

**STUDENTS' PERCEPTION OF BEING ENGLISH PRIVATE
TUTOR ON ENGLISH PERFORMANCE OF ENGLISH
EDUCATION DEPARTMENT STUDENT AT UIN MALANG**

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG**

2024

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LEGITIMATION SHEET

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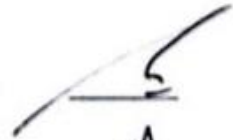
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Assalamu'alaikum Wr. Wb

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MOTO AND DEDICATION**MOTO**

“Finish what you started”

DEDICATION

This thesis is evidence to author courage and determination to take a big choice to go far away for education. Adapt to a new environment, endure homesick, and face the ups and downs of college. In addition, author also dedicates this thesis to people who believe that author could be done, to those who always support in any situation and understand everything that happens.

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11. To all people involved in writing this thesis directly or indirectly, whom author cannot mention one by one.

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TRANSLITERATOR GUIDELINES OF LATIN ARABIC

The writing of Arabic-Latin transliteration in this thesis is very useful. It uses transliteration guidelines based on the joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which can be broadly described as follows:

A. Alphabet

ا	=	a	ز	=	Z	ق	=	q
ب	=	b	س	=	S	ك	=	k
ت	=	t	ش	=	Sy	ل	=	l
ث	=	ts	ص	=	Sh	م	=	m
ج	=	j	ض	=	Dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowel

Long (a) vowel	=	Â
Long (i) vowel	=	Î
Long (u) vowel	=	Û

C. Diphthong Vowel

وأ	=	aw
يأ	=	ay
وأ	=	û
يا	=	î

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ABSTRACT

Asmira, Mira. (2024). Students' Perception of Being English Private Tutor on English Performance of English Education Department Student at UIN Malang. Thesis, English Education Department. Faculty of Tarbiyah and Teacher Training. Maulana Malik Ibrahim Malang State Islamic University Malang. Advisor: Prof. Dr. Hj. Like Raskova Oktaberlina, M.Ed.

Keyword: Students' Perception, English Private Tutor, English Performance.

Learning by teaching as an English private tutor, a phenomenon that occurred in university's students that indirectly also affects their English performance in their class, therefore this research aims to investigate students' perception of being English private tutor on English performance of English education department student at UIN Malang. Qualitative research methods, including questionnaires and interviews, were employed to gather data from students of third to seventh semesters. The findings revealed a significant positive correlation between private tutoring and enhanced English language proficiency. Participants reported improvements in speaking, grammar, vocabulary, pronunciation, reading, writing, and listening skills. The results suggest that private tutoring offers valuable opportunities for practical application, skill development, and increased self-confidence. These findings have implications for English education curricula and teaching practices, highlighting the potential benefits of integrating private tutoring experiences into higher education programs. Further research can be conducted to investigate the factors that influence the success of students as English private tutors.

ABSTRAK

Asmira, Mira. (2024). Persepsi Mahasiswa Menjadi Tutor Privat Bahasa Inggris terhadap Kinerja Bahasa Inggris Mahasiswa Jurusan Pendidikan Bahasa Inggris di UIN Malang. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Keguruan. UIN Maulana Malik Ibrahim Malang. Pembimbing: Prof. Dr. Hj. Like Raskova Oktaberlina, M.Ed.

Kata Kunci: Persepsi Mahasiswa, Tutor Privat Bahasa Inggris, Kinerja Bahasa Inggris.

Belajar sambil mengajar sebagai tutor privat bahasa Inggris, sebuah fenomena yang terjadi pada mahasiswa universitas yang secara tidak langsung juga mempengaruhi kinerja bahasa Inggris mereka di kelas, oleh karena itu penelitian ini bertujuan untuk menyelidiki persepsi mahasiswa menjadi tutor privat bahasa Inggris terhadap kinerja bahasa Inggris mahasiswa jurusan pendidikan bahasa Inggris di UIN Malang. Metode penelitian kualitatif, termasuk kuesioner dan wawancara, digunakan untuk mengumpulkan data dari mahasiswa semester tiga hingga tujuh. Hasil penelitian menunjukkan korelasi positif yang signifikan antara tutoring privat dengan peningkatan kemampuan berbahasa Inggris. Peserta melaporkan peningkatan dalam berbicara, tata bahasa, kosakata, pelafalan, membaca, menulis, dan mendengarkan. Hasil penelitian menunjukkan bahwa tutoring privat menawarkan peluang berharga untuk penerapan praktis, pengembangan keterampilan, dan peningkatan kepercayaan diri. Temuan-temuan ini memiliki implikasi bagi kurikulum pendidikan bahasa Inggris dan praktik pengajaran, menyoroti potensi manfaat dari mengintegrasikan pengalaman tutoring privat ke dalam program pendidikan tinggi. Penelitian lebih lanjut dapat dilakukan

untuk menyelidiki faktor-faktor yang mempengaruhi keberhasilan mahasiswa sebagai tutor privat bahasa Inggris.

خلاصة

أسمرّة، مبرّا. ٢٠٢٤. إدراك الطلاب لكونهم مدرّسين خاصّين للغة الإنجليزية على أداء الطلاب في قسم تعليم اللغة الإنجليزية في جامعة إندونيسيا إسلامية مالانغ. أطروحة. قسم تعليم اللغة الإنجليزية كليّة التعليم وتدريب المعلمين. جامعة إندونيسيا إسلامية مالانغ. مشرف: أ.د. حجة ليك راسكوا. أكتابر/ينا، م.أ.

كلمة مفتاحية: إدراك الطلاب، مدرّس خاص للغة الإنجليزية، أداء اللغة الإنجليزية. إنّ التعلّم بالتدريس كمدرّس خاص للغة الإنجليزية، هي ظاهرة حدثت مؤخرًا في طلاب الجامعة، ولكنها تؤثّر بشكل مباشر على أداء اللغة الإنجليزية لديهم في فصولهم الدرسية. ولذلك، يرمي هذا البحث إلى تحقيق إدراك الطلاب لكونهم مدرّسين خاصّين للغة الإنجليزية على أداء اللغة الإنجليزية لطلاب قسم تعليم اللغة الإنجليزية في جامعة إندونيسيا إسلامية مالانغ. وتمّ استخدام طرق بحث كفيّة، بما في ذلك استمراء استفسارات ومقابلات، لجمع بيانات من طلاب السمسرة الثالث إلى السابع. وكشفت النتائج عن تعاقب إيجابيّ كبير بين التدريس الخاصّ وتحسن كفاءة اللغة الإنجليزية. وأبلغ المشاركون عن استحسان في كلامهم وقواعد لغتهم ومفرداتهم ونطقهم وقراءتهم وكتابتهم واستماعهم. تؤسّر النتائج إلى أنّ التدريس الخاصّ يفتح فرصًا قيمة للتطبيق العمليّ وتطوير المهارة وزيادة الثقة بالنفس. لهذه النتائج تأثير على منهج تعليم اللغة الإنجليزية وممارسات التدريس، مبيّنة الفوائد المحتملة لدمج تجارب التدريس الخاصّ في برامج التعليم العليا. يمكن إجراء بحث آخر للتحقيق في العوامل التي تؤثّر على نجاح الطلاب كمدرّسين خاصّين للغة الإنجليزية.

CHAPTER I

INTRODUCTION

This chapter has an important role as a basis for research consisting of research background, research questions, research objectives, research significance, research scope and limitations, as well as definitions of key terms.

1.1 Research Background

Education has become an important component within us, because education is a moral endeavour for humans and society. Education is closely related to learning and teaching activities, as is the case in the field of human resources.

Tabrani:

تَعَلَّمُوا وَ عَلِّمُوا وَ تَوَاضَعُوا لِمُعَلِّمِكُمْ وَ لِيَلُوا لِمُعَلِّمِكُمْ

"Learn and teach all of you, respect your teachers, and do good to those who teach you." (HR. Tabrani).

The historical hadith above calls on humans to learn, teach, and do good to those who teach them. Based on historical hadiths, people can see that education can develop human qualities without limits, not only the quality of knowledge but also how to treat other people well, especially our teachers.

In this day and age, there are many ways to gain knowledge, there are many alternatives for us to learn and teach anywhere and anytime, this is related to the statement of the Minister of Education and Culture Nadiem Makarim who said that the teaching and learning process can actually be done anytime and anywhere. For example, people can carry out learning activities at school such as in formal schools and also outside of school people can do it with private lessons. Other teachers can

carry out teaching activities at school as formal teachers or can teach in non-formal institutions.

Private tutoring, which is defined as additional teaching outside the formal school system, can be beneficial because it helps students who are slow learners to catch up with their peers and improves the performance of students who learn quickly. According to the Cambridge dictionary, private tutoring or courses means a series of classes or study plans leading up to an exam or qualification. Private tutoring has developed as a global phenomenon related to it (Hajar & Karakus, 2022; Yung, 2022a) stating that private tutoring has become a popular out-of-school language learning activity throughout the world. Private tutoring generally refers to “a paid service that students use to supplement their learning of academic subjects at school outside of school hours” (Yung, 2019, p. 120). It is widely known as shadow education especially in the comparative education literature because it is run alongside regular schools and to some extent mimics their curricula and teaching practices (Bray, 2021a; Yung & Bray, 2021). Research in private tutoring highlights the shadow world of education that exists outside the confines of the public classroom. All over the world, English is found to be one of the most popular subjects enrolled in private tutoring.

English Private Tutoring (EPT) is a learning method where a student receives English study guidance or teaching individually or face-to-face with a tutor. English Private Tutoring is a popular out-of-school learning activity that supplements students' learning at school or prepares them for exams. This form of tutoring is highly tailored to students' specific needs and goals, covering various aspects of English such as grammar, vocabulary, reading, writing, speaking and

listening. In line with the high demand for English, currently in Indonesia there are many institutions providing English Private Tutoring (EPT) which are opened to anyone, such as elementary, middle, high school, university students and the general public. The English lessons offered vary, ranging from English lessons conducted online and offline. The teachers provided by English Private Tutoring (EPT) are also diverse, not only those who already have a bachelor's degree, but many institutions also open opportunities for students to register to become English Private Tutoring (EPT) tutors.

This condition is very promising for students majoring in English education, because in this case students majoring in English education have a great opportunity to become tutors in English Private Tutoring (EPT). Students majoring in English Education who become tutors have the opportunity to receive additional financial support and ideally also receive additional academic reinforcement through English Private Tutoring (EPT). The two things above are the goals and benefits for students who become tutors at English Private Tutoring (EPT). However, the truth of these two things cannot be proven because there has been no research that had researched at these things before.

Financially, being a tutor at an English Private Tutoring (EPT) can indeed help them to get additional financial support, but academically becoming a tutor cannot guarantee that their English performance will improve. From here, a problem was found, because students who become tutors should be able to improve their English performance, but this has not been proven because there has been no research that specifically discusses improving the English performance of students who work as English private tutors.

Therefore, this research was created to investigate students' perception of being English private tutor on their English performance. If improvements are found in this research, it is hoped that these factors can be taken into consideration for developing English Private Tutoring (EPT) well. However, if this research does not find an increase in students' English performance, it is hoped that this research can find the reasons that cause it to be ineffective and this research can minimize the decline in students' English performance.

There have been several previous researches related to private tutoring. First, research by Andabati et al. (2018) found that private tutoring can help increase students' time invested in their studies, increase their interest in learning and understanding as well as discipline them through counselling and motivating them. Second, research by Soeung et al. (2019) found that private tutoring had a positive influence on English academic achievement regardless of gender and absenteeism. Lastly, research conducted by Chi-Hao Chang (2019) found that students who took English Private Tutoring (EPT) showed significant improvements in their General Scholastic Ability English Test (GSAET) scores, and received higher grades overall. Overall compared to those who did not take English Private Tutoring.

Based on the result of several researches above, the researcher was interested in studying the students' perception of being an English private tutor on English performance. The difference between this research and the previous researches above is that it has a different research target. Based on survey by researcher at UIN Malang, especially the English education department, researcher found that several students became English private tutors even though they were still students at UIN Malang, so this research will focus on students majoring in

English education as English private tutors Therefore, researcher would conduct research with the title "Students' Perception of Being English Private Tutor on English Performance of English Education Department Student at UIN Malang".

1.2 Research Question

Based on the background illustration above, the research question in this research was formulated as follows:

1. What is students' perception of being English private tutor on English performance of English education department student at UIN Malang?

1.3 Research Objective

From the identification of research question above, the objective of this researcher was as follows:

1. To investigate students' perception of being English private tutor on English performance of English education department student at UIN Malang.

1.4 Scope and Limitations

The scope of this research aims to determine the students' perception of being English private tutor on English performance of English education department student at UIN Malang. The topic for all students is research obstacles in the Department of English Education at UIN Malang from semester three to semester seven who becoming a tutor at English Private Tutoring (EPT).

1.5 Significance of This Research

This research is expected to help in several areas:

1. Practical significance, it is hoped that the results of this research can support and contribute to students of the English Education Department

at UIN Malang to find out more about English Private Tutoring (EPT) and the impact it will have on them if they become a tutor. Therefore, students who are still in high school can consider studying at the English Education Department at UIN Malang, because they have promising opportunities to become tutors at English Private Tutoring (EPT).

2. Theoretical significance, the conclusions of this research were expected to support other researchers who want to investigate this field. This research could provide better insight into the extent to students' perception of being English private tutor on their English performance, The results of this research can provide a better understanding for readers.

1.6 Definitions of Key Terms

To avoid misunderstandings about key research terms, researcher defines several terms contained in the following headings:

- a. Perception is a form of a person's response to something; perception can come from a person's experience or a person's point of view on something.
- b. English private tutor is a person who provides personalized instruction in the English language to individuals or small groups on a one-to-one or small group basis.
- c. English Performance refers to an individual's ability to use English effectively in various aspects, including speaking, reading, listening,

and writing. This includes a person's ability to understand, communicate and express thoughts well in English.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher reviewed several literatures and discusses several theories related to the variables and topics of this research to avoid misinformation and also discusses previous research.

2.1 Perception

In this part, the researcher would discuss about definition of perception in general from some sources. Moreover, the researcher also would explain about students' perception of English private tutoring complete with some theories from the expert.

2.1.1 Definition of perception

Oxford dictionary defines perception as the state of being or process of becoming aware of something through the senses (Oxford Learner's Dictionary, n.d). Other definition of Perception proposed by Oxford online dictionary is that perception is a way of regarding understanding or interpreting something; a mental impression (Oxford Learner's Dictionary,n.d). In Merriam Webster Online Dictionary, perception is a mental image: or a concept, in more physical terms, it is physical sensation interpreted in the light of experience, the result of perceiving. Moreover, Cambridge online dictionary defines perception as a belief or opinion, often held by many people and based on how things seem (Cambridge Dictionary, n.d).

Moreover, Indonesian dictionary states that perception is a reaction, a direct reception of an absorption, or a process of knowing something through

the senses. Based on a few of the previously mentioned definition, researcher can conclude that perception can be defined as a process that begins with the sense and is processed by the human brain. Perception is not just receiving information passively. It's an active process where people choose what to focus on, organize the information people take in, and interpret it based on our own experiences. This means everyone is likely to understand the same information differently.

2.1.2 Students' Perception of English Private Tutoring

English Private tutoring has become a popular learning strategy for students, particularly in enhancing their English language proficiency. Students' perceptions of the role of private tutors and their effectiveness in improving English performance can influence their decisions to seek private tutoring services and affect their motivation and effort in learning English. There are several psychological theories can help elucidate students' perceptions of the influence of working as private tutors on their English performance, that are:

- a. Self-Determination Theory (SDT), proposed by Ryan and Deci (2000), SDT suggests that individuals are inherently motivated to grow and learn, and that this motivation is influenced by three psychological needs: autonomy, competence, and relatedness. In the context of private tutoring, students may attribute their improved English performance to their own efforts and choices (autonomy), their sense of mastery over the language (competence), and their connection with the tutor (relatedness).

- b. Social Cognitive Theory (SCT), developed by Bandura (1986), provides a more comprehensive framework for understanding how individuals form impressions and make judgments about others. SCT emphasizes the role of observational learning, self-efficacy, and self-regulation in shaping behavior. In the context of private tutoring, students may form impressions of their tutors based on their perceived expertise, trustworthiness, and warmth, which can influence their expectations for learning and their motivation to engage in the tutoring process.
- c. Self-Efficacy Theory, proposed by Bandura (1986), builds upon McClelland's concept of achievement motivation. It suggests that individuals' beliefs about their ability to succeed in a particular task can significantly impact their motivation and performance. In the context of private tutoring, students' beliefs in their ability to learn English can be influenced by their past experiences, social comparisons, and the encouragement and support they receive from their tutors.

2.2. English Private Tutoring

In this part, the researcher would discuss about some topics that relate with English private tutoring, such as understanding English private tutoring and benefits of English private tutoring.

2.2.1 Understanding English private Tutoring

English Private Tutoring (EPT) can be interpreted as a learning method carried out by teachers outside of school, especially in English

subjects or it can also be interpreted as training carried out on students with or without teacher guidance at the school where they are located. different from the school of origin. According to Citra (2020), English Private Tutoring (EPT) refers to private institutional programs that offer additional learning in English subjects at several levels, from basic to advanced. As stated in Azmi (2020), English Private Tutoring (EPT) is a forum for students to study or re-study English subjects taught at school, and develop their interest in English.

2.2.2 Benefits of English private Tutoring

Private Tutoring offers various benefits for anyone who joins, including students who become tutors at English Private Tutoring (EPT). According to Nor Yun (2020), he stated that being a tutor at English Private Tutoring (EPT) has its own appeal for many people, especially teachers and students, and he also mentioned several benefits for tutors, such as:

a. Improve teaching experience

Becoming an English Private Tutoring (EPT) is one way to build teaching experience because it can provide the opportunity to feel like a real teacher. So, before leaving college, students can try becoming a private teacher first.

b. Get additional finances

Some students have unstable financial conditions, which makes them look for work to get additional financial support and becoming a tutor at English Private Tutoring (EPT) can be one solution to get additional financial support.

c. Flexible

English Private Tutoring (EPT) has flexible teaching times where there are no time limits for determining teaching and learning time. So, students can free up time to apply English Private Tutoring (EPT) outside of their lecture activities.

d. Killing free time

Some students have free time outside of their busy studies, instead of spending their time on things that are less useful, students actually spend more of their free time becoming tutors at English Private Tutoring (EPT).

2.3 English Performance

In this part, the researcher would discuss about some topics that relate with English performance, such as definition and factors that can influence students' English performance.

2.3.1 Definition of English Performance

English performance refers to an individual's ability to use English effectively and accurately in various communication contexts. This includes the ability to understand and produce English in spoken and written form, as well as the ability to use English for a variety of purposes, such as interpersonal, academic and professional communication. Besides of that, there are some definitions of English performance that are defined by some experts.

Firstly, according to McNamara (2014) stated that English performance is an individual's ability to use English spoken and written to

achieve their communicative goals in a way that is appropriate for the context and culture. Secondly, Dörnyei & Skehan (2015) said that English performance is a multidimensional construct that encompasses individuals' abilities to comprehend, produce, and use English in a variety of situations and contexts. Thirdly, Richards (2017) defined that English performance is an individual's ability to use English flexibly, creatively, and appropriately for their communicative purposes, taking into account factors such as context, culture, and social norms. Fourthly, Chapelle (2019) argued that English performance is an individual's ability to use English effectively and efficiently in a variety of situations and contexts, considering factors such as accuracy, fluency, and complexity. Lastly, Belcher (2022) defined that English performance is an individual's ability to use English competently and confidently in a variety of situations and contexts, taking into account factors such as linguistic knowledge, communication strategies, and language identity.

Based on some definitions above, researcher concluded that English performance encompasses various abilities. It involves using English effectively and appropriately for context and communication goals. It also includes comprehending, producing, and using English flexibly across diverse situations. Importantly, effective performance considers factors like accuracy, fluency, and complexity while also requiring competent and confident use of language. This highlights that English performance goes beyond just understanding and producing the language; it's about using it strategically for successful communication.

2.3.2 Factors that can influence students' English performance.

English language proficiency is a crucial aspect of higher education, enabling students to access global opportunities, enhance their critical thinking skills, and broaden their perspectives. Understanding the factors that influence students' English performance is essential for developing effective pedagogical strategies and creating a supportive learning environment. Numerous studies have explored the intricate interplay of factors that can impact students' English language skills. David Nunan (2004), in his book "Second Language Learning Theories," discusses various second language learning (SLA) theories that explain how individuals acquire a second language. Nunan also discussed the factors that influence students' English achievement. These factors can be broken down into three, namely individual factors, pedagogical factors, and environmental factors.

a. Individual Factors

The point of successful language learning lies a strong motivation to acquire the language. Students driven by a genuine interest in English are more likely to persevere through challenges and achieve their language goals. Self-confidence plays an equally important role, as students who believe in their abilities are more inclined to engage actively in the learning process. Individual learning styles also influence the way students approach language acquisition. Recognizing and catering to these diverse styles, whether visual, auditory, or kinaesthetic, can enhance the learning

experience and optimize language development. Additionally, positive attitudes towards English and strong cognitive abilities, such as memory and critical thinking, contribute to better language performance.

b. Pedagogical Factors

Effective teaching methods are instrumental in fostering students' English language development. Engaging and interactive approaches that cater to different learning styles can motivate students and promote active participation. Utilizing high-quality and relevant teaching materials provides the necessary support for effective language acquisition. Ongoing and fair assessment practices are crucial for students to track their progress, identify areas for improvement, and maintain motivation. Well-qualified teachers with strong teaching skills and in-depth English language knowledge play a pivotal role in guiding students towards language proficiency.

c. Environmental Factors

A conducive and supportive learning environment is essential for successful language learning. Classrooms that spark positive interactions, minimize disruptions, and build a sense of community can greatly improve how students learn. Having enough learning resources, like books, internet access, and language learning tools, gives students the necessary materials to support their classroom learning and deepen their language development.

Additionally, frequent exposure to English, whether through conversations, music, or movies, allows students to immerse themselves in the language and enhance their fluency and understanding. It's important to remember that students' cultural and social background plays a significant role in how motivated they are, how they learn best, and how well they do overall in English.

2.4 The Correlation between English Teaching and Teacher performance

The theory of Learning by Teaching directly emphasizes that the teaching process is a deep learning process. When a teacher delivers material to students, they are indirectly deepening their own understanding of the material. Darling-Hammond (2006). In her book *The Future of Teaching*, Darling-Hammond emphasizes the importance of ongoing teaching experiences for teacher professional development. He argues that teachers who teach frequently tend to have stronger pedagogical knowledge and are more effective in creating conducive learning environments. His argument also supported by research of Duran (2017) stated that learning by teaching is a valuable pedagogical mechanism, with more complex teaching activities offering more opportunities for students to learn by teaching their peers through cooperative learning, peer tutoring, or peer assessment.

Learning by teaching theory also supported by Choi (2021) argue that learning by teaching improves academic achievement, higher-order thinking, deep learning, and reflective learning, and has the potential to enhance learning through flipped learning or online learning. This pedagogical approach posits that the act of instructing others can significantly enhance one's own understanding of a subject. In the context of teaching, this implies that the very act of imparting knowledge to

students can directly contribute to a teacher's professional development and overall performance.

Several interconnected mechanisms support this relationship. First, before teaching a teacher must really understand the material to be taught. Teachers need to organize the lesson material clearly, find out which parts might be difficult for students to understand, and prepare answers to their questions. With good preparation, teachers can teach more confidently and find which parts they need to study more deeply. Second, the interactive nature of teaching provides direct feedback. When teachers interact with students, teachers can identify different learning styles, levels of student understanding, and difficulties faced. The results of this identification can help teachers to adjust teaching strategies appropriately so as to optimize the learning process. Thus, this interactive teaching can create effective and quality learning. Third, teaching encourages metacognition. Through the demands of explaining complex and diverse concepts, teachers will automatically evaluate themselves in their thinking processes. This metacognitive awareness allows them to design more effective learning experiences, thereby improving the quality of student learning.

Research has consistently supported the claim that teaching enhances learning. For instance, Eric Mazur, a Harvard physicist, has extensively studied the "Peer Instruction" method, where students actively engage in teaching each other. His findings indicate that students who participate in this peer teaching process demonstrate a significantly deeper understanding of the material compared to those who learn through traditional lecture-based methods (Mazur, 1997). While the benefits of learning by teaching are undeniable, it's important to note that the quality

of the learning experience is influenced by various factors, including the teacher's content knowledge, pedagogical skills, and the specific context of the classroom. Furthermore, the process of teaching can also reveal areas where a teacher may require additional support or professional development.

2.5 Previous Research

There are several previous researches related to English Private Tutoring (EPT). Here, a summary of previous research could be used as a researcher for current research related to the topic and explains the differences between current research and previous research.

First, Andabati et al. (2018) conducted research entitled "The Importance of Private Tutoring in Improving English Literacy: Structural Equation Modelling Approach". In this research, researchers sought to determine the significance of private tutoring on English literacy levels. This research used secondary data from the 2014 Uwezo Uganda National Learning Assessment survey and generalized structural equation modelling to determine significant predictors. This research data was analyzed using Stata 14.2 in three stages. First, they use a descriptive summary of the variables in the study. Second, bivariate analysis was conducted using Pearson's chi-square test to examine the relationship between children's literacy level, private tutoring status and plausible exogenous variables. Third, Generalized Structural Equation Modelling (SEM) is used at the multivariate level with binomial logit and ordinal logit link functions for two endogenous variables, namely private tutoring and English literacy level. This research found that private tutoring could help increase students' time invested in their studies, increase their interest in

learning and understanding as well as discipline them through counselling and motivating them.

Second, research by Seung et al. (2019) with the title "The Relationship Between Private Tutoring and English Achievement: The Case of Four High Schools in Cambodia". The aim of this research is to determine the determining factors that influence English achievement and the differences between students who take private lessons with their teacher and those who take someone else. This research used linear regression model data obtained from 669 middle school students randomly selected in clusters in four schools located in the city centre. And the research result showed that students who take private classes with other people have better performance than students who take private classes with their own teacher.

Third, research by Chi-Hao Chang (2019) entitled "Effects of Private Tutoring on English Performance: Evidence from Senior High Students in Taiwan". In this research, researcher tested the effectiveness of English Private Tutoring (EPT) on the academic performance of Taiwanese middle school students. In this research, researcher used one group of students (N = 100) who participated in EPT for three months and compared them with a control group who were not tutored (N = 100). Using national college entrance examination data collected in 2017 and 2018 as well as t-test and difference-in-differences (DID) analysis. And the results of this study found that the difference in the influence of EPT on student academic achievement between the tutored and unsupervised groups decreased in magnitude after considering individual student characteristics, family socio-economic status, type of school, and independent learning. practice, investing time and energy in

independent learning activities can lead to improved student academic performance.

In conclusion, the researcher wanted to make this research important with the previous research above which had a different research target and would focus on students majoring in English education as English private tutors. This research would use a qualitative approach to obtain data collection that categorizes all students of the English Language Education Department at UIN Maulana Malik Ibrahim Malang who have experience or have been English tutors to date.

Table 2. 1 Difference and Contribution of Previous Research

1.	Researcher's Name	Douglas Andabati Candia, James Mukoki, Claire Ashaba, Peter Jegrace Jehopio, Brenda Kyasiimire
	Research Title	The Significance of Private Tutoring in Improving English Language Literacy: A Structural Equation Modelling Approach
	Research Result	The Andabati et al. research found that private tutoring can help increase students' time invested in their studies, increase their interest in learning and understanding as well as discipline them through counselling and motivating them
	Research Differences	Andabati et al. research focus on identifying the significance of private tutoring on English

		Language literacy levels of students. Meanwhile, in this research the researcher focuses on English performance of students that become an English private tutoring.
2.	Researcher's Name	Sopha Soeung, Vira Neau, Sacha Seng, Vutheavy Chim, Lina Lorn
	Research Title	The Relationship between Private Tutoring and English Achievement: A Case of Four Cambodian High Schools
	Research Result	The Soeung et al. research found that private tutoring had a positive influence on English academic achievement regardless of gender and absenteeism
	Research Differences	Soeung et al. research focus to identify the English achievements of students who take English private tutoring. Meanwhile, in this research the researcher focuses on English performance of students that become a tutor in an English private tutoring.
3.	Researcher's Name	Chi-Hao Chang
	Research Title	Effects of Private Tutoring on English Performance: Evidence from Senior High Students in Taiwan

	<p>Research Result</p>	<p>The Chih-Hao Chang research found that students who took English Private Tutoring (EPT) showed significant improvements in their General Scholastic Ability English Test (GSAET) scores, and received higher grades overall</p>
	<p>Research Differences</p>	<p>The Chih-Hao Chang research focus on identify the effect of private tutoring on English performance to students in senior high school, by using some test to find the data that evidence about effectiveness of English private tutoring. However, this research focus on identifying student performance as a tutor by using questionnaire, and also interview to investigate student perception and experience as a tutor.</p>

CHAPTER III

RESEARCH METHODS

This chapter involves the process of acquiring, collecting, and organizing data. This research carries out several methods systematically, such as research design, research subjects, research instruments, data collection and data analysis.

3.1 Research Design

The research design used is a non-experimental research design and then conducted in-depth interviews with several students. The interview data was then analyzed qualitatively. Bogdan & Biklen (1992: 21) stated that qualitative research is a research step that produces descriptive data in the form of writing or speech, as well as the behavior of people being observed. This research aims to gain a general understanding of social reality from the perspective of participants. The researcher focused on students' perception of being English private tutor on their English performance. The researcher used a questionnaire to determine students' perceptions and experiences in becoming English Private Tutor. Then the researcher took several students as interview samples, and the data obtained from both were combined to produce valid data.

3.2 Research Subjects

The subjects in this research were students from the English education department student at UIN Malang three to seven semesters who became tutor in English private. Apart from that, the researcher would also select 5 students as interview participants, 5 students were selected based on the results of the questionnaire with the highest scores. The reason this semester was chosen is

because in this semester there are several students who are becoming tutor in English private.

3.3 Research Instrument

The research design used is a non-experimental research design and then conducted questionnaires and interviews as a data collection. Descriptively, this method allows researcher to gather rich and in-depth information from participants, capturing their experiences, perspectives, and behaviours related to the research topic.

3.3.1 Questionnaire

A questionnaire is a data collection technique that is answered by respondents by providing a series of questions or written statements. The questionnaire aims to obtain information or participants' perceptions whether they agree or not and to obtain students' views on whether the teaching is good or bad. According to Chyung, Roberts, and Hankinson (2017), questionnaires that use midpoints offer research participants the option to choose when they have little understanding of the topic.

In this research, the researcher used close ended questionnaires which using the Likert Scale. Likert scale is mostly used in the education and social science researches because Likert scale was invented to measure the attitude of the participants. The attitudes are concluding behavior, cognition, feeling, and understanding in a specific object. Likert scale offered questions that asking participants their level agreement towards real situation that related to the research. There are levels of agreement that offered in chronological order such

as SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree).

The questions in the questionnaire were created based on indicators of English performance. L.A. Hayward (1967) in his book "Indicators of English Performance" proposed a theory about indicators of English performance which includes: speaking, reading, listening, and writing.

Table 3. 1 Indicators of English Performance

Variable	Indicators
English performance	Speaking
	Reading
	Listening
	Writing

Adapted from (L.A. Hayward: Hayward (1967))

3.3.2 Interview

Interviews can help researcher to get more data and in-depth explanations about something. This is in line with Creswell (2017), in his book who states that one of the advantages of interviews is that students can provide useful information even though they cannot observe directly, students can also provide detailed information. In this research, interviews were conducted face-to-face privately with five students selected based on scores from a questionnaire. This aims to obtain pure perceptions and avoid artificial perceptions.

3.4 Data Collection Techniques

The data collection stage is the most research stage. In this research, researcher should use the best research techniques and know data collection techniques. Because, it can help researcher to investigate and interpret data quickly.

First, the researcher created a questionnaire using the Google Form platform to obtain data related to the students' perceptions of being an English private tutor on English performance and the researcher also explained how to answer and the purpose of filling out the questionnaire.

Next, after obtaining data from the questionnaire and knowing the students' scores, five students with the highest scores were selected to conduct interviews. Interviews were conducted by asking students several questions regarding their perceptions of being an English private tutor on their English performance. During the interview, the researcher must ensure that the student understands the questions to avoid misunderstandings and reinforce the information.

3.5 Data Analysis

After obtaining data through questionnaires and interviews, the data was analyzed and presented descriptively. The following are data analysis techniques according to Miles and Huberman (1994), which states that the data analysis approach is; data reduction, data presentation, as well as drawing conclusions and verification.

3.5.1 Data Reduction

Data reduction is a process in research methodology that aims to minimize data volume while preserving important information. Initially, the data collected by researchers would vary and have a complex explanation of the research subject. Therefore, in this research researcher need to carry out data reduction to separate important and unimportant data. Apart from that, it can help researcher draws good conclusions.

3.5.2 Data Display

The next step after data selection is data display which refers to data reduction. The data display is usually presented in the form of a summary or paragraph in the order of each interview question given. This phase provides a compressed and organized collection of information that makes it possible to draw conclusions.

3.5.3 Drawing Conclusions/Verification

At this stage, researcher must make conclusions. Drawing conclusions is the process of interpreting data or translating the results. Therefore, conclusions should be drawn after data reduction and data presentation. In making conclusions, researcher must be sure that the conclusions are related to research which usually presents new findings, researcher is also allowed to add suggestions for further research. In conclusion, this stage is the final step in this research.

3.6 Triangulation

Triangulation is a valuable research method used to increase the credibility and validity of findings by cross-validating data from multiple

sources, methods, or perspectives. According to Denzin (1970), triangulation is defined as a combination of methodologies in the study of the same phenomenon. The definition underscores the importance of utilizing diverse approaches, to gain a comprehensive understanding of a research topic.

In this research, researcher used methodological triangulation. Methodological triangulation requires the use of different research methods or approaches to investigate the same phenomenon. Researcher used questionnaires and interviews to obtain data from students majoring in English education at UIN Maulana Malik Ibrahim Malang, then combined the results to obtain conclusions for this research.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher elaborated the findings and discussion related to the research. The findings contain result of data analysis collected through questionnaire and interviews about students' perception of being English private tutor on English performance of English education department student at UIN Malang. While, the discussion explained further explanation related to the findings of the research.

4.1 Research Finding

Researcher had carried out the data collection process through the following research instruments; questionnaire and interview. By following these instruments, research had found the result of the data collection that was going to present in this part.

4.1.1 The Result of Questionnaire

The researcher created a questionnaire using the Google Form platform to obtain data related to the students' perceptions of being an English private tutor on English performance. The questionnaire contained 20 multiple-choice questions and students had to choose one of the answer options. The answer options consisted of SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), and SD (Strongly Disagree). The questions in the questionnaire were created based on indicators of English performance.

Table 4. 1 The Blue Print of Questionnaire

No	Indicators of English Performance	Number of the Statements
Speaking		
1.	(Fluency, Accuracy, Clarity, Appropriateness, and Effectiveness)	1-5
Reading		
2.	(Reading Speed, Reading Comprehension, Reading Vocabulary, Reading Grammar, and Ability to Draw Conclusions)	6-10
Listening		
3.	(Listening Comprehension, Listening Vocabulary, Listening Grammar, Ability to Discriminate Sounds, and Ability to Concentrate)	11-15
Writing		
4.	(Writing Fluency, Writing Accuracy, Writing Clarity, Writing Appropriateness, and Writing Effectiveness)	16-20

Based on the results of the distributed questionnaire, the researcher obtained 20 respondents, consisting of English education department students at UIN Malang, who became English private tutors. This questionnaire was used to identify the indicators of English performance they obtained from becoming English private tutors.

1. Speaking

The first indicator is speaking. The required data would be presented in the form of tables and graphs. This shows the results of a questionnaire that has been filled out to determine the speaking performance of students who become English private tutors.

Table 4. 2 Speaking Indicator Question I

Questionnaire	Option	Frequency	Percentage
Being an English private tutor has enhanced my ability to speak English fluently.	Strongly Agree	10	50%
	Agree	7	35%
	Neutral	3	15%
	Disagree	-	0%
	Strongly Disagree	-	0%
Total		20	100%

Based on the statement of table 4.2, the researcher found that there were 10 students or 50% of students "Strongly Agree" with the statement Being an English private tutor has enhanced my ability to speak English fluently, 7 students or 35% of students were "Agree" with this statement, and 3 students or 15% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to speak English fluently.

Table 4. 3 Speaking Indicator Question II

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	7	35%
private tutor has	Agree	9	45%
enhanced my ability to	Neutral	4	20%
use grammar,	Disagree	-	0%
vocabulary, and	Strongly Disagree	-	0%
pronunciation correctly.			
Total		20	100%

Based on the statement of table 4.3, the researcher found that there were 7 students or 35% of students "Strongly Agree" with the statement Being an English private tutor has enhanced my ability to use grammar, vocabulary, and pronunciation correctly, 9 students or 45% of students were "Agree" with this statement, and 4 students or 20% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to use grammar, vocabulary, and pronunciation correctly.

Table 4. 4 Speaking Indicator Question III

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	10	50%
private tutor has	Agree	6	30%
enhanced my ability to	Neutral	4	20%

convey ideas and	Disagree	-	0%
thoughts clearly and	Strongly Disagree	-	0%
easily understood.			
Total		20	100%

Based on the statement of table 4.4, the researcher found that there were 10 students or 50% of students "Strongly Agree" with the statement Being an English private tutor has enhanced my ability to convey ideas and thoughts clearly and easily understood, 6 students or 30% of students were "Agree" with this statement, and 4 students or 20% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to convey ideas and thoughts clearly and easily understood.

Table 4. 5 Speaking Indicator Question IV

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	11	55%
private tutor has	Agree	7	35%
enhanced my ability to	Neutral	2	10%
choose language that is	Disagree	-	0%
appropriate for the	Strongly Disagree	-	0%
situation and context.			
Total		20	100%

Based on the statement of table 4.5, the researcher found that there were 11 students or 55% of students "Strongly Agree" with the statement Being an English private tutor has enhanced my ability to choose language that is appropriate for the situation and context, 7 students or 35% of students were "Agree" with this statement, and 2 students or 10% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to choose language that is appropriate for the situation and context.

Table 4. 6 Speaking Indicator Question V

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	11	55%
private tutor has	Agree	6	30%
enhanced my ability to	Neutral	2	10%
achieve communication	Disagree	1	5%
goals successfully.	Strongly Disagree	-	0%
Total		20	100%

Based on the statement of table 4.6, the researcher found that there were 11 students or 55% of students "Strongly Agree" with the statement Being an English private tutor has enhanced my ability to achieve communication goals successfully, 6 students or 30% of students were "Agree" with this statement, 2 students or 10% of students were "Neutral" with this statement, and 1 student or 5% of students were "Disagree" with this statement. Meanwhile, none of them "Strongly Disagree" with the

statement. So, it can be concluded that Being an English private tutor can enhance students' ability to achieve communication goals successfully.

2. Reading

The second indicator is reading. The required data would be presented in the form of tables and graphs. This shows the results of a questionnaire that has been filled out to determine the reading skill of students after being English private tutors.

Table 4. 7 Reading Indicator Question VI

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	4	20%
private tutor has	Agree	14	70%
improved my ability to	Neutral	2	10%
read text quickly and	Disagree	-	0%
efficiently.	Strongly Disagree	-	0%
Total		20	100%

Based on the statement of table 4.7, the researcher found that there were 4 students or 20% of students "Strongly Agree" with the statement Being an English private tutor has improved my ability to read text quickly and efficiently, 14 students or 70% of students were "Agree" with this statement, and 2 students or 10% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to read text quickly and efficiently.

Table 4. 8 Reading Indicator Question VII

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	10	50%
private tutor has	Agree	8	40%
improved my ability to	Neutral	2	10%
understand the meaning	Disagree	-	0%
of English text well.	Strongly Disagree	-	0%
Total		20	100%

Based on the statement of table 4.8, the researcher found that there were 10 students or 50% of students "Strongly Agree" with the statement Being an English private tutor has improved my ability to understand the meaning of English text well, 8 students or 40% of students were "Agree" with this statement, and 2 students or 10% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to understand the meaning of English text well.

Table 4. 9 Reading Indicator Question VIII

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	9	45%
private tutor has	Agree	8	40%
improved my ability to	Neutral	3	15%
	Disagree	-	0%

understand words in English text.	Strongly Disagree	-	0%
Total		20	100%

Based on the statement of table 4.9, the researcher found that there were 9 students or 45% of students "Strongly Agree" with the statement Being an English private tutor has improved my ability to understand words in English text, 8 students or 40% of students were "Agree" with this statement, and 3 students or 15% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to understand the words in English text.

Table 4. 10 Reading Indicator Question IX

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	8	40%
private tutor has	Agree	8	40%
improved my ability to	Neutral	4	20%
understand the	Disagree	-	0%
grammatical structure	Strongly Disagree	-	0%
in English text.			
Total		20	100%

Based on the statement of table 4.10, the researcher found that there were 8 students or 40% of students "Strongly Agree" with the statement Being an English private tutor has improved my ability to understand the

grammatical structure in English text, 8 students or 40% of students were "Agree" with this statement, and 4 students or 20% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to understand the grammatical structure in English text.

Table 4. 11 Reading Indicator Question X

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	6	30%
private tutor has	Agree	12	60%
improved my ability to	Neutral	2	10%
draw conclusions from	Disagree	-	0%
an English text.	Strongly Disagree	-	0%
Total		20	100%

Based on the statement of table 4.11, the researcher found that there were 6 students or 30% of students "Strongly Agree" with the statement Being an English private tutor has improved my ability to draw conclusions from an English text, 12 students or 60% of students were "Agree" with this statement, and 2 students or 10% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to draw conclusions from an English text.

3. Listening

The third indicator is listening. The required data would be presented in the form of tables and graphs. This shows the results of a questionnaire that has been filled out to determine the listening skill of students that being English private tutors.

Table 4. 12 Listening Indicator Question XI

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	7	35%
private tutor has made	Agree	12	60%
better my ability to	Neutral	1	5%
understand the meaning	Disagree	-	0%
of English speech well.	Strongly Disagree	-	0%
Total		20	100%

Based on the statement of table 4.12, the researcher found that there were 7 students or 35% of students "Strongly Agree" with the statement Being an English private tutor has made better my ability to understand the meaning of English speech well, 12 students or 60% of students were "Agree" with this statement, and 1 student or 5% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to understand the meaning of English speech well.

Table 4. 13 Listening Indicator Question XII

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	5	25%
private tutor has made	Agree	12	60%
better my ability to	Neutral	3	15%
understand English	Disagree	-	0%
words spoken.	Strongly Disagree	-	0%
Total		20	100%

Based on the statement of table 4.13, the researcher found that there were 5 students or 25% of students "Strongly Agree" with the statement Being an English private tutor has made better my ability to understand English words spoken, 12 students or 60% of students were "Agree" with this statement, and 3 students or 15% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to understand English words spoken.

Table 4. 14 Listening Indicator Question XIII

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	5	25%
private tutor has made	Agree	9	45%
better my ability to	Neutral	6	30%
understand the	Disagree	-	0%
	Strongly Disagree	-	0%

grammatical structure

in English speech.

Total	20	100%
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Based on the statement of table 4.14, the researcher found that there were 5 students or 25% of students "Strongly Agree" with the statement Being an English private tutor has made better my ability to understand the grammatical structure in English speech, 9 students or 45% of students were "Agree" with this statement, and 6 students or 30% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to understand the grammatical structure in English speech.

Table 4. 15 Listening Indicator Question XIV

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	2	10%
private tutor has made	Agree	15	75%
better my ability to	Neutral	3	15%
distinguish between	Disagree	-	0%
different sounds in	Strongly Disagree	-	0%
English.			
	Total	20	100%

Based on the statement of table 4.15, the researcher found that there were 2 students or 10% of students "Strongly Agree" with the statement

Being an English private tutor has made better my ability to distinguish between different sounds in English, 15 students or 75% of students were "Agree" with this statement, and 3 students or 15% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to distinguish between different sounds in English.

Table 4. 16 Listening Indicator Question XV

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	3	15%
private tutor has made	Agree	15	75%
better my ability to	Neutral	2	10%
maintain concentration	Disagree	-	0%
while listening English	Strongly Disagree	-	0%
audio.			
Total		20	100%

Based on the statement of table 4.16, the researcher found that there were 3 students or 15% of students "Strongly Agree" with the statement Being an English private tutor has made better my ability to maintain concentration while listening English audio, 15 students or 75% of students were "Agree" with this statement, and 2 students or 10% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being

an English private tutor can enhance students' ability to maintain concentration while listening English audio.

4. Writing

The fourth indicator is writing. The required data would be presented in the form of tables and graphs. This shows the results of a questionnaire that has been filled out to determine the writing ability of students who become English private tutors.

Table 4.17 Writing Indicator Question XVI

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	5	25%
private tutor has	Agree	12	60%
increased my ability to	Neutral	3	15%
write an English text	Disagree	-	0%
well.	Strongly Disagree	-	0%
Total		20	100%

Based on the statement of table 4.17, the researcher found that there were 5 students or 25% of students "Strongly Agree" with the statement Being an English private tutor has increased my ability to write an English text well, 12 students or 60% of students were "Agree" with this statement, and 3 students or 15% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to write an English text well.

Table 4. 18 Writing Indicator Question XVII

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	7	35%
private tutor has	Agree	10	50%
increased my ability to	Neutral	3	15%
use grammar,	Disagree	-	0%
vocabulary, and	Strongly Disagree	-	0%
spelling correctly.			
Total		20	100%

Based on the statement of table 4.18, the researcher found that there were 7 students or 35% of students "Strongly Agree" with the statement Being an English private tutor has increased my ability to use grammar, vocabulary, and spelling correctly, 10 students or 50% of students were "Agree" with this statement, and 3 students or 15% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to use grammar, vocabulary, and spelling correctly.

Table 4. 19 Writing Indicator Question XVIII

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	5	25%
private tutor has	Agree	11	55%
increased my ability to	Neutral	4	20%

write ideas and	Disagree	-	0%
thoughts clearly and	Strongly Disagree	-	0%
easily understood.			
Total		20	100%

Based on the statement of table 4.19, the researcher found that there were 5 students or 25% of students "Strongly Agree" with the statement Being an English private tutor has increased my ability to write ideas and thoughts clearly and easily understood, 11 students or 55% of students were "Agree" with this statement, and 4 students or 20% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to write ideas and thoughts clearly and easily understood.

Table 4. 20 Writing Indicator Question XIX

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	3	15%
private tutor has	Agree	16	80%
increased my ability to	Neutral	1	5%
write a word or	Disagree	-	0%
sentence appropriate	Strongly Disagree	-	0%
with the situation and			
context.			
Total		20	100%

Based on the statement of table 4.20, the researcher found that there were 3 students or 15% of students "Strongly Agree" with the statement Being an English private tutor has increased my ability to write a word or sentence appropriate with the situation and context, 16 students or 80% of students were "Agree" with this statement, and 1 student or 5% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree" with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to write a word or sentence appropriate with the situation and context.

Table 4. 21 Writing Indicator Question XX

Questionnaire	Option	Frequency	Percentage
Being an English	Strongly Agree	3	15%
private tutor has	Agree	11	55%
increased my ability to	Neutral	6	30%
write an English text	Disagree	-	0%
effectively.	Strongly Disagree	-	0%
Total		20	100%

Based on the statement of table 4.21, the researcher found that there were 3 students or 15% of students "Strongly Agree" with the statement Being an English private tutor has increased my ability to write an English text effectively, 11 students or 80% of students were "Agree" with this statement, and 6 students or 30% of students were "Neutral" with this statement. Meanwhile, none of them "Disagree", and "Strongly Disagree"

with the statement. So, it can be concluded that Being an English private tutor can enhance students' ability to write an English text effectively.

4.1.2 The Result of Interview

In this section, the researcher provided transcriptions of the interview data. The researcher conducted interviews as the last research instrument, the researcher has determined 5 of 20 students who had gotten the highest score of questionnaires. The researcher also employed the following codes: I: represent the interviewer, SI1-SI5: represent the students as interviewee, and some codes correspondent in the following table. (See table 4.22)

Table 4. 22 Research Participant in Interviews

Variable	Correspondent	Transcription Code
Students' Interviewee	Students' Interviewee 1	SI1
	Students' Interviewee 2	SI2
	Students' Interviewee 3	SI3
	Students' Interviewee 4	SI4
	Students' Interviewee 5	SI5
	Total	5

The first and second questions for students, the researcher focus on speaking performance of the students.

II : What do you think that being an English private tutor can affect your confidence and fluency in speaking English?

- SI1 : *Yes, being an English private tutor has boosted my confidence because I constantly practice speaking and explaining concepts. It also helps me become more fluent as I regularly interact with students and refine my language skills.*
- SI2 : *I think become an English private tutor can improve my speaking because becoming an English teacher we have to speak English and it very helpful to improve my speaking.*
- SI3 : *Yes, because we apply English to teach so we can get better at speaking and get used to it*
- SI4 : *Becoming an English private tutor will help improve the quality of English because we are required to master all the material better, and of course also has an impact on our self-confidence when speaking publicly while teaching.*
- SI5 : *Of course, because if we want to teach a student, we have to learn first, we have to learn how to deliver things. So, being an English private tutor is one of the bridges for us to practice some theories, including speaking English.*

Based on the interview responses, being an English private tutor significantly enhances both confidence and fluency in English speaking. The tutors highlighted that the constant practice of explaining concepts and interacting with students in English fosters a more comfortable and proficient use of the language. Additionally, the requirement to master the material thoroughly boosts self-assurance when speaking publicly. Overall, the

experience of teaching English serves as a valuable platform for improving language skills and gaining confidence in English communication.

What do you think that working as English private tutor helps

I2 : you to enhance your English conversation in classroom daily activity?

SI1 : *Yes, being an English private tutor has boosted my confidence because I constantly practice speaking and explaining concepts. It also helps me become more fluent as I regularly interact with students and refine my language skills.*

SI2 : *Yeah, it's very helpful to enhance my English conversation in class, based on my experience if we only have partner in class for daily conversation it's not enough. That's way I choose becoming an English tutor to improve my English.*

SI3 : *Yes, because the habit will carry over wherever and whenever. However, it is also very effective if the frequency of teaching is increased as well.*

SI4 : *In my opinion, being a English private tutor will improve your English language skills, especially conversation, because at every lesson the teacher will chat and interact with students using English.*

SI5 : *Of course, because we as private tutors will automatically practice speaking English directly and get used to using the correct sentences and pronunciation, so because of that our daily conversation skills will automatically improve.*

Based on the interviews, it is evident that working as an English private tutor significantly enhances English conversation skills in daily classroom activities. The respondents consistently highlighted that the tutoring experience boosts confidence, fluency, and overall language proficiency. Regular interaction with students and the constant practice of speaking and explaining concepts contribute to these improvements. Moreover, the respondents emphasized the importance of increased teaching frequency for optimal language development.

The third and fourth questions for students, the researcher focus on reading performance of the students.

What do you think that becoming an English private tutor

I3 : helps you to understand the meaning of English text properly and correctly?

SI1 : *Yes, being an English private tutor helps me understand English texts better because I need to explain them clearly to my students. This makes me more careful in understanding the meaning correctly.*

SI2 : *Becoming an English tutor helps me to understand the meaning of English text properly and correctly because I read the text and interpret it every day.*

SI3 : *Yes, because in teaching we will use an object to learn the students we teach, and before we give the materials, we must be able to understand what is conveyed in the text.*

In my opinion, being an English private tutor does not necessarily mean understanding English texts properly and correctly because

SI4 : *a text definitely contains certain structures and grammar which have rules, so all tutors do not necessarily understand the text well and correctly.*

I think it depends on the context. For example, when we teach and we prepare a text, of course we understand the text well and

SI5 : *correctly, but when we find a text that has a lot of new vocabulary that we don't understand, of course we have to translate it suddenly with Google Translate or another dictionary.*

Based on the interview responses, there is a general consensus that becoming an English private tutor can significantly enhance one's understanding of English texts. Key factors contributing to this improvement include, need for clear explanation, consistent practice, and thorough preparation. However, the responses also highlight that understanding English texts is not solely dependent on tutoring experience. Individual factors such as vocabulary knowledge and the complexity of the text can influence one's comprehension. While tutoring can be a valuable tool for improving English understanding, it is not a guaranteed solution for every learner.

I4 : What do you think that becoming an English private tutor improves your ability to analyze the structure of English text?

Yes, because i regularly break down and explain sentence

SI1 : *structures to students. This practice sharpens my understanding of how English texts are organized.*

Yes, becoming an English tutor can improve my ability to analyze

SI2 : *the structure of English text especially in grammar structures, because I teach a grammar structure as well.*

SI3 : *Yes, because analysis is important before explaining the meaning of the text to the students.*

Yes, because by becoming an English private tutor, someone has

SI4 : *the requirement to understand the structure of English texts well in order to be able to teach learning material to their students.*

Of course, it will improve my ability, because before I teach, I have

SI5 : *to learn first and because of that it really helps me to understand the structure in some texts, for example the structure in descriptive or narrative text and in my opinion, it is very good.*

Based on the interview responses, becoming an English private tutor significantly enhances one's ability to analyze the structure of English text. This is primarily due to the regular practice of breaking down sentences and explaining grammatical structures to students. This process forces tutors to delve deeper into the organizational patterns of English texts, leading to a sharper understanding of their structure. Additionally, analyzing the text is

often a prerequisite for effectively explaining its meaning to students, further reinforcing the tutor's analytical skills.

The fifth and sixth questions for students, the researcher focus on listening performance of the students.

What do you think that being an English private tutor helps

I5 : you to improve your ability to understanding the meaning of English audio that you listen?

SI1 : *Yes, in my POV, being an English private tutor helps me improve my ability to understand English audio because I often need to listen carefully to guide my students. This practice enhances my listening skills and helps me catch details more effectively.*

SI2 : *I think if understand the meaning of English audio, I'm not to expert of it, but I can understand little bit.*

SI3 : *Yes, because we have to listen properly to the audio that we will use in teaching.*

SI4 : *Yes, in my opinion, when I become an English private tutor, my listening skills will definitely improve because I will be used to listening to English audio material, English songs, podcasts, and so on. Thus, hearing ability will definitely improve by itself.*

SI5 : *In my opinion, it is not very helpful, because mostly my students ask about their homework at school, where almost all of it is about reading and writing.*

Based on the interview responses, it can be concluded that becoming an English private tutor generally has a positive impact on the ability to

understand English audio. The majority of respondents (4 out of 5) indicated that the experience of teaching English has improved their listening skills. This is likely due to the frequent need to listen carefully to English audio materials and guide students in understanding their content. The practice of listening attentively and identifying key details contributes to enhanced comprehension of spoken English.

However, one respondent noted that their tutoring experience has not been particularly helpful in improving their listening skills, as their students primarily focus on reading and writing tasks. This suggests that the effectiveness of tutoring in improving listening comprehension may depend on the specific nature of the tutoring activities and the types of English materials used. Overall, the evidence from these interviews suggests that tutoring English can be a valuable tool for developing listening skills, particularly when it involves frequent exposure to and analysis of English audio.

I6 : What do you think that being an English private tutor helps you to understand English daily conversation easily?

Yes, being an English private tutor helps me understand daily English conversations more easily because i constantly practice

SI1 : *speaking and listening during tutoring sessions. This regular exposure improves my familiarity with everyday language and phrases.*

SI2 : *Yes, it's very helpful to understand English daily conversation easily.*

SI3 : *Yes, because we reflexively understand something in speaking and listening to what is being said.*

SI4 : *Of course, being an English private tutor will definitely understand daily conversations easily because every time we teach, we will definitely have light to heavy conversations, both for daily communication and during lessons that use English.*

SI5 : *Of course, because when I teach there are some parts that have conversations that I have to understand the structure, I also have to be able to understand how to pronounce and use it. so, it really helps me to understand easily.*

Based on the interview responses, being an English private tutor significantly enhances understanding of daily English conversations. This is primarily attributed to the consistent practice of speaking and listening during tutoring sessions. This regular exposure familiarizes tutors with everyday language and phrases, making it easier to comprehend and participate in real-world English conversations.

The seventh and eighth questions for students, the researcher focus on writing performance of the students.

What do you think that being an English private tutor helps

I7 : you to improve your ability to write an English text with the correct structure?

SI1 : *Yes, being an English private tutor improves my ability to write English texts with the correct structure because I regularly explain grammar and sentence construction to students. This*

constant practice helps me internalize the rules and apply them accurately in my own writing.

SI2 : *Absolutely yes, by becoming an English tutor I learned how to write a text with the correct structure because that way to I teach my member.*

SI3 : *Yes, because as tutors we have to learn more about writing which must be easy to understand.*

SI4 : *Yes, become an English private tutor will improve our ability to write texts with the correct structure. when teaching, we will definitely often encounter various texts with various structures. in this way, we as tutor will understand different text structures which will certainly improve our ability to write English texts.*

SI5 : *I think it helps but not that significant.*

Based on the interview responses, being an English private tutor generally enhances one's ability to write English texts with correct structure. The tutors highlighted that the constant practice of explaining grammar rules and sentence construction to students reinforces their own understanding and application of these concepts. This exposure to diverse writing structures and the need to communicate clearly and effectively in English contribute to improved writing skills. While one tutor mentioned a less significant impact, the majority expressed a positive correlation between tutoring and writing proficiency.

What do you think that working as English private tutor helps

I8 : you to increase your ability to write good arguments that can convince readers?

SI1 : *Yes, being an English private tutor helps me write better arguments because I regularly teach students how to structure and support their ideas. This experience improves my own ability to create strong, convincing arguments.*

SI2 : *Yeah, this job can help me to increase my ability to write a good argument.*

SI3 : *Yes, because in writing arguments we use opinions and facts from reading and analyzing where we have to understand more what will be conveyed.*

SI4 : *In my opinion, being an English private tutor can improve our ability to write good arguments, but these arguments may not necessarily convince readers because everyone has their own preferences regarding a problem.*

SI5 : *I think it is very influential, because we as private teachers must be able to answer students' questions as wisely as possible. and because of that I can write good arguments because I have studied and practiced directly.*

Based on the interviews, it can be concluded that working as an English private tutor has a positive influence on the ability to write good arguments. The tutors interviewed highlighted several key benefits among improved argument structure and support, enhanced understanding of argumentative

writing, and improved ability to answer questions and address different perspectives. While one tutor noted that the effectiveness of arguments can depend on individual preferences, overall, the interviews suggest that the role of an English private tutor can significantly contribute to the development of argumentative writing skills.

4.2 Discussion

This research aimed to investigate the students' perception of being an English private tutor on English performance of English education department student. Data was collected through questionnaires and interviews.

The questionnaire responses revealed a positive perspective of being an English private tutor and improved English language proficiency. A significant majority of students reported that tutoring had enhanced their ability to speak English fluently, use grammar, vocabulary, and pronunciation correctly, convey ideas effectively, and achieve communication goals successfully. Additionally, many students indicated that tutoring had improved their reading, writing, and listening skills. It relates to the theory of Learning by Teaching in *chapter 2* which explained that the teaching process is a deep learning process. This can be evidence that become an English private tutor be able to improve students' English performance through their experience.

The interviews revealed that being an English private tutor can have a significant positive impact on English language proficiency. The respondents consistently highlighted that tutoring experience enhances confidence, fluency, and overall language skills. Regular interaction with students and the constant practice of speaking and explaining concepts contribute to these improvements.

The way relates to Social Cognitive Theory, this theory is proposed by Albert Bandura (2012), highlights the importance of observation and imitation in the learning process. When teachers teach, they indirectly become good language models for students. By consistently using English appropriately and fluently in class, teachers provide examples that students can imitate. This imitation process also indirectly improves the teacher's own speaking ability. Through this learning theory, it can be concluded that direct teaching experience contributes to improving a tutor's speaking ability.

In addition, tutoring can improve understanding of English texts, as it requires clear explanations, consistent practice, and thorough preparation. Furthermore, the experience can enhance the ability to analyze the structure of English text and understand English audio and daily conversations. The result above matching with the Constructivism Theory by Lev Vygotsky (1978), This theory emphasizes that knowledge is actively constructed by individuals through interaction with the environment. When teaching, teachers indirectly build a deeper understanding of language structure, vocabulary, and various genres of text. Teachers who often interact with various English texts for teaching purposes, indirectly exercise themselves to read more effectively and efficiently.

Regarding writing skills, tutoring can positively influence the ability to write English texts with correct structure and develop persuasive arguments. The constant practice of explaining grammar rules and sentence construction to students reinforces tutors' own understanding and application of these concepts. This result relates with Zone of Proximal Development Theory by Lev Vygotsky (1978) by providing challenging writing assignments, tutors can help students develop their

writing skills beyond their comfort zone. Intensive interaction with diverse texts and the demand to provide good writing examples force tutors to continue developing their writing skills, both in terms of sentence structure, word choice, and the ability to construct persuasive arguments.

Overall, the findings from the interviews are related to the theories of Lev Vygotsky (1978) and Albert Bandura (2012) namely that teachers or tutors experience increased English performance skills due to continuous and repeated interactions between students and teachers, resulting in teachers experiencing increased skills in their English performance where it shows that being a private English tutor can have a significant positive impact on the English performance of English language education students. This experience can provide valuable opportunities for practical application, skill development, and increased self-confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusion and suggestion related of this research. The researcher provided a conclusion based on the findings and discussions in the previous chapter. In addition, the researcher also presents several suggestions related to this research that hopefully inspire the further research.

5.1 Conclusion

This research successfully revealed a significant positive impact of the experience of being an English private tutor on improving the English language skills of English Education students. This finding shows that the role of a tutor is not only beneficial for the students being tutored, but also makes a major contribution to the professional development of the tutors themselves. The results of the research showed a positive perspective between private tutoring experience and overall improvement in English language skills, including speaking, reading, writing, and listening. This is related with the learning by teaching theory which states that the teaching process is a deep learning process. In other words, when explaining material to students, tutors indirectly deepen their own understanding of English.

Social Learning Theory also supports this finding. In the teaching process, tutors become language models for students. By using good and correct English, tutors indirectly provide examples that can be imitated by students. This imitation process also has a positive impact on improving the tutor's own language skills. In addition, the constructivism theory is also relevant to the research findings. This theory emphasizes that knowledge is actively constructed by individuals through

interaction with the environment. In the context of tutoring, tutors build a deeper understanding of language structures, vocabulary, and various text genres through interaction with students and various learning materials.

5.2 Suggestion

The findings of this research have important implications for the English education department curricula and teaching practices. Higher education institutions may consider integrating English private tutoring experiences into the curricula of English education department programs. This can be done through internships, community-based projects, or courses that focus on developing teaching skills. Further research can be conducted to examine the long-term impact of English private tutoring on the career development of English language educators. Additionally, research can also investigate the factors that influence the success of students as English private tutors, and develop more effective training models to prepare students to be quality tutors.

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APPENDICES

Appendix I Permohonan Menjadi Validator



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
 http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : B.2672/Un.03/FITK/PP.00.9/07/2024 19 Juli 2024
 Lampiran : -
 Perihal : Permohonan Menjadi Validator

Kepada Yth.
Prof. Dr. H. Langgeng Budianto, M. Pd
 di -
 Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Mira Asmira
 NIM : 200107110038
 Program Studi : Tadris Bahasa Inggris (TBI)
 Judul Skripsi : Students' Perception of Being English Private Tutor on
 English Performance of English Education Department
 Student at UIN Malang
 Dosen Pembimbing : Prof. Dr. Hj. Like Raskova Oktaberlina, M. Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Wakil Dekan Bidang Akademik

Dr. Muhammad Valid, M.A.
 NIP. 197300232000031002

Appendix II Validation Sheet

Validation Sheet

Blueprint of Interview and Questionnaire Guide

**STUDENTS' PERCEPTION OF BEING ENGLISH PRIVATE TUTOR ON
ENGLISH PERFORMANCE OF ENGLISH EDUCATION DEPARTMENT
STUDENT AT UIN MALANG**

Validator	:	Prof. Dr. H. Langgeng Budianto, M.Pd
NIP	:	197114102003121001
Expertise	:	English Education Department
Instance	:	UIN Maulana Malik Ibrahim Malang
Validator Date	:	July .22., 2024

A. Introduction

This validation sheet is use to get an assessment from the validator on the research instrument that I use. Every feedback and suggestion are essential for increasing the quality of the instrument. Thanks for your willingness to become a validator in this research.

B. Guidance

In this part, please give a score on each item with sign (✓) in the following columns below:

1 = Very Poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

C. Assessment Rubric

1. The construction of research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instrument relevant to the research objectives.					✓	

2.	Research instrument formulated well.				✓	
3.	Research instrument based on the previous study.			✓		

2. The languages use in the research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instrument uses excellent and correct languages.				✓		
2.	Research instrument easy to understand.					✓	
3.	Research instrument interactive and communicative.				✓		

3. The effectiveness of research instrument

No	Introduction	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	Research instrument can help the researcher examine detail of the students' perception of being English private tutor on their English performance.				✓		
2.	Research instrument can describe the students' perception of being English private					✓	

tutor on their English performance.							
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D. Suggestion

.....

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.....

.....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with alight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Malang, July .22, 2024

Validator,



Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 197114102003121001

Appendix III Reserach Instrument

Students' Perception of Being English Private Tutor on English Performance of English Education Department Student at UIN Malang

Assalamualaikum wr.wb.

Hello, my name is Mira Asmira. I am a student of English Education Department in the Faculty of Education and Teacher Training at Universitas Islam Negeri Maulana Malik Ibrahim Malang. In this opportunity, I am conducting research entitled "Students' Perception of Being English Private Tutor on English Performance of English Education Department Student at UIN Malang". This research aims to complete the data in the final assignment.

In order to obtain the necessary data, researcher requests your willingness to fill out this questionnaire. This questionnaire consists of 20 questions related to the English performance of students. The time needed to fill out this questionnaire is around 10 minutes.

Your answers are very important for the smooth running of this research. Researcher guarantee the confidentiality of your answers and will only be used for research purposes.

Please respond to each statement below by selecting the number that corresponds to your level of agreement:

1. Strongly Agree (SA)
2. Agree (A)
3. Neutral (N)

4. Disagree (D)
5. Strongly Disagree (SD)

Instructions for filling out the questionnaire:

1. Read each question carefully.
2. Choose the answer that best suits your opinion or experience.
3. Give honest and objective answers.
4. Answer all available questions.

E-mail address : _____

Full Name : _____

Student ID : _____

Batch of Year : _____

SPEAKING SECTION:

Indicators of speaking are fluency, accuracy, clarity, appropriateness, and effectiveness.

No.	Statement	Level of Agreement				
		SA	A	N	D	SD
1.	Being an English private tutor has enhanced my ability to speak English fluently.					
2.	Being an English private tutor has enhanced my ability to use grammar, vocabulary, and pronunciation correctly.					

3.	Being an English private tutor has enhanced my ability to convey ideas and thoughts clearly and easily understood.					
4.	Being an English private tutor has enhanced my ability to choose language that is appropriate for the situation and context.					
5.	Being an English private tutor has enhanced my ability to achieve communication goals successfully.					

READING SECTION:

Indicators of reading are reading speed, reading comprehension, reading vocabulary, reading grammar, and ability to draw conclusions.

No.	Statement	Level of Agreement				
		SA	A	N	D	SD
6.	Being an English private tutor has improved my ability to read text quickly and efficiently.					
7.	Being an English private tutor has improved my ability to understand the meaning of English text well.					
8.	Being an English private tutor has improved my ability to understand words in English text.					

9.	Being an English private tutor has improved my ability to understand the grammatical structure in English text.					
10.	Being an English private tutor has improved my ability to draw conclusions from an English text.					

LISTENING SECTION:

Indicators of Listening are listening comprehension, listening vocabulary, listening grammar, ability to discriminate sounds, and ability to concentrate.

No.	Statement	Level of Agreement				
		SA	A	N	D	SD
11.	Being an English private tutor has made better my ability to understand the meaning of English speech well.					
12.	Being an English private tutor has made better my ability to understand English words spoken.					
13.	Being an English private tutor has made better my ability to understand the grammatical structure in English speech.					
14.	Being an English private tutor has made better my ability to distinguish between different sounds in English.					

15.	Being an English private tutor has made better my ability to maintain concentration while listening English audio.					
WRITING SECTION:						
Indicators of writing are writing fluency, writing accuracy, writing clarity, writing appropriateness, and writing effectiveness.						
No.	Statement	Level of Agreement				
		SA	A	N	D	SD
16.	Being an English private tutor has increased my ability to write an English text well.					
17.	Being an English private tutor has increased my ability to use grammar, vocabulary, and spelling correctly.					
18.	Being an English private tutor has increased my ability to write ideas and thoughts clearly and easily understood.					
19.	Being an English private tutor has increased my ability to write a word or sentence appropriate with the situation and context.					
20.	Being an English private tutor has increased my ability to write an English text effectively.					

This interview was held to answer the research questions in this research. This research instrument has been prepared about the aspect to be measured based on related theories, then consulted with competent people or through expert validity.

Research Question:
What is students' perception of being English private tutor on English performance of English education department student at UIN Malang?
Interview Questions:
<p>Speaking section:</p> <ol style="list-style-type: none"> 1. What do you think that being an English private tutor can affect your confidence and fluency in speaking English? 2. What do you think that working as English private tutor helps you to enhance your English conversation in classroom daily activity? <p>Reading Section:</p> <ol style="list-style-type: none"> 3. What do you think that becoming an English private tutor helps you to understand the meaning of English text properly and correctly? 4. What do you think that becoming an English private tutor improves your ability to analyze the structure of English text? <p>Listening Section:</p> <ol style="list-style-type: none"> 5. What do you think that being an English private tutor helps you to improve your ability to understanding the meaning of English audio that you listen?

6. What do you think that being an English private tutor helps you to understand English daily conversation easily?

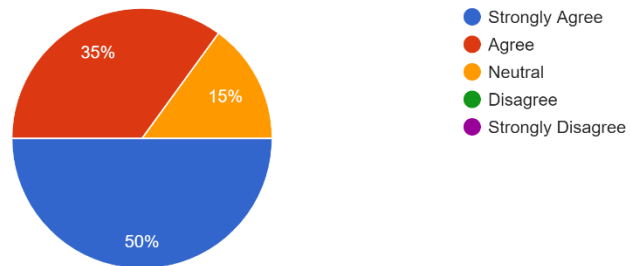
Writing Section

7. What do you think that being an English private tutor helps you to improve your ability to write an English text with the correct structure?
8. What do you think that working as English private tutor helps you to increase your ability to write good arguments that can convince readers?

Appendix IV Result of Questionnaire

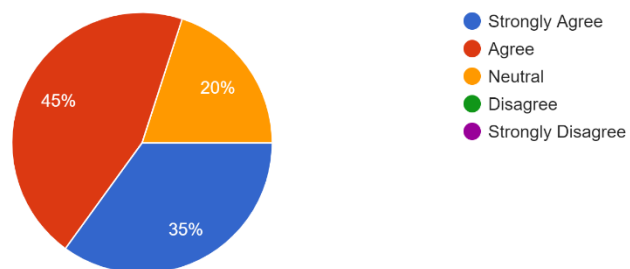
1. Being an English private tutor has enhanced my ability to speak English fluently.

20 jawaban



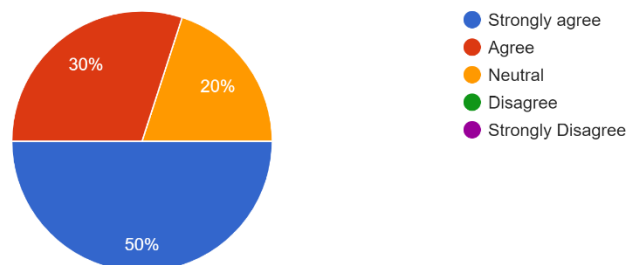
2. Being an English private tutor has enhanced my ability to use grammar, vocabulary, and pronunciation correctly.

20 jawaban



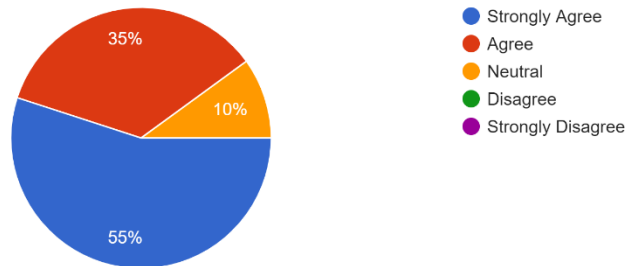
3. Being an English private tutor has enhanced my ability to convey ideas and thoughts clearly and easily understood.

20 jawaban



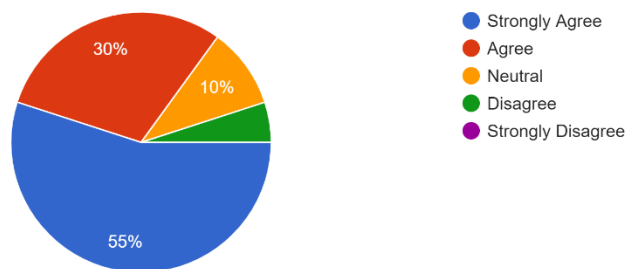
4. Being an English private tutor has enhanced my ability to choose language that is appropriate for the situation and context.

20 jawaban



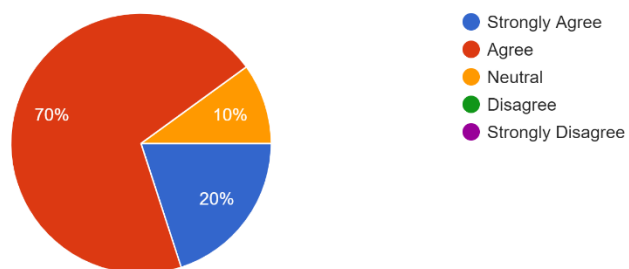
5. Being an English private tutor has enhanced my ability to achieve communication goals successfully.

20 jawaban



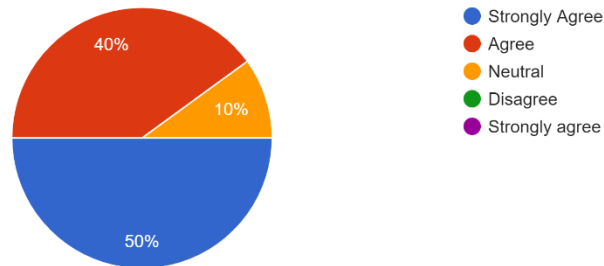
6. Being an English private tutor has improved my ability to read text quickly and efficiently.

20 jawaban



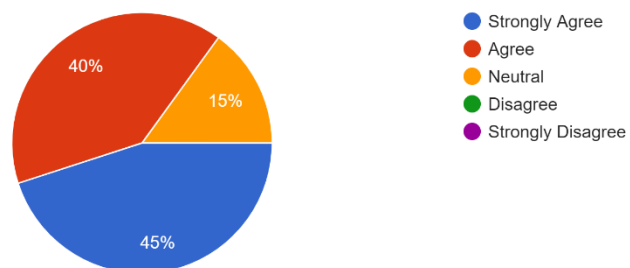
7. Being an English private tutor has improved my ability to understand the meaning of English text well.

20 jawaban



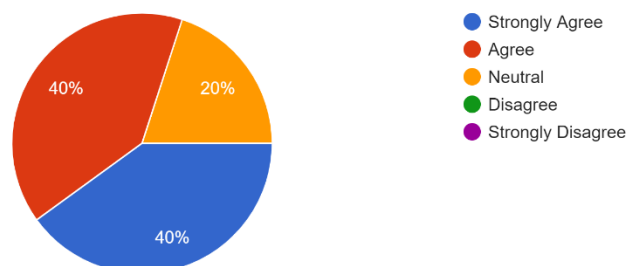
8. Being an English private tutor has improved my ability to understand words in English text.

20 jawaban

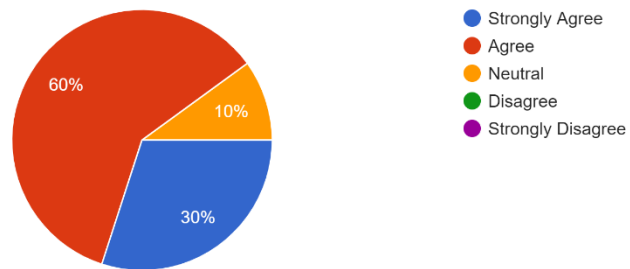


9. Being an English private tutor has improved my ability to understand the grammatical structure in English text.

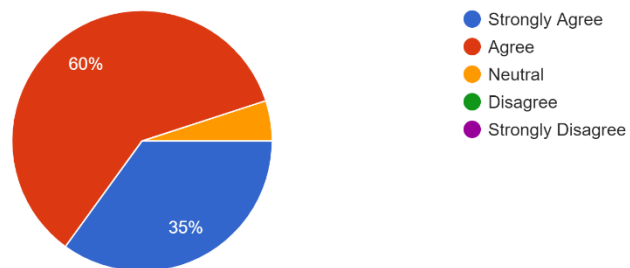
20 jawaban



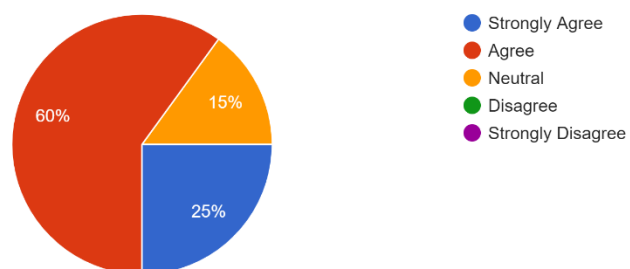
10. Being an English private tutor has improved my ability to draw conclusions from an English text.
20 jawaban



11. Being an English private tutor has made better my ability to understand the meaning of English speech well.
20 jawaban

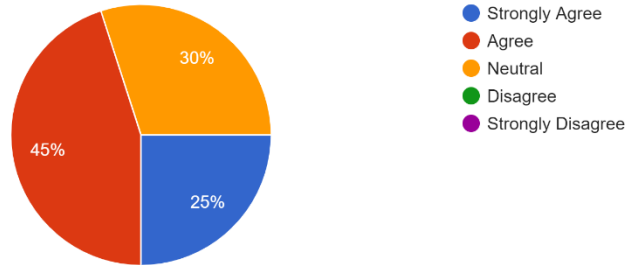


12. Being an English private tutor has made better my ability to understand English words spoken.
20 jawaban



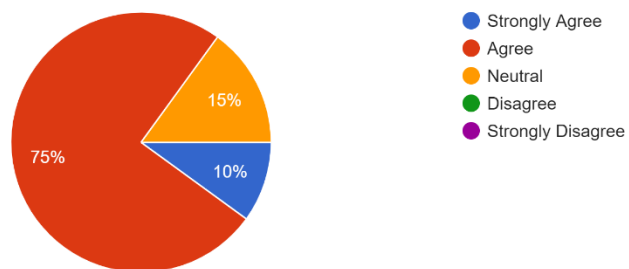
13. Being an English private tutor has made better my ability to understand the grammatical structure in English speech.

20 jawaban



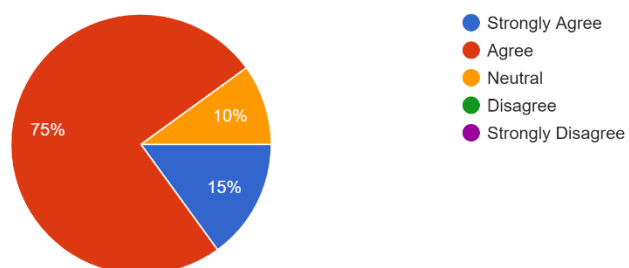
14. Being an English private tutor has made better my ability to distinguish between different sounds in English.

20 jawaban



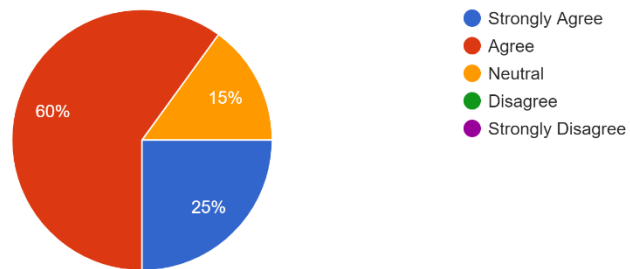
15. Being an English private tutor has made better my ability to maintain concentration while listening English audio.

20 jawaban



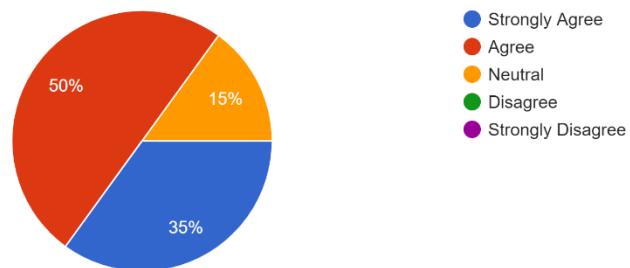
16. Being an English private tutor has increased my ability to write an English text well.

20 jawaban



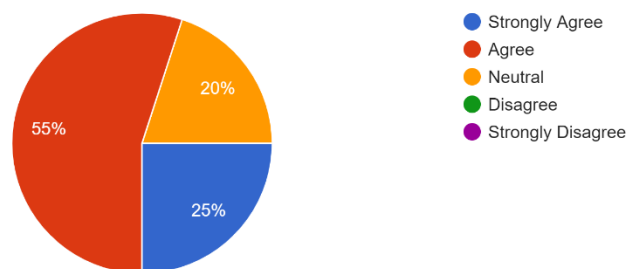
17. Being an English private tutor has increased my ability to use grammar, vocabulary, and spelling correctly.

20 jawaban



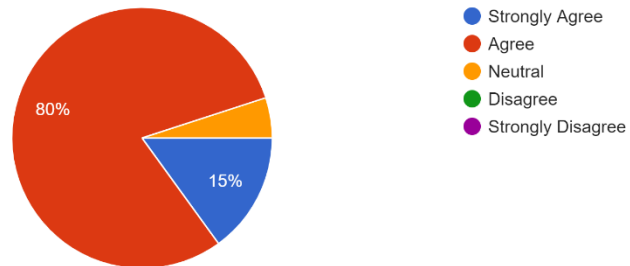
18. Being an English private tutor has increased my ability to write ideas and thoughts clearly and easily understood.

20 jawaban



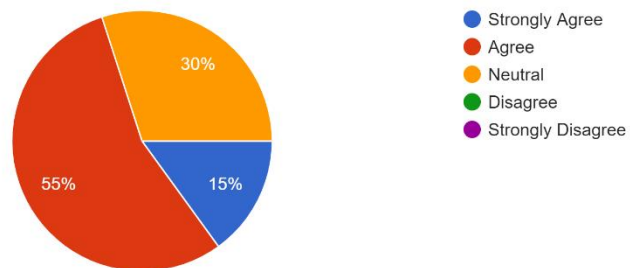
19. Being an English private tutor has increased my ability to write a word or sentence appropriate with the situation and context.

20 jawaban



20. Being an English private tutor has increased my ability to write an English text effectively.

20 jawaban



Appendix V The Result of Interview

TRANSCRIPTION OF INTERVIEW

1. Students' Interviewee 1

QI : What do you think that being an English private tutor can affect your confidence and fluency in speaking English?

Yes, being an English private tutor has boosted my confidence because I constantly practice speaking and explaining concepts.

SI : *It also helps me become more fluent as I regularly interact with students and refine my language skills.*

QII : What do you think that working as English private tutor helps you to enhance your English conversation in classroom daily activity?

Yes, being an English private tutor has boosted my confidence because I constantly practice speaking and explaining concepts.

SI : *It also helps me become more fluent as I regularly interact with students and refine my language skills.*

QIII : What do you think that becoming an English private tutor helps you to understand the meaning of English text properly and correctly?

Yes, being an English private tutor helps me understand English texts better because I need to explain them clearly to my students.

SI : *This makes me more careful in understanding the meaning correctly.*

What do you think that becoming an English private tutor
QIV : improves your ability to analyze the structure of English
text?

Yes, because i regularly break down and explain sentence

SI : structures to students. This practice sharpens my understanding
of how English texts are organized.

What do you think that being an English private tutor helps
QV : you to improve your ability to understanding the meaning of
English audio that you listen?

Yes, in my POV, being an English private tutor helps me improve

SI :
my ability to understand English audio because I often need to
listen carefully to guide my students. This practice enhances my
listening skills and helps me catch details more effectively.

What do you think that being an English private tutor helps
QVI : you to understand English daily conversation easily?

Yes, being an English private tutor helps me understand daily

English conversations more easily because i constantly practice
SI :
speaking and listening during tutoring sessions. This regular
exposure improves my familiarity with everyday language and
phrases.

What do you think that being an English private tutor helps
QVII : you to improve your ability to write an English text with the
correct structure?

Yes, being an English private tutor improves my ability to write English texts with the correct structure because I regularly

SI : *explain grammar and sentence construction to students. This constant practice helps me internalize the rules and apply them accurately in my own writing.*

What do you think that working as English private tutor

QVIII : helps you to increase your ability to write good arguments that can convince readers?

Yes, being an English private tutor helps me write better arguments because I regularly teach students how to structure and support their ideas. This experience improves my own ability to create strong, convincing arguments.

SI :

2. Students' Interviewee 2

QI : What do you think that being an English private tutor can affect your confidence and fluency in speaking English?

I think become an English private tutor can improve my speaking

SI : *because becoming an English teacher we have to speak English and it very helpful to improve my speaking.*

What do you think that working as English private tutor

QII : helps you to enhance your English conversation in classroom daily activity?

SI : *Yeah, it's very helpful to enhance my English conversation in class, based on my experience if we only have partner in class*

for daily conversation it's not enough. That's way I choose becoming an English tutor to improve my English.

QIII : What do you think that becoming an English private tutor helps you to understand the meaning of English text properly and correctly?

Becoming an English tutor helps me to understand the meaning of English text properly and correctly because I read the text and interpret it every day.

QIV : What do you think that becoming an English private tutor improves your ability to analyze the structure of English text?

Yes, becoming an English tutor can improve my ability to analyze the structure of English text especially in grammar structures, because I teach a grammar structure as well.

QV : What do you think that being an English private tutor helps you to improve your ability to understanding the meaning of English audio that you listen?

I think if understand the meaning of English audio, I'm not to expert of it, but I can understand little bit.

QVI : What do you think that being an English private tutor helps you to understand English daily conversation easily?

Yes, it's very helpful to understand English daily conversation easily.

What do you think that being an English private tutor helps you to improve your ability to write an English text with the correct structure?

Absolutely yes, by becoming an English tutor I learned how to write a text with the correct structure because that way to I teach my member.

What do you think that working as English private tutor helps you to increase your ability to write good arguments that can convince readers?

Yeah, this job can help me to increase my ability to write a good argument.

3. Students' Interviewee 3

What do you think that being an English private tutor can affect your confidence and fluency in speaking English?

Yes, because we apply English to teach so we can get better at speaking and get used to it.

What do you think that working as English private tutor helps you to enhance your English conversation in classroom daily activity?

Yes, because the habit will carry over wherever and whenever. However, it is also very effective if the frequency of teaching is increased as well.

QIII : What do you think that becoming an English private tutor helps you to understand the meaning of English text properly and correctly?

Yes, because in teaching we will use an object to learn the students we teach, and before we give the materials we must be able to understand what is conveyed in the text.

QIV : What do you think that becoming an English private tutor improves your ability to analyze the structure of English text?

Yes, because analysis is important before explaining the meaning of the text to the students.

QV : What do you think that being an English private tutor helps you to improve your ability to understanding the meaning of English audio that you listen?

Yes, because we have to listen properly to the audio that we will use in teaching.

QVI : What do you think that being an English private tutor helps you to understand English daily conversation easily?

Yes, because we reflexively understand something in speaking and listening to what is being said.

QVII : What do you think that being an English private tutor helps you to improve your ability to write an English text with the correct structure?

SI : *Yes, because as tutors we have to learn more about writing which must be easy to understand.*

QVIII : What do you think that working as English private tutor helps you to increase your ability to write good arguments that can convince readers?

SI : *Yes, because in writing arguments we use opinions and facts from reading and analyzing where we have to understand more what will be conveyed.*

4. Students' Interviewee 4

QI : What do you think that being an English private tutor can affect your confidence and fluency in speaking English?

SI : *Becoming an English private tutor will help improve the quality of English because we are required to master all the material better, and of course also has an impact on our self-confidence when speaking publicly while teaching.*

QII : What do you think that working as English private tutor helps you to enhance your English conversation in classroom daily activity?

SI : *In my opinion, being a English private tutor will improve your English language skills, especially conversation, because at every lesson the teacher will chat and interact with students using English.*

QIII : What do you think that becoming an English private tutor helps you to understand the meaning of English text properly and correctly?

In my opinion, being an English private tutor does not necessarily mean understanding English texts properly and

SI : correctly because a text definitely contains certain structures and grammar which have rules, so all tutors do not necessarily understand the text well and correctly.

QIV : What do you think that becoming an English private tutor improves your ability to analyze the structure of English text?

Yes, because by becoming an English private tutor, someone has

SI : the requirement to understand the structure of English texts well in order to be able to teach learning material to their students.

QV : What do you think that being an English private tutor helps you to improve your ability to understanding the meaning of English audio that you listen?

Yes, in my opinion, when I become an English private tutor, my listening skills will definitely improve because I will be used to

SI : listening to English audio material, English songs, podcasts, and so on. Thus, hearing ability will definitely improve by itself.

QVI : What do you think that being an English private tutor helps you to understand English daily conversation easily?

SI : *Of course, being an English private tutor will definitely understand daily conversations easily because every time we teach, we will definitely have light to heavy conversations, both for daily communication and during lessons that use English.*

QVII : you to improve your ability to write an English text with the correct structure?

SI : *Yes, become an English private tutor will improve our ability to write texts with the correct structure. when teaching, we will definitely often encounter various texts with various structures. in this way, we as tutor will understand different text structures which will certainly improve our ability to write English texts.*

QVIII : helps you to increase your ability to write good arguments that can convince readers?

SI : *In my opinion, being an English private tutor can improve our ability to write good arguments, but these arguments may not necessarily convince readers because everyone has their own preferences regarding a problem.*

5. Students' Interviewee 5

QI : What do you think that being an English private tutor can affect your confidence and fluency in speaking English?

SI : *Of course, because if we want to teach a student, we have to learn first, we have to learn how to deliver things. So, being an English private tutor is one of the bridges for us to practice some theories, including speaking English.*

QII : What do you think that working as English private tutor helps you to enhance your English conversation in classroom daily activity?

SI : *Of course, because we as private tutors will automatically practice speaking English directly and get used to using the correct sentences and pronunciation, so because of that our daily conversation skills will automatically improve.*

QIII : What do you think that becoming an English private tutor helps you to understand the meaning of English text properly and correctly?

SI : *I think it depends on the context. For example, when we teach and we prepare a text, of course we understand the text well and correctly, but when we find a text that has a lot of new vocabulary that we don't understand, of course we have to translate it suddenly with Google Translate or another dictionary.*

QIV : What do you think that becoming an English private tutor improves your ability to analyze the structure of English text?

SI : *Of course, it will improve my ability, because before I teach, I have to learn first and because of that it really helps me to*

understand the structure in some texts, for example the structure in descriptive or narrative text and in my opinion it is very good.

What do you think that being an English private tutor helps

QV : you to improve your ability to understanding the meaning of English audio that you listen?

In my opinion, it is not very helpful, because mostly my students

SI : ask about their homework at school, where almost all of it is about reading and writing.

What do you think that being an English private tutor helps

QVI : you to understand English daily conversation easily?

Of course, because when I teach there are some parts that have

conversations that I have to understand the structure, I also have

SI : to be able to understand how to pronounce and use it. so, it really helps me to understand easily.

What do you think that being an English private tutor helps

QVII : you to improve your ability to write an English text with the correct structure?

SI : I think it helps but not that significant.

What do you think that working as English private tutor

QVIII : helps you to increase your ability to write good arguments that can convince readers?

I think it is very influential, because we as private teachers must

SI : be able to answer students' questions as wisely as possible. and

because of that I can write good arguments because I have studied and practiced directly.

Appendix VI Documentation



What do you think that becoming an English private tutor improves your ability to analyze the structure of English text? 20.37 ✓✓

yes, because i regularly break down and explain sentence structures to students. This practice sharpens my understanding of how English texts are organized. 20.42

What do you think that being an English private tutor helps you to improve your ability to understanding the meaning of English audio that you listen? 20.51 ✓✓

yes, In my POV, being an English private tutor helps me improve my ability to understand English audio because I often need to listen carefully to guide

What do you think that being an English private tutor can affect your confidence and fluency in speaking English? 10.48 ✓✓

yes, being an English private tutor has boosted my confidence because I constantly practice speaking and explaining concepts. It also helps me become more fluent as I regularly interact with students and refine my language skills. 12.01

What do you think that working as English private tutor helps you to enhance your English conversation in classroom daily activity? 13.08 ✓✓

yes, working as an English private tutor offers regular practice that boosts my

improve your ability to understanding the meaning of English audio that you listen? 21.55 ✓✓

0.30 22.06

What do you think that being an English private tutor helps you to understand English daily conversation easily? 22.08 ✓✓

0.36 22.10

What do you think that being an English private tutor helps you to improve your ability to write an English text with the correct structure? 22.14 ✓✓

What do you think that working as English private tutor helps you to enhance your English conversation in classroom daily activity? 21.40 ✓✓

0.47 21.41

What do you think that becoming an English private tutor helps you to understand the meaning of English text properly and correctly? 21.43 ✓✓

0.47 21.47

What do you think that becoming an English private tutor improves your

CURRICULUM VITAE

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