw a number of recurrent themes, such

as enhanced self-assurance, improved speaking skills, and the impact of classroom activities and native speakers.

2. Generating Initial Codes

This process allowed significant ideas and patterns to emerge from the data. All transcripts were coded systematically, and relevant phrases or sentences were assigned multiple codes. The repeated reading ensured that the coding process captured the richness and depth of the data. I identified key statements and grouped recurring ideas into codes such as confidence, speaking practice, and learning environment, based on participants' expressions.

3. Searching for Themes

In this stage, the researcher examined how different codes could be combined to form broader themes. The focus shifted from individual codes to identifying meaningful patterns related to the research questions. I categorized comparable codes into more general themes after coding the data. For instance, I created "Increased Confidence" by combining codes pertaining to confidence and decreased nervousness. "Improvement in Language Skills" was the category for codes pertaining to speaking, listening, reading, and writing. Additionally, I categorized codes pertaining to learning activities under "Oriented Programs," classroom environment under "Supportive Learning Environment," and interactions with native speakers under "Perceived Benefits of Learning with Native Speakers."

4. Reviewing Themes

The next stage, the researcher reviewed the coded extracts and the entire data set to confirm that the themes accurately represented the data. I examined the themes to make sure they appropriately reflected the data, double checked the transcripts for verification, and clarified overlapping codes.

5. Defining and Naming Themes

The themes were further refined to identify their core meaning and determine what aspect of the data each theme represented. Each theme was clearly defined and given a final name that reflected the overall story of the data 16 in

relation to the research questions. I defined each theme based on its main idea and gave it a clear name that represented the data.

6. Writing Report

The final phase involved writing the findings in a clear and coherent manner. The analysis was supported by relevant data extracts to ensure credibility and to illustrate how the themes addressed the research objectives. I presented the findings clearly, supported them with participants' quotations, and interpreted them to answer the research questions.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

Having interviewed the participants, I found a wide range of responses during the interviews. Among these were answers directly related to the research questions. After interviewing eight participants, the majority reported experiencing improvement while participating in the program at a private English school. The data were collected through WhatsApp interviews, in which the researcher sent text messages to ensure clarity of the questions, interviewed participant individually, asked questions based on the interview protocol, and carefully listened to and analyzed the responses in the form of voice notes and text messages.

The participants were asked several questions regarding the extent to which their English skills improved after attending the private English school, which programs they found most beneficial for their English development, and whether learning from native speakers had a clear and noticeable impacts on their English proficiency, such as pronunciation, speaking style, and vocabulary.

Furthermore, the collected data were analyzed by following several questions related to the participants' experiences during the program. The data were categorized according to the focus of the study, with only information relevant to the research topic selected for analysis. There were fourteen questions in total, and each question point was grouped into three main categories: participants' perceptions of improvement in English proficiency, aspects of the private English school program, and the impact of native speakers on the participants' proficiency.

1. Students' Perceived Improvement in Language Skills

a. Increased Confidence

Beyond the improvement in language proficiency, the findings have shown that students' self-confidence significantly increased as a result of attending the private English school. One of the most obvious personal improvements that

individuals noticed was an increase in confidence. This progress went beyond interactions in the classroom to include presentations, conversations, and interacting with new individuals. The increase in self-assurance shows that learning a language at private English school promotes both the development of technical proficiency and the psychological preparedness to utilize English in everyday situations.

As emphasized by several students, this development clearly shows that their confidence has increased in all situations and conditions.

After I finished private English school at LG, I feel more confident than before. Previously, I had difficulty speaking and using English in everyday communication. Now, I am able to use English more fluently in class discussions and direct interactions. The most noticeable difference is when I have to speak in front of others, where I feel more prepared and less hesitant, as I appear more active and confident when using English. (Dara)

Before studying at private English school, I was often hesitant and afraid of making mistakes when speaking. After studying at there, I am more fluent and confident in expressing my opinions in English. I feel more confident when speaking with friends or teachers in English, as well as when giving presentations in class. (Zira)

Zira clarified that she used to be apprehensive and worried about making errors when speaking English.

Now, I am more confident to speak English. I feel more confident when speaking with new people in English. I am no longer overly afraid of making mistakes during conversations (Riki).

This implies that the educational process assisted students in overcoming their anxiety of making errors and motivated them to utilize English more actively in authentic communication contexts.

Speaking has improved the most because LG english private provide my opportunities for active speaking active thought discussion, role plays, and interacial with teachers or with our

friends in the class. Yeah, i feel more confident speaking english during class discussion, presentation, and consul conversiation after study at private English school (Jina).

These claims indicate that both regular classroom participation and organized academic activities like presentations and consultations demonstrate an increase in confidence. The constant focus on becoming "more confident" implies that regular speaking practice and the learning environment are essential for lowering fear and promoting involvement.

b. Improvement in the Four Fundamental Skills in English

According to the results, students' proficiency in the four main English language skills there are speaking, listening, reading, and writing had improved. Speaking turned out to be the most advanced of them. Speaking, either alone or in conjunction with other abilities like reading and structuring, was specifically identified by the majority of participants as the skill that improved the most.

The English skills that have improved the most for me are speaking and structure. These skills have improved because the private English school provides speaking programs with a limited number of students, allowing teachers to give more intensive attention and feedback. This can be seen in English talk activities such as buddies and Safeo, which train me to speak naturally without pressure. My other skills have also improved, although not as much as speaking and structure. (Nisa)

Nisa stated that her "speaking and structure have improved" due to intensive practice and teacher feedback. Similarly, Maman explained that "the skills that improved the most for me are speaking and reading," emphasizing the role of discussion and reading activities in strengthening his ability.

The skills that have improved the most for me are speaking and reading. My speaking skills have improved because I often practice speaking through discussions with my classmates. Meanwhile, my reading skills have improved through reading activities that help me understand texts better. Other skills such as grammar and

listening have also improved, although not as much as speaking and reading. (Maman)

Dara also highlighted that “speaking is the skill that improved the most,” particularly through role play and discussion activities.

My speaking skills have improved the most because I often practice through class discussions and live conversation exercises. I feel more confident when speaking with friends or teachers in English, as well as when giving presentations in class. (Dara)

In addition to speaking, several students acknowledged improvement in reading and listening skills. Ita mentioned that her “reading and listening skills improved,”

Reading because it is still based on textbooks, so there is more reading involved, and listening because the tutor also speaks English and there are native speakers, so I am more accustomed to hearing people speak English. (Ita)

While Izza reported progress in “speaking, reading, and writing.”

For me, the skills that have improved the most are speaking, reading, and writing. Now I feel like I use them more in my daily life. For example, when I have to speak or give a presentation in English, I feel calmer; I don't take as long as I used to understand articles; and when I write assignments, ideas come more easily without having to think too much. (Izza)

Riki also noted that he can now understand English texts more clearly compared to before.

The skill that improved the most for me is reading because I genuinely enjoy reading in English. When I read more often, I naturally learn new vocabulary and become more familiar with sentence structures without feeling forced to memorize them. Over time, this habit makes it easier for me to understand texts and also helps me use words more appropriately when speaking or writing. (Riki)

These responses demonstrate that although speaking is the dominant area of improvement, other fundamental skills also developed through consistent practice and exposure.

c. Measurable Academic Improvement

Beyond skill-based development show that after attending in the private English school, students reported quantifiable academic gain in addition to skill-based development. Performance on standardized examinations like the TOEFL is a definite sign of this progress. Nisa claimed that after attending private English school, her TOEFL score increased, indicating both a more general improvement in her English skills and a noticeable scholastic development.

I could see the difference when I took the TOEFL test. My TOEFL score improved after studying at LG. The most noticeable improvement was in the structure and listening sections, because during my studies I gained a better understanding of grammar. In addition, the number of students in each class is limited, so teachers can explain the material in more detail and pay attention to each student (Nisa).

This finding is further supported by Ita, who emphasized that the improvement was particularly noticeable during TOEFL preparation and testing. She explained:

I felt it most when I took the TOEFL test. My grammar and listening skills improved significantly. Previously, I was often unsure about the structure section and had difficulty understanding the audio, but after regular practice in class, I became more confident and less panicked when doing TOEFL questions. (Ita)

Depending to her statement, the growth was shown in both formal evaluation scenarios and everyday classroom activities. Better exam scores were directly correlated with improved grammar and listening comprehension, particularly in areas requiring auditory and structural comprehension. The rise in

TOEFL performance suggests that the program contributes to structured language development aligned with academic standards.

2. Aspect of languages improve the most

a. Oriented Programs

Oriented programs refer to learning programs that are especially created with particular goals in mind to enhance student participation language proficiency by using organized, practice-based activities. Programs like the Interchange Program and Speaking Club were characterized as goal-oriented, engaging, and methodical. Students must actively participate in talks, presentations, and communication exercises as part of these programs.

Five students stated that the English Club program helped improve their confidence in speaking practice. Dara said that “Speaking club program. Role play and discussion activities more help me to improve my English skill and make me more confident to speak English”. Similarly with Zira and Riki “Speaking sessions and interactive discussions are the most beneficial because they provide ample opportunities for direct practice.” Ita and Jina the same argument stated “For me, the most beneficial programs at LG are the speaking club. The Speaking Club, especially with native speakers, helps improve fluency, pronunciation, and confidence in conversations.”

And only two students stated that the most beneficial program was the exchange program. Nisa and Maman said that “The Interchange program emphasizes discussion and active interaction, focusing more on practice than theory.

b. Supportive Learning Environment

The findings indicate that a supportive learning environment plays a significant role in students’ language development. Several participants described the classroom atmosphere at LG as comfortable, engaging, and encouraging. This positive environment appears to reduce anxiety and create a safe space for students to participate actively in learning activities. Zira stated “The learning materials are interesting and relevant to everyday life. The classroom environment is also comfortable and supportive, so I am not afraid to make mistakes.

Highlighted by Riki “The materials are interesting and the class atmosphere is comfortable”. These claims imply that students' motivation to practice speaking without worrying about making mistakes is influenced by both the caliber of instructional materials and the classroom environment.

Maman, also emphasized the positive classroom condition, stating “Very good, comfy, and supportive.” Izza explained “The material is very easy to understand, as is the exciting environment. My friends and teachers are also very active and close-knit.” Jina further supported this view by mentioning “The learning materials at LG are interesting and relevant, and the classroom environment is supportive and comfortable.”

These answers demonstrate that students view the supportive environment which is defined by interesting resources, amiable instructors, engaged peers, and a cozy setting, as a critical component of their educational journey. The setting boosts students' enthusiasm and self-assurance to use English actively in addition to making the subject matter easier to grasp.

3. Perceived Benefits of Learning with Native Speakers

a. Authentic Pronunciation Exposure

The results show that students receive real English input by having exposure to native speakers, especially when it comes to pronunciation, accent, and genuine phrases. Students said that speaking with native speakers firsthand made it easier for them to understand how English is used in everyday situations rather than only in textbooks. There are several students mention it

For the first time, it was challenging but also exciting. It helped me understand real pronunciation and expressions. Yes, it is easier to understand English in daily situations and now everything sounds more natural and easier to follow. (Riki)

It was enjoyable and surprisingly understandable for someone like me who is not fluent in English. By studying with native speakers, I became more accustomed to the English accents of native speakers. (Ita)

Exposure to native speakers help me understand English more naturally and made English feel more real and practical especially for daily communication. After study at private English school, I find it easier to understand English in real live situations (Jina)

These answers highlight that, in contrast to scripted classroom audio recordings, students enjoy exposure to realistic pronunciation because it enables them to hear natural intonation, stress patterns, and pure conversational expressions.

b. Listening Skill Development

The enhancement of listening skills is another significant advantage mentioned by the participants. According to a number of students, learning alongside native speakers first made it difficult for them to comprehend rapid speech, but over time, their listening comprehension improved.

Exposure to native speakers makes me more accustomed to listening to authentic accents and understanding the use of English in real contexts because they provide natural language examples and help improve listening and speaking skills. (Zira)

It was a little difficult to catch up with how fast they spoke, and understanding English in real-life situations was also challenging. However, this experience was very important, especially in improving our listening skills. (Maman).

The aforementioned findings imply that students' capacity to comprehend spoken English more efficiently, particularly in everyday contexts, is improved by frequent exposure to normal speech rates and real accents.

c. Native Speakers as Authentic Models

Students also perceived native speakers as authentic models of language use. They regarded them not merely as classroom teachers, but as direct representations of how English is naturally used in real-life communication. Riki explained “Native speakers are important because they give real examples of English.”

Zira similarly noted “Native speakers play a very important role because they provide examples of natural language and help improve listening and speaking skills.” Also, added by Jina “Native speakers like an import a role at private English school because they provide authentic language communication practice.”

According to these suggests, native speakers provide as real-world examples of vocabulary usage, pronunciation, and conversational style that aid students in comprehending how English functions in authentic communication situations.

d. Confidence Building

Students indicated that interacting with native speakers not only improved their language skills but also boosted their confidence. Even while some were anxious at first, repeated exposure made them feel more at ease speaking English. Jina told her experience. Also, Zira added her views on native speakers.

My first experience learning with native speaker at LG was challenging but very enjoyable. The first I will nervous, but the native speaker was friendly and support me, which help me more confident in speaking English. (Jina)

For the first I felt nervous, but the experience was very interesting and helped me get used to natural pronunciation and intonation. (Zira)

B. Discussion

The results of this study will be discussed in relation to the research topics in Chapter I. This research has three statements, which include:

1. Students’ Perceived Improvement in Language Skills

a. Increased Confidence

The results show that after taking private English schools, students' self-confidence significantly increased as well to their language proficiency. One of the most prevalent emotional effects that participants reported was confidence.

This growth went beyond classroom involvement to include presentations, conversations, consultations, and face-to-face with other people.

Dara described how speaking in front of others makes her feel "more prepared and less hesitant." In the same way, Zira said she feels more comfortable voicing her ideas and is no longer worried of making errors. Additionally, Riki stressed that he now feels more comfortable using English to communicate with new people. According to these testimonials, speaking frequently lowers fear and boosts communication readiness.

This result is consistent with that of Arsi, et al (2025), who discovered that speaking confidence and pronunciation development are strongly correlated. According to their research, learners' communicative confidence rises dramatically as they improve their command of grammar and pronunciation.

Furthermore, Dalman (2025) said in languages that learners who get interactive teaching and regular exposure to pronunciation exhibit better levels of self-efficacy in oral communication. This psychological growth seems to be supported by the private English school learning environment, which places a strong emphasis on role-playing, active debate, and small-class interaction.

Thus, an increase in trust shown in this study implies that private English schools promote affective preparedness to utilize English in everyday communication in addition to linguistic competency.

b. Improvement in the Four Fundamental Skills

Following to the results, students felt that all four of the core English skills speaking, listening, reading, and writing had improved. Speaking, however, was shown to be the most enhanced ability.

Speaking was selected by the majority of participants as the primary area of growth. Due to extensive practice and thorough feedback from teachers in small private English schools, Nisa noticed improvements in "speaking and structure." Maman highlighted the development in "speaking and reading," with a focus on reading and conversation exercises. In a same vein, Dara said that role-playing and class debates greatly enhanced speaking.

This result confirms the findings of Dayanan, et al. (2025), who found that speaking fluency is much improved by classroom engagement and discussion-based activities. Consistent oral practice in interactive settings fosters communication ability, according to their systematic review.

Peltonen (2024) adds that speaking fluency is not learned passively but rather via repeated meaningful oral output activities. This communication approach is reflected in the private English school programs, which include presentations, English talk sessions, and debates.

A number of learners indicated that their reading and listening skills had improved in addition to speaking. Ita saw that her exposure to teachers and native speakers enhanced her listening abilities. Speaking, reading, and writing have all improved, especially when it comes to daily academic work, according to Izza. Riki clarified that regular reading enabled him to comprehend sentence patterns and organically expand his vocabulary without the need for memorizing.

These results align with studies on the development of listening skills and real exposure. Regular exposure to spoken English enhances learners' hearing adaptation and comprehension accuracy (Jannah, et al., 2024). Thus, the findings show comprehensive language development supported by regular exposure and disciplined practice, even if speaking was the predominant skill.

c. Measurable Academic Improvement

Students reported quantifiable academic progress, especially in TOEFL performance, in addition to felt skill gain. Nisa clarified that learning at private English school improved her TOEFL score, particularly in the listening and structure areas. Similar to this, Ita reported that after consistent classroom practice, she felt less anxious and more confident while responding to TOEFL questions. This result implies that the program enhances academic performance in line with the demands of standardized testing as well as communication ability.

This result is supported by Ari and Nasrullah (2024) shown that organized grammar and pronunciation instruction greatly enhances non-native learners' ability to speak and listen in English. Furthermore, Devie and Muhammad (2025) discovered that systematic speaking practice and engagement

with native speakers have a good impact on test results and overall language performance.

Nisa's suggestion of a small class size is also consistent with communicative teaching theory, which highlights the need of focused practice and personalized feedback in language development. Thus, the growth in TOEFL scores documented in this study suggests that both systematic academic growth and communication skills.

2. Aspect of languages that improve the most

a. Oriented Programs

The results show that goal-oriented, organized programs are essential to their language development. Students found that the Speaking Club and Interchange Program were the most helpful elements of private English schools, in addition to the usual classroom training.

Five students highlighted how the Speaking Club had increased their speaking skills and confidence. Speaking Club, Dara said, "helped improve my English skill and made me more confident to speak English, especially through role play and discussion activities." In a similar vein, Zira and Riki stated that the most advantageous aspects were speaking sessions and engaging talks, as they offered direct practice chances. Ita and Jina both emphasized how the Speaking Club enhanced confidence, pronunciation, and fluency in communication, especially when it included native speakers.

Meanwhile, two students (Nisa and Maman) identified the Interchange Program as the most beneficial. According to them, the program emphasizes discussion and active interaction, focusing more on practice than theoretical explanation.

These responses suggest that students perceive structured communicative programs as highly effective because they require active participation, idea exchange, and real communication tasks. The emphasis on practice rather than theory reflects the principles of Communicative Language Teaching (CLT), which prioritizes meaningful interaction as the primary goal of language learning.

Peltonen (2024), who says that frequent meaningful speaking activities in interactive situations are necessary for fluency development, supports this conclusion. In a similar way, Dayanan, et al. (2025) find that communicative competence and speaking fluency are greatly improved by organized classroom engagement.

Moreover, speaking practice involving daily life contact with each other, such as exposure to native speakers, has a favorable impact on students' improvement of fluency and pronunciation, as supported by Devie and Muhammad (2025). By combining role-playing, organized debate, and live communication practice, the private English school of Speaking Club exemplifies this approach.

This means that the results show that focused initiatives like the Speaking Club and Interchange Program serve as important catalysts for language development. Their interactive features, communicative emphasis, and methodical design provide students regular chances to improve their confidence, pronunciation, and fluency.

b. Supportive Learning Environment

The encouraging learning environment has a big impact on language development as well. The results show that students think that the classroom environment is welcoming, stimulating, and supportive.

According to Zira, the classroom setting is welcoming and encouraging, which lessens her anxiety of making errors, and the private English school contents are engaging and applicable to daily life. Riki further underlined how pleasant and cozy the materials and environment are. Maman characterized the learning atmosphere as “very good, comfy, and supportive.” Izza noted that the setting is lively, with professors and classmates who are close-knit and active, and the subject is easy to comprehend. Additionally, Jina attested to the materials' applicability and the welcoming and encouraging classroom environment.

These answers show that students link their language development to both organized programs and the social and emotional environment of the classroom. It seems that speaking anxiety is lessened and participation is

increased in a pleasant setting. This result is consistent with Krashen's Affective Filter Hypothesis, which postulates that language acquisition is facilitated by strong motivation and low worry. This notion was first put out decades ago, yet it is still often used in research on language instruction today.

This conclusion is also supported by recent research. According to Arsi, et al (2025), encouraging classroom environments greatly increase the students' self-confidence when speaking. Learners are more inclined to actively engage in communicative activities when they feel comfortable and encouraged.

Furthermore, Dalman (2025) notes that enhanced engagement and communicative self-efficacy are strongly associated with favorable learner views of instructional contexts. Students who believe that their classroom is encouraging are more inclined to take chances while speaking and accept errors as a necessary part of learning.

The study's findings definitely demonstrate that private English school offers a psychologically secure learning environment that is distinguished by relevant and fascinating content tutors who are kind and helpful, peers who are helpful and active, a comfortable school environment. These situations increase students' readiness to speak, boost their motivation, and lessen their fear of making mistakes. As a result, the supportive learning environment plays a crucial role in improving emotional development as well as language ability.

3. Perceived Benefits of Learning with Native Speakers

a. Authentic Pronunciation Exposure

The results show that students catch real English input when they study with native speakers, especially when it comes to pronunciation, accent, stress patterns, intonation, and natural expressions. Instead of relying just on textbooks, students felt that speaking with native speakers in person helped them comprehend how English is utilized in everyday communication.

Riki clarified that while studying alongside native speakers was first difficult, it helped him comprehend proper pronunciation and phrases, which made English seem more natural and simpler to understand. Ita said that she enjoyed and understood the experience as he grew more used to hearing native

voices. Additionally, Jina stressed that speaking with native speakers made English seem more authentic and useful, particularly for everyday conversations.

These answers imply that students' perceptions of language progress are significantly influenced by actual exposure. Students can hear natural rhythm, conversational language patterns, and spontaneous speech when they interact with native speakers, in contrast to scripted classroom audio resources. Gilmore (2007), who contends that authentic materials and real-life communication situations improve learners' capacity to absorb natural language elements, supports this conclusion. Students can close the gap between textbook English and real-world use through authentic experience.

These responses suggest that real experience has a major impact on how individuals perceive their language development. Unlike scripted classroom audio tools, students may hear spontaneous speech, conversational language patterns, and natural rhythm when they engage with local speakers. This result is supported by Gilmore (2007), who argues that learners' ability to acquire natural language features is enhanced by genuine resources and real-life communication scenarios. Through real-world experience, students may bridge the gap between textbook English and practical application.

Otherwise, Saito and Lyster (2012) discovered that learners' phonological development is much enhanced by interactions incorporating real pronunciation input. Their research shows that exposure to realistic speech models improves learners' speech perception and pronunciation accuracy.

This viewpoint is also supported by recent studies. According to Devie and Muhammad (2025), speaking fluency and pronunciation improvement are significantly impacted by engagement with native speakers. Thus, the results of this study are consistent with other studies showing that exposure to real pronunciation is crucial for communicative ability.

b. Listening Skill Development

The enhancement of listening skills is another significant advantage that students feel. Many participants said that they first found it difficult to follow

native speakers' rapid-fire speech. But with time, they become improved at listening comprehension.

Zira clarified that being around native speakers enhanced her speaking and listening abilities and helped her adjust to real accents. The clarified in this study is in line with other studies showing that speaking and listening abilities are improved by engagement with native speakers. As stated by Tran et al. (2024) discovered that real discussions boost learners' language competence and confidence. While Panggua et al. (2023) demonstrated that understandable input from native speakers helps learners comprehend accents and enhance their language abilities, These results thus corroborate Zira's claim that exposure to local speakers enhances speaking and listening skills and aids students in acclimating to authentic accents.

Maman claimed that even though understanding fast-talking people was challenging at first, the experience was crucial for enhancing listening skills. The claim of this study are consistent with other studies showing that early challenges in comprehending spoken language, particularly rapid speech, are typical during the learning process but help to enhance listening abilities. AlGhamdi (2025) revealed that via active participation and interaction, group activities greatly improve students' listening comprehension. In a manner comparable to this, Xu et al. (2025) found that using efficient listening techniques is crucial to enhancing performance in listening-to-speak activities. These results thus corroborate Maman's claim that while comprehending rapid speech might be difficult at first, it is crucial for improving listening abilities.

Furthermore, Vandergrift and Goh (2012) stress that meaningful engagement and regular exposure to real spoken information are key components in the development of listening abilities. To increase the accuracy of their understanding, students must analyze actual speech.

According to a study Solihah et al (2022), learners initially have trouble understanding native accents, but with repeated exposure, their listening comprehension and adaptability gradually improve. The results therefore show

that students' comprehension of spoken English in natural communication situations is strengthened by regular engagement with native speakers.

c. Confidence Building

Students who interacted with native speakers reported feeling more confident in addition to improving their language skills. Even while some initially experienced fear, regular exposure enhanced their willingness to speak and decreased anxiety. Jina characterized her initial encounter as both delightful and challenging. At first, she was anxious, but the native speaker's encouraging and kind demeanor gave her greater self-assurance. In a similar way, Zira said that despite her initial anxiety, the experience helped her become used to natural intonation and pronunciation.

The result in this characterized is in line with studies on emotive aspects of language acquisition. Positive classroom experiences and encouraging interactions greatly boost students' motivation and confidence (Dörnyei, 2001). In addition, Arsi, et al (2025) discovered a significant correlation between speaking confidence and improved pronunciation. Learners have less communicative anxiety as they grow more used to natural pronunciation patterns. Also, Dalman (2025) indicates that learners' communicative self-efficacy is increased when supportive teaching is coupled with real experience. This dynamic seems to be reflected in the private English school setting, where native speakers foster a positive learning environment in addition to offering genuine advice. The results therefore show that engagement with native speakers enhances psychological preparedness and communicative confidence in addition to language growth.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

Based on the results that have been found and discussed, the researcher will offer conclusions and suggestions for more study in this chapter.

A. Conclusion

The results and discussion in Chapter IV support the conclusion that private English school program improved students' English have a significant impact on students' English proficiency. According to the findings of interviews, students felt that their language proficiency and psychological preparedness to communicate in English had significantly improved.

For the first, students reported significant gains in speaking, listening, reading, and composing all of the four main English language abilities. Speaking stood up as the most significant area for development among them. Through role plays, presentations, and interactive classroom activities, students highlighted how frequent speaking practice improved their fluency and self-assurance in articulating their thoughts. Moreover, listening abilities increased, especially when instructors and native speakers exposed them to real speech. Meanwhile, by practicing organized exercises and greater word familiarity, reading and writing skills improved with time.

Following that, one of the most important personal growths was found to be confidence. Before joining private English school, students said they were frequently apprehensive and fearful of making errors. However, students gained confidence in speaking English, such as classroom discussions, presentations, consultations, and interactions with strangers, after engaging in interactive and communicative learning activities. This suggests that the training improves students' self-efficacy and communication willingness as well to their technical language proficiency.

After that, the most advantageous features of private English school were seen to be goal-oriented and organized programs like the Speaking Club and Interchange Program. Instead of emphasizing theoretical memorization, these

programs place an emphasis on practice-oriented learning, genuine communication, and active engagement. Students emphasized how these exercises gave them direct chances to use English in relevant situations, which greatly enhanced their fluency, pronunciation, and preparedness for communication.

Moreover, the growth of students was significantly supported by the encouraging learning environment. Participants said the classroom environment was welcoming, stimulating, and supportive. Students were less anxious and more inspired to participate actively thanks to friendly tutors, engaged classmates, engaging resources, and a safe setting. This encouraging environment helped people become more self-assured and less afraid of making errors.

Lastly, studying with native speakers was seen to be an essential part of the curriculum. According to the students, speaking with native speakers gave them actual conversational phrases, realistic intonation patterns, and accurate pronunciation input. Even while some people had trouble at first understanding fast-paced speech and foreign accents, repeated exposure helped them become more adept at listening comprehension and communicating in everyday situations. Additionally, native speakers were seen as being real role models for how to use the language, assisting students in comprehending how English is used in everyday contexts.

Students reported quantifiable academic development, especially in TOEFL performance, in apart from skill-based improvement. Specific mentions of improvements in the grammar and listening parts show that private english schools support both systematic academic growth in line with standardized assessment and communicative ability.

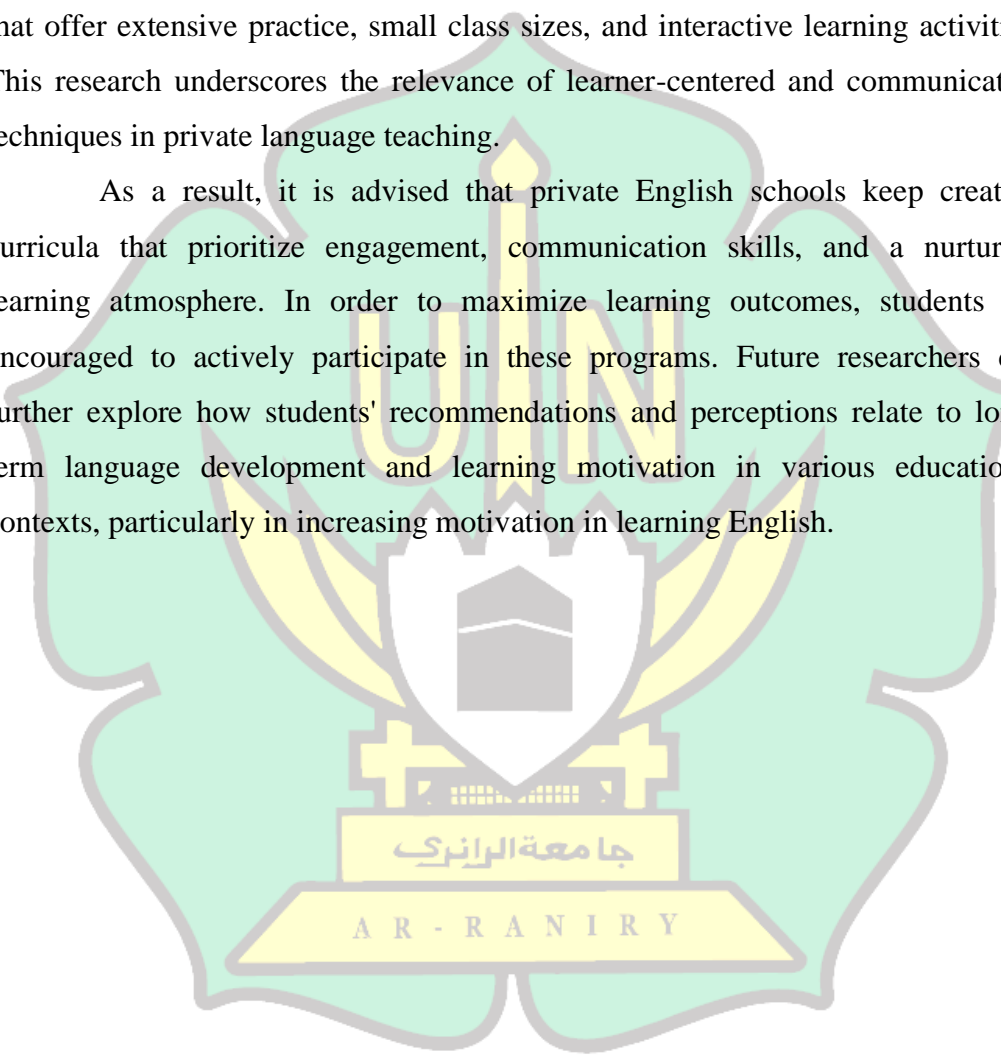
B. Recommendation

The replies from attendees, which thought LG was a good private English school for helping them become more fluent in the language, corroborate these suggestions. Students remarked that opportunities to utilize English in relevant circumstances, a supportive classroom environment, and active, practice-oriented learning activities all contributed to the program's efficacy. As a result,

students reported gains in confidence and preparedness to speak in English in addition to increases in language abilities.

Additionally, a high degree of satisfaction with the learning process is indicated by students' readiness to suggest LG to other students. According to their answers, students who want to improve their English more successfully than through formal education alone may benefit greatly from private English schools that offer extensive practice, small class sizes, and interactive learning activities. This research underscores the relevance of learner-centered and communicative techniques in private language teaching.

As a result, it is advised that private English schools keep creating curricula that prioritize engagement, communication skills, and a nurturing learning atmosphere. In order to maximize learning outcomes, students are encouraged to actively participate in these programs. Future researchers can further explore how students' recommendations and perceptions relate to long-term language development and learning motivation in various educational contexts, particularly in increasing motivation in learning English.



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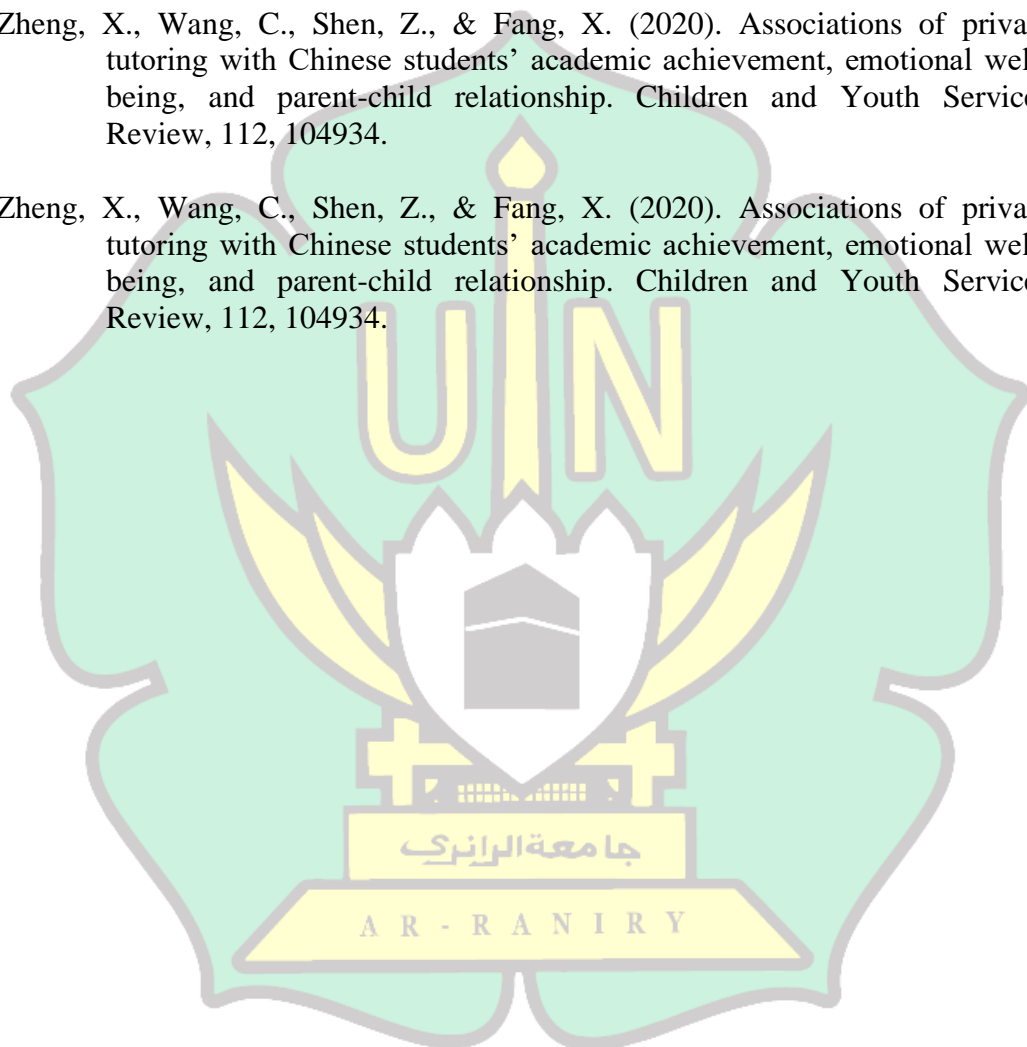
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Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: 1443 TAHUN 2025

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Km.K.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

- Menetapkan :
- Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

- KESATU :
- Menunjuk Saudara
Prof. Dr. T. Zulfikar, S.Ag, M.Ed.

Untuk membimbing Skripsi

Nama : Shafiatul Huda
NIM : 200203039
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring Students' Experience on Learning English in Private English School and Its Perceived Impact on Their Language Proficiency

- KEDUA :
- Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

- KETIGA :
- Bembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember Tahun Anggaran 2025;

- KEEMPAT :
- Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

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

Ditetapkan di : Banda Aceh
Pada tanggal : 16 Oktober 2025
Dekan,

Saiful Muluk

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktor Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Manajani UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Asip.



Appendix B: Recommendation Letter of Conducting Research from *Fakultas Tarbiyah dan Keguruan*



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-549/Un.08/FTK.1/TL.00/1/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Direktur LingGo English Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 200203039

Nama : SHAFIATUL HUDA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : JALAN LINGKAR KEUNIREE, SYUHADA RT 0 RW 0

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 *EXPLORING STUDENTS' EXPERIENCE LEARNING ENGLISH IN A PRIVATE ENGLISH SCHOOL AND ITS PERCEIVED IMPACTS ON THEIR LANGUAGE PROFICIENCY*

Banda Aceh, 29 Januari 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 06 Maret 2026

جامعة الرانيري

AR - RANIRY

Appendix C: Interview Protocol

INTERVIEW PROTOCOL

Project : Exploring students' experience learning English in a private English school and its perceived impacts on their language proficiency

Time of Interview :

Date : January 19-24, 2026

Place :

Interviewer : Shafiatul Huda

Class of Interviewee : Interchange 3

Gender of Interviewee : Female/Male

Position of Interviewee : The participants who already done in interchange 3

List of Questions :

1. Do you have any previous experience learning English before joining the private English school?
2. What motivated you to join a private English school to learn English?
3. Do you feel that your English have improved after attending the private English school?
4. How would you compare your English ability before and after studying at private English school?
5. Which English skill do you feel has improved the most (speaking, listening, reading, or writing)? Which ones and why?
6. In what situation do you now feel more confident?
7. Which parts or programs at private English school do you find most beneficial for learning English?
8. How do activities like discussion, role play, or speaking practice help you?
9. How do you feel about the learning materials and classroom environment at private English school?
10. Would you prefer more or fewer sessions and intensity? why?
11. How was your first experience learning with a native speaker?
12. How did exposure to native speaker change your learning experience?
13. Do you find it easier to understand English in real situations?
14. How important do you think native speaker is in supporting your English learning?