

## CHAPTER I

### INTRODUCTION

This chapter consists of the background, research questions, research purposes, research significances, research scope, conceptual framework, and previous studies.

#### **A. Background**

English as an international language has a very significant role in various aspects of life, ranging from education to global communication. In this era of globalization, mastering English is no longer considered an additional ability, but one of the basic skills that must be possessed by individuals to be able to compete internationally.

English language proficiency has become a key aspect of education systems throughout the world, including in Indonesia. At the secondary education level, students are expected to be able to understand and use English in various contexts. These skills are not only intended to support learning in the classroom, but also as preparation for entering the world of higher education, both domestically and abroad, which increasingly uses English as a medium of instruction. In the context of education, the ability to speak English is not only useful for understanding materials that use this language, but also a requirement for accessing various global knowledge sources, taking international exams, and preparing students for the challenges of higher education and professional careers in the future (Sulistyo, 2010).

Unfortunately, the quality of English learning in formal schools in Indonesia often faces significant obstacles. These constraints include the limited teaching time available in the school curriculum, learning methods that are less effective in attracting students' interest and enhancing their understanding, and the disparity of students' abilities within a class which often makes it difficult for teachers to give appropriate attention to each individual (Harmer, 2007). This situation has led to

the urgent need for additional educational solutions, one of which is through tutoring programs.

English tutoring programs have become a popular alternative solution to this challenge. English tutoring program is a supplementary educational program or educational intervention designed to support students' learning outside formal classroom instruction. According to Slavin's (2006) research, tutoring provides an opportunity to create more intensive, interactive and customized learning, which can have a positive impact on student learning outcomes. In this program, students can more easily understand difficult subject matter, overcome their weaknesses, and prepare for exams with more confidence.

English learning achievement is often considered as one of the main indicators of student success in formal education. Bloom (1981) explains that students' academic success is influenced by three main factors, namely the characteristics of the students themselves, the learning environment, and educational interventions. In the context of English language learning, tutoring programs can be considered as an effective form of educational intervention to help students overcome various difficulties faced during the learning process. Previous research also shows that students who take part in tutoring programs are significantly superior in their academic achievement compared to students who rely solely on learning in regular classes (Rinanda, 2019).

However, the success of a tutoring program is not only determined by how it is implemented by tutors or program organizers, but also by how it is perceived by students as the primary participants of the program. Students directly experience the learning process; therefore, their perspectives provide critical insights into how the program is understood, accepted, and experienced. Exploring students' perspectives allows researchers to identify whether the program aligns with students' needs, supports their learning process, and addresses their difficulties.

This research focuses on students' toward the English tutoring program and how they perceive its role in supporting their English language achievement. Through this research, it is hoped to gain a deeper understanding of the effectiveness of English tutoring programs based on students' own experiences. This study also aims

to provide relevant recommendations to program organizers, teachers, and other educational stakeholders so that the quality of tutoring programs in the future can be continuously improved. Thus, this research not only contributes to the development of educational theory but also offers practical solutions to improve the quality of English language learning in Indonesia, both through tutoring programs and in the context of formal education as a whole.

## **B. Research Questions**

From the research background, the research question in this research was formulated as follows:

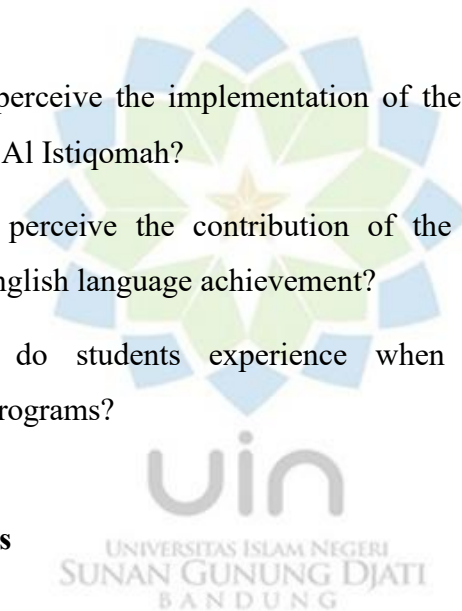
1. How do students perceive the implementation of the English tutoring program at PKBM Al Istiqomah?
2. How do students perceive the contribution of the English tutoring program to their English language achievement?
3. What challenges do students experience when participating in English tutoring programs?

## **C. Research Purposes**

From the research questions above, this study aimed to obtain the following purposes:

1. To explore students' perspectives on the implementation of the English tutoring program at PKBM Al Istiqomah.
2. To identify students' perspectives on how the tutoring program contributes to their English language achievement.
3. To investigate the challenges students experience when participating in the English tutoring program.

## **D. Research Significances**



Theoretically, this study investigates the role of English tutoring programs as an educational intervention and how it impacts students' English learning achievement. This will enrich the academic literature. This research looks at it from the student's perspective, offering a different way of understanding an effective tutoring program. This research validates or extends existing educational theories, such as "Dream Value Theory" (Eccles & Wigfield, 2002), which links students' perspectives of the benefits of the program to their motivation and academic achievement, and "Social Construction Theory" (Vygotsky, 1978), which emphasizes how important the interaction between teachers and students is to enable effective and individualized learning.

Practically, this study provides useful information for everyone involved in education, including program organizers, teachers, and school administrators. This research reveals the strengths and weaknesses of the English tutoring program and provides suggestions for improving the design and implementation of the program to better suit students' needs. This research can help create policies that ensure that all students have equal access to good English tutoring programs. This research contributes to bridging the gap in formal education by addressing challenges such as limited teaching time and ineffective methods, while offering complementary solutions through tutoring programs. This research also confirms how supplementary education, such as English tutoring, can prepare students for higher education and careers in a globalized world, ultimately improving their academic outcomes and personal development.

#### **E. Research Scope**

The study aimed to explore students' perspectives on the English tutoring program and how they perceive its contribution to their English learning achievement, as well as the challenges they faced during the program. The participants in this study are students of PKBM Al Istiqomah who have participated in English tutoring programs. Data were collected through in-depth interviews, classroom observations, and questionnaires to gain a comprehensive understanding

of the students' experiences and perspectives.

This study was conducted at PKBM Al Istiqomah, an educational institution located in Cileunyi, Bandung Regency, focusing on students' perspectives on the English tutoring program and its influence on their English learning achievement. PKBM Al Istiqomah is committed to providing quality education services for students through various learning programs, including English language instruction. The English tutoring program offered at this institution aims to provide additional academic support beyond regular learning sessions. It is designed to help improve students' English proficiency through individualized or small group learning approaches, allowing the teaching and learning process to be adjusted to students' specific needs and ability levels.

The research is limited to the local context of PKBM Al Istiqomah during the 2025/2026 academic year. The scope of the study focuses specifically on the English tutoring program and does not extend to other subjects or non-academic elements such as personal development, interest, or learning motivation. This research is expected to provide in-depth insights into how the English tutoring program supports student learning within the PKBM Al Istiqomah environment.

## **F. Conceptual Framework**

The quality of the program includes the suitability of the material with the curriculum, the competence of the teacher, and the existence of supporting facilities, such as digital aids. According to the theory of Richards and Rodgers (2001) in *Approaches and Methods in Language Teaching*, the success of language education programs is strongly influenced by teaching methods that suit the needs of students and the competence of teachers who are able to integrate technology into the teaching learning process.

The duration and frequency of program implementation play an important role in ensuring learning consistency. As stated by Nation (2001) in *Learning Vocabulary in Another Language*, having experience with a foreign language through structured learning frequency is one of the keys to success in mastering a language.

The methods used, such as group discussions, educational games, or technology integration, affect the level of student interest in the program. Deci and Ryan's (1985) theory of learning motivation in Self-Determination Theory states that interactive learning that matches students' interests can increase their intrinsic motivation.

Students' perspective is an important element in evaluating the effectiveness of the program. According to Oxford (1990), students' perspectives on language learning programs can influence the success rate of the program, as positive perceptions will encourage higher commitment to learning. Challenges such as students' internal motivation and external constraints such as busy schedules or limited facilities also affect students' experience in the program.

Students' English learning achievement is measured through indicators such as improved test scores, active participation in class, and practical English language skills (speaking, listening, reading, and writing). The relationship between the tutoring program, students' perspectives, and academic achievement shows that the success of the program is not only determined by its implementation, but also by how students perceive and benefit from it. As explained by Krashen (1982) a supportive learning environment and positive student attitudes can accelerate the language acquisition process.

## **G. Previous Studies**

Studies have been conducted in various contexts on how English tutoring programs impact students' academic achievement. Nguyen and Nguyen (2020) investigated how private tutoring contributes to improving the English language proficiency and academic achievement of Vietnamese high school students. The study found that a structured tutoring program was able to increase students' test scores and improve overall academic achievement. The quality of mentorship and student motivation were important components in the success of the program.

In Taiwan, Chen (2021) conducted a study on how effective supplementary

English education is on students' academic achievement. The results showed that tutoring improved students' confidence in using English and their exam results, particularly in language-related subjects. However, this study also found problems such as high costs and time management.

Malik and Ayesha (2022) in Pakistan analyzed students' and teachers' perspectives on the effectiveness of tutoring programs in English language learning. The results showed that regular tutoring sessions can improve students' language skills and academic outcomes. The study also emphasized the importance of aligning tutoring materials with the school curriculum to achieve optimal results.

These previous studies provide an important basis for research into the English tutoring program at PKBM Al Istiqomah, particularly in understanding its effect on students' English learning achievement from their perspective. This research will contribute to filling the gap of previous studies by providing a focus on a local context that has not been widely researched.

