



**STUDENTS TAKING AND NOT TAKING ENGLISH PRIVATE
TUTORING IN CORRELATION TO THEIR ENGLISH
ACHIEVEMENTS**

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT
AUGUST 2021**



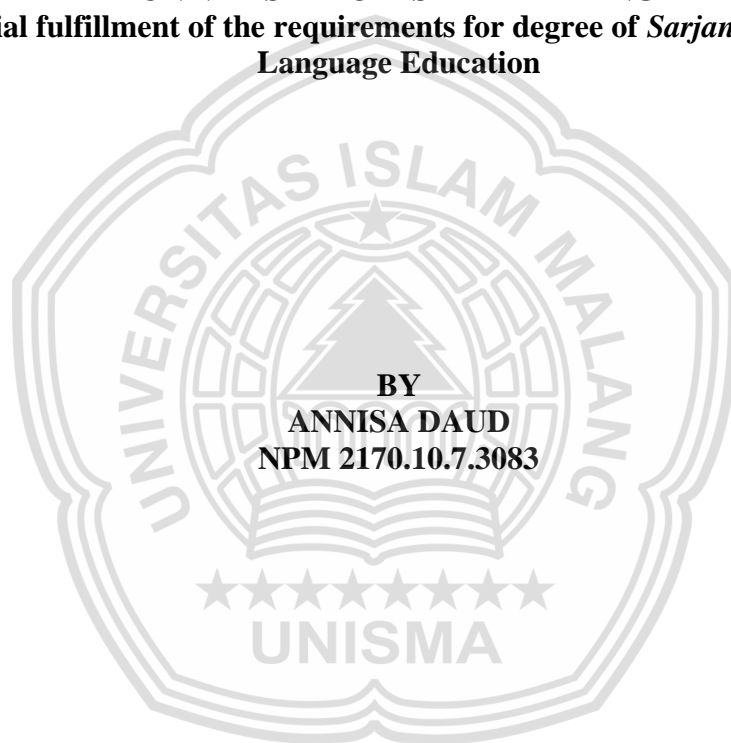
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Presented to

**Faculty of Teacher Training and Education
UNIVERSITY OF ISLAM MALANG**

**in partial fulfillment of the requirements for degree of *Sarjana* in English
Language Education**



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ABSTRACT

Daud, Annisa. 2021. *Students Taking and Not Taking English Private Tutoring in Correlation to Their English Achievements*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Henny Rahmawati, S.Pd., S.S, M.Pd; Advisor II; Dzurriyyatun Ni'mah, S.S, M.Pd.

Keywords: Correlation, English Private and English Achievements.

English language proficiency becomes an important factor influencing the quality of an individual. The demands of English proficiency encourage students to take supplementary courses in addition to mainstream schooling, one of the most popular supplementary education in English language learning is private tutoring. Private tutoring has been known for its effectiveness in improving academic achievements. In regards to the importance of English and the potential of English private tutoring, this study aims to examine students who have been in private tutoring and those who have not and its correlation English skill achievements. The research is done to fill the gap of previous studies that mainly focused on the influence of private tutoring on English communicative ability.

This study used quantitative research method with questionnaire as the instrument. The data for this research are from 47 students of English department from University of Islam Malang. The data was collected through online questionnaire with the use of google form. The data is analysed using quantitative Pearson correlation to analyse the data.

The finding indicated that there is a positive correlation between English private and English skills achievement, since the value is at $r = 431$ with the level of significance of 0.003 which indicate that the two variables are correlated. Therefore, it can be concluded that the students who have studied at English private tutoring have better score in English skills achievement than those who have not. it is suggested for future researcher to conduct deeper study about private tutoring by relating it with English practical skills which reflect more about the students' English skills.

CHAPTER I INTRODUCTION

This chapter defines background of the study, the research problems, objective of the research, scope and limitation of the research, the significance of the research and definition of the key terms.

1.1 Background of the Study

English language proficiency has become substantial factor that influences the quality of an individual. Moreover Ting, Marzuki, Chuah, Misieng & Jerome (2017) stated that the communicative competence especially in English language has become necessity and additional value in enhancing graduate's employability. Communication skill as inter-alia has acknowledged more in the employability context, this skill is needed for presenting ideas, presentations, partaking practical discourse, explanation and justifications, interaction processes, making decisions and cooperate in communication effectively across multi-cultural as well as international employees (Thomas, Piquette, & McMaster, 2016). Moreover, highly competitive professionals should own the ability to transfer and receive information in communication and avoid misunderstanding (Jayasingam, Fujiwara & Thurasamy, 2016).

Language proficiency is the ultimate purpose of teaching language that enables the language users to participate in direct and indirect target language interaction. The proficiency that oriented in curriculum is reinforced by principles

on the purpose as well as the nature of language education that involves the way of using language, contextual understanding and the precision of grammar is of significantly paramount in language proficiency development (Ting et al, 2017). Moreover, Chan (2019) noted that the nowadays demands of English proficiency encourage students to take supplementary courses in addition to mainstream schooling. There are many kinds of additional supplementary in education, and according to Silova & Bray (2005), one of the most widely preferred supplementary educations in term of English language is private tutoring.

In the sector of education, the growth of private tutoring in several countries has been significantly expanding. In accordance to Dang & Rogers, (2008) it is considered to in the third place of emergent sector of education in addition to private and public school. Private tutoring is defined as for-profit service that students take as supplementary to their learning at school outside the schooldays (Yung & Bray, 2017). Private tutoring demands have been increasing around the world that emerged as an important matter in education (Bhorkar & Bray, 2018). Based on Bray (2011), private tutoring referred as the form of education in academic subjects that provided through instructors for financial profit, and considered as supplemental to public schools. Tansel and Bircan (2006) defined it as informal education system, outside the formal schooling which aimed for financial gain. Moreover, Ireson & Rushfort (2014) specified that the degree of inequality of students in public education is directly related to family income as well as the demand for private tutoring. Private tutoring is commonly

perceived to be more effective by providing students additional time to learn (Kuan, 2011).

The emergence of private tutoring also appears at various levels of education, based on the study of Briggs (2001), a great numbers of high school students in America, about 14-21% enrolled in private schooling for the preparation of the final test. According to Lee (2013), in eastern nations like South Korea and Japan, it is reported a significant scale of high school graduates who spend an additional time joining private tutoring institutes to be prepared for examination in competition to join the university that they want. Ireson & Rushford (2005) also found that UK has 30% of young students ranging from 6 to 13 years old enrolled in private tutoring. In Indonesia, private tutoring appears in all education levels such as primary and lower secondary schools that aims to increasing the students' academic achievement along with high school graduates for the preparation of university entrance exams.

People give a significant amount of time and resources in private training and most of them stated that their purpose is for the improvement of the students' academic success (Entrich, 2018). English language considered to be one of the commonly enrolled subjects, mostly in the ESL or EFL area such as China, Japan and Korea (Yung, 2019). In term of English language learning, private tutoring has wider purpose aside from improving academic achievement, English private tutoring also aims to improve English proficiency. According to Alotaibi (2014), other than academic achievement factors, students pursue private tutoring due to the difficulties of mastering English proficiency, low level of teacher

performance, student levels of English comprehension at school and insufficient English basic knowledge in previous school years. Besser & Chik (2014) revealed that learners perceive their involvement in English private tutoring as an important out of school activity and supplementary to English language learning at schools. The study implemented by Chung (2013) on students in Taiwan indicated that the participants were highly motivated in attending private tutoring in English as they perceived that English tutoring will benefit them for best outcomes for entrance in favorite university and future profession.

In regards to the popularity of English private tutoring in learning English language, there are only few studies that try to recognize the correlation of private tutoring towards English skills as fundamental language elements. In addition, even fewer that tries to find correlation between students who have been studied in private tutoring and those who have not in correlation with their English achievements. Therefore, the researcher is interested in studying the difference between students who have been in English private who haven't towards their English achievement.

1.2 Research Problem

Based on the background of the study, the researcher formulates the research question, “*Are students attending English private tutoring will be better in their English achievement compared to those who do not?*”

1.3 The Objective of the Study

According to the problem of the study above, the researcher formulates the purpose of the study as, *“To find out whether the students attending English private tutoring are better in English than those who do not.”*

1.4 Hypotheses

Based on the research problem and the background of this study, the researcher formulated the hypothesis of the research as follows:

- H₁: Students attending English private tutoring are better in English achievements than those who do not.
- H₀: Students attending English private tutoring are not better in English achievements than those who do not.

1.5 Scope and Limitation of the Study

The study carried out on 47 participants from two classes of the fourth semester students in English department at University of Islam Malang. This study is limited on English department students as they have more tendencies to learn English with or without English private tutoring and supposed to have completed all level of English language skills. The researcher encounters some difficulties in collecting the data, the target of data collection is 40 or more responses in 3 days, however, in 3 days the researcher only received 33 responses. Therefore, the researcher extends the data collection duration to a week and managed to get 17

taking and 30 not taking English private tutoring. This study is limited because it does not cover when and how long the students taking English private tutoring.

1.6 Significance of the Study

The researcher points out the beneficial information that can give positive and significant contribution to the study in model of education.

1.6.1 Theoretical Significance of the Study

The result of this study will contribute to the knowledge and information about the significant difference between the students who have enrolled on private tutoring and those who have not in English achievement.

1.6.2 Practical Significance of the Study

The result of this study benefits the reader with useful information about private tutoring and English achievement as follows:

A. For general readers

This study gives beneficial information about the difference level in English skills of private and non-private tutoring students and how effective private tutoring for English proficiency.

B. For the next researcher

This study gives useful information on the study regarding English private tutoring significance towards English language learning.

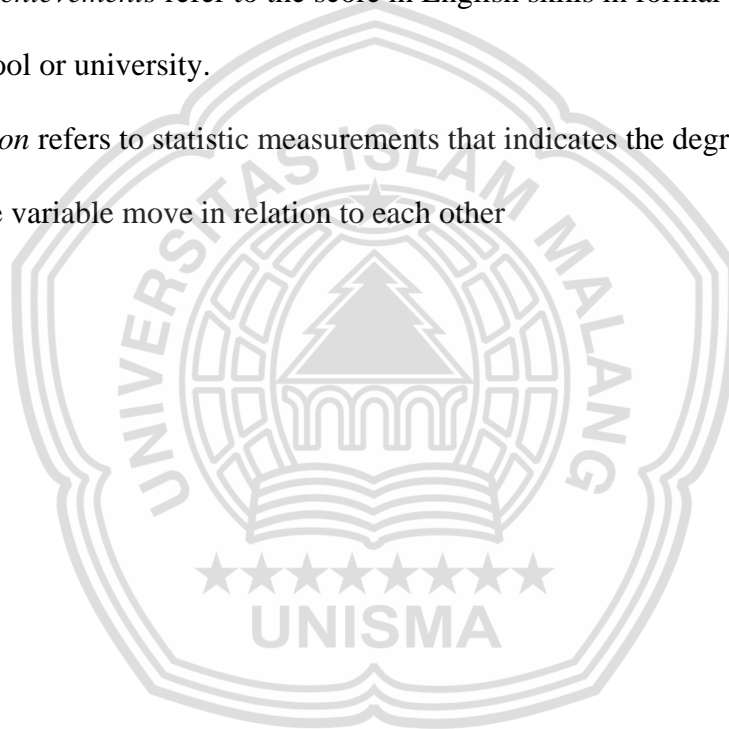
C. For Parents and Instructor

This study contains information on the potential effectivity of private tutoring on students' English skills and achievements.

1.7 Definition of the Key Terms

This section will explain the definition of the key terms used in this research to avoid misunderstanding.

1. *English Private Tutoring* refers to the system of education that provides English language tutoring and learning by an individual for profit.
2. *English achievements* refer to the score in English skills in formal education such as school or university.
3. *Correlation* refers to statistic measurements that indicates the degree to which two or more variable move in relation to each other





CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on finding and discussion of the study.

5.1 Conclusion

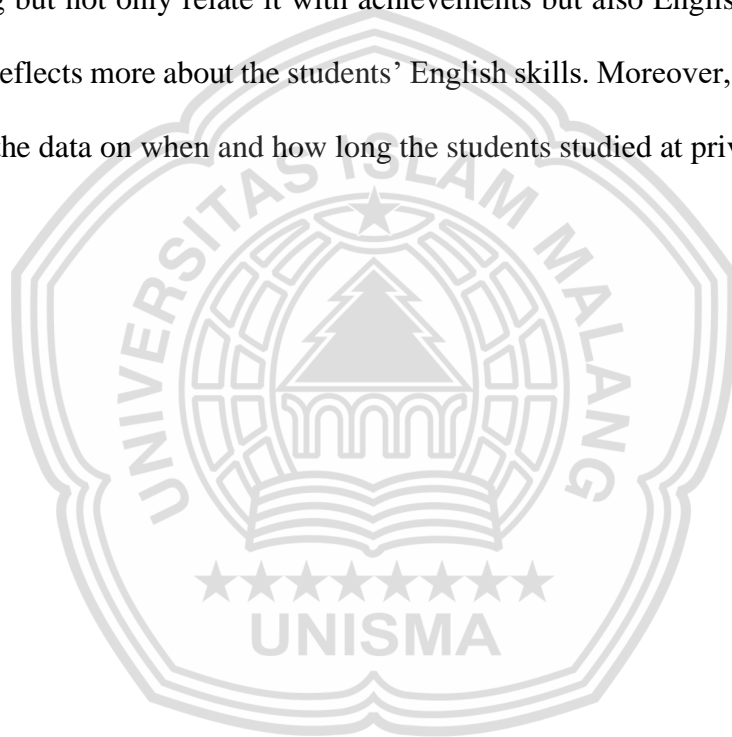
The researcher concludes the result based on the problems of the research which aims to identify the correlation between English achievements of students who have studied at English private and those who are not. The result indicates that there is significant correlation between English private and achievements in English skills. The descriptive statistic shows that students who have studied at English private have better score in English achievements. Thus, confirms the hypothesis that students who have been at English private are better in English achievement than those who have not. The discussion shows that many studies are in line with the result of this study, but there are studies that confirms English private does not have significant benefit on language skills in general.

5.2 Suggestions

According to the conclusions, the writer proposes some suggestion as follows.

1. For the students it is suggested to attend English private tutoring not merely to be successful in exams or attain good score, but also to improve English skills in general.

2. For lecturer the information from this study to identify students who have been in private tutoring and those who have not, by knowing that, it enables the lecturer to give appropriate treatment to the students who have been in private tutoring and those who have not.
3. For the next researcher it is suggested to conduct the do more study about private tutoring but not only relate it with achievements but also English practical skills which reflects more about the students' English skills. Moreover, it is suggested to gather the data on when and how long the students studied at private tutoring.



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