

ABSTRACT

In the context of globalization, English proficiency has become an essential skill for students; however, limited instructional time and diverse learner backgrounds in non-formal education settings often hinder students' English learning development. Therefore, additional support such as English tutoring programs is widely implemented. This study aims to explore students' perspectives toward the English tutoring program at PKBM Al Istiqomah, particularly in relation to their learning experiences and perceived English language achievement.

This study is supported by several theoretical perspectives, including Lev Vygotsky's Sociocultural Theory, which emphasizes the role of interaction and scaffolding in learning, and Stephen D. Krashen's Affective Filter Hypothesis, which highlights the importance of a supportive learning environment in facilitating language acquisition. Principles of Jack C. Richards' Communicative Language Teaching underline the importance of meaningful interaction in developing language skills.

This research employed a qualitative case study approach conducted at PKBM Al Istiqomah. The participants consisted of six students from package C who participated in the English tutoring program. Data were collected through semi-structured interviews, questionnaires, and classroom observations. The data were analyzed using thematic analysis, and triangulation was applied to ensure the credibility of the findings.

The findings reveal that students generally have positive perspectives toward the English tutoring program. They perceive the program as helpful, supportive, and responsive to their learning needs. The implementation of the program is viewed as well-structured, with clear explanations, interactive learning activities, and positive tutor-student interactions. Students also perceive improvements in their English skills, particularly in speaking, listening, vocabulary development, and learning confidence. However, they still experience challenges such as limited vocabulary, low confidence in speaking, and difficulties in understanding grammar.

Students' perspectives indicate that the English tutoring program provides meaningful learning experiences and supports their perceived English language achievement. These findings suggest that students' perspectives play a crucial role in understanding the strengths and limitations of tutoring programs. Therefore, it is recommended that tutoring programs continue to enhance interactive learning, provide consistent vocabulary and grammar support, and create a supportive learning environment to better meet students' needs.

Keywords: students' perspectives, English tutoring program, English language achievement, qualitative case study.