

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

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Abstract: this study aims to examine students who have been in private tutoring and those who have not and its correlation English skill achievements. The research is done to fill the gap of previous studies that mainly focused on the influence of private tutoring on English communicative ability. This study used quantitative research method with questionnaire as the instrument. The data for this research are from 47 students of English department from University of Islam Malang. The data was collected through online questionnaire with the use of google form. The data is analysed using quantitative Pearson correlation to analyse the data. The finding indicated that there is a positive correlation between English private and English skills achievement, since the value is at $r=431$ with the level of significance of 0.003 which indicate that the two variables are correlated. Therefore, it can be concluded that the students who have studied at English private tutoring have better score in English skills achievement than those who have not.

Keywords: Correlation, English Private and English Achievements.

INTRODUCTION

English language proficiency has become substantial factor that influences the quality of an individual. Moreover Ting, Marzuki, Chuah, Misieng & Jerome (2017) stated that the communicative competence especially in English language has become necessity and additional value in enhancing graduate's employability.

Communication skill as inter-alia has acknowledged more in the employability context, this skill is needed for presenting ideas, presentations, partaking practical discourse, explanation and justifications, interaction processes, making decisions and cooperate in communication effectively across multi-cultural as well as international employees (Thomas, Piquette, & McMaster, 2016). Moreover, highly competitive professionals should own the ability to transfer and receive information in communication and avoid misunderstanding (Jayasingam, Fujiwara & Thurasamy, 2016).

Language proficiency is the ultimate purpose of teaching language that enables the language users to participate in direct and indirect target language interaction. The proficiency that oriented in curriculum is reinforced by principles on the purpose as well as the nature of language education that involves the way of using

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

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

METHOD

This study conducted with quantitative research design by investigating the relation between variables. The study aimed to find objective theories by investigating the relation in the midst of variables is called a quantitative method (Hartono, 2012). Quantitative research emphasis on collecting generalized numerical data to explain a specific phenomenon. In this study, the researcher particularly used a correlational quantitative research design to determine the correlation between English achievement of English private and non-English private tutoring students.

The population of this study is students originated from fourth semester in English Department that consist of 128 students at University of Islam Malang. researcher selected the fourth semester students as the population of the study because during the data collection the students that becomes population of the study are still at fourth semester, this will be suitable comparison to English private tutoring that also emphasis on four English skills.

The techniques applied by the researcher to collect the data were giving an online questionnaire through online Google form platform aimed to get 47 responses from students of 4th semester students from English department at University of Islam Malang. Following the completion of data collection, the researcher began to analyze the data using *Statistical Package for the Social Science (SPSS)* version 20 to analyze the data. The collected data were then inputted into SPSS to know the result of descriptive statistics test and compare the mean test.

FINDING AND DISCUSSIONS

This study is about the correlation between students' achievements in English skills and English private schooling. To get the data, the researcher took students originated from English department of University of Islam Malang as the research participants. The result presented in the following descriptive statistic.

Descriptive Statistics						
Privat		N	Minimum	Maximum	Mean	Std. Deviation
Tidak Pernah	Achievement	30	3,08	3,92	3,6444	,17770
	Valid N (listwise)	30				
Pernah	Achievement	17	3,58	4,00	3,8088	,15242
	Valid N (listwise)	17				

Figure 1.1 achievement statistic of students who have and have not in English private school

The result in descriptive statistic shows that the number of participants consist of 47 students, the number of students who have studied at English private schooling which indicated by (*Pernah*) are 17 students while those who haven't which indicated by (*Tidak Pernah*) are 30 students. The students who have studied at English private have the minimum score of 3.58 and the maximum score of 4.0 in 0 – 4.0 achievement scale with the mean of 3.809 and standard deviation 0.1524. Meanwhile, the students who have not studied at English private have the minimum score of 3.08 and the maximum score of 3,92 with the mean of 3.644 and standard deviation 0.1777. The mean indicates that the students who have studied at English private have higher score than those who are not. Which confirms that the students who have been in English private are better at English skills than those who are not.

The data shown in the descriptive statistic above then analyzed using Pearson Product Moment Correlation. The two-tailed indicator was used based on the need to confirm the hypothesis from this research mentioned before. The result is presented as follows.

Correlations			
		Privat	Achievement
Privat	Pearson Correlation	1	,431**
	Sig. (2-tailed)		,003
	N	47	47
Achievement	Pearson Correlation	,431**	1
	Sig. (2-tailed)	,003	
	N	47	47

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 1.2 The correlation between English skills achievement and English private

The data above shows that there is significant correlation between English private schooling and English skills achievement. The data shows that the two variables are correlated at 0.431 of correlation coefficient two tailed and significant value of 0.003 with N= 47. The correlation is significant at below 0.01 which

indicates that English skills achievement are strongly correlated with English private. Therefore, it can be concluded that students who have studied at English private have better achievement in English skills.

IMB SPSS 2.3 was used to measure the data, from the correlation analysis both variable shows that $r = 0.431$. According to concepts of hypothesis in SPSS calculation:

a. H_0 accepted if $N. Sig > 0.05$ ($\alpha=5\%$)

b. H_a accepted if $N. Sig < 0.05$ ($\alpha=5\%$)

According to the result the $N. Sig$ 0.003 clarified that H_a is accepted which concludes that $N. Sig > 5\%$, where H_a is confirmed and H_0 was rejected. Therefore, it can be concluded that H_a as the alternative hypothesis that said, "The students who has been in English private is better in English skills achievement than those who have not been in English private mentoring.", answered the research problem.

This finding in this study which indicates significant correlation between private tutoring and English achievements is in line with the study by Soeung, Neau, Seng, Chim & Lorn (2019) and Lee (2013) which shows that shows the significant benefits of private tutoring towards English achievements. Private tutoring also have significant impact in increasing the overall quality of schooling and more in time language achievements.

The study also shows that the students who have been studied in private tutoring have higher English achievements in comparison to the students who have not studied in private tutoring. This result is in line with Soeung, Neau, Seng, Chim and Lorn (2019) and Shin & Kim (2010) which indicates that students taking private English class are able to outclass their fellow learners and proven to enhance academic achievements.

CONCLUSION AND SUGGESTION

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

The suggestion for the students it is suggested to attend English private tutoring not merely to be successful in exams or attain good score, but also to improve English skills in general. For lecturer the information from this study to identify students who have been in private tutoring and those who have not, by knowing that, it enables the lecturer to give appropriate treatment to the students who have been in private tutoring and those who have not. For the next researcher it is

suggested to conduct the do more study about private tutoring but not only relate it with achievements but also English practical skills which reflects more about the students' English skills. Moreover, it is suggested to gather the data on when and how long the students studied at private tutoring.

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