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## **Exploring The Relationship Between Supplementary English Tutoring and Students' Achievement in Ninth Grade at MTsN 2 Padang**

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### **Abstract:**

English language learning in Indonesia still faces several challenges, such as limited instructional time and a lack of individual attention in formal classrooms. These conditions encourage students to attend supplementary English tutoring as additional learning outside school. This study aimed to examine the relationship between supplementary English tutoring and student achievement in ninth grade at MTsN 2 Padang. This research employed a quantitative approach using a correlational research design. The sample consisted of 33 ninth-grade students who attended supplementary English courses and were selected through total sampling. The data were collected using a questionnaire to measure students' supplementary English tutoring, covering four indicators: the frequency of attendance, students' perceptions of tutoring, the teaching methods used, and the perceived impact of tutoring on students' achievement, as well as documentation of students' final English examination scores. The normality test indicated that the data were not normally distributed; therefore, the Spearman Rank correlation test was used to analyze the data with the help of SPSS. The findings revealed that there was a significant relationship between students' participation in supplementary English tutoring and their English learning achievement in ninth grade at MTsN 2 Padang, with a correlation coefficient of 0.490 and a significance value of 0.004. The relationship was positive and categorized as moderate, indicating that higher participation in supplementary English tutoring tends to be associated with higher English achievement. Thus, supplementary English tutoring can be considered a supporting factor in improving students' English learning achievement.

### **Keywords:**

Supplementary English tutoring, student achievement, English learning

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## **1. INTRODUCTION AND LITERATURE REVIEW**

English has become an increasingly important global language, impacting various aspects of life, including education, employment, and international communication (Sevinch, 2025). A language achieves a genuinely global status when it develops a special role that is recognized in every country (Crystal, 2003). In this context, English has gained widespread recognition from almost every country in the world and now serves as an international language that plays a crucial role in cross-cultural and international communication. According to Harmer (2007),

states that proficiency in English offers a competitive advantage in both education and employment, as it has become the primary medium for the exchange of knowledge and technology. Proficiency in English is crucial for individuals and nations to thrive in the 21st century.

In the context of education, English has become a mandatory subject in many countries, including Indonesia, where students are required to learn it from junior high school to university (Sukyadi & Hamied, 2020). English language learning in schools is not only aimed at developing language skills, but also at preparing students to become part of the global community (Rodgers et al., 2001). Therefore, mastering English from the junior high school level, such as at Madrasah Tsanawiyah (MTs), becomes very important to support students' achievement and professional success in the future.

English tutoring are non-formal educational programs implemented beyond formal education, where both the curriculum and instructional approaches are adaptable (Nuraini et al., 2024). English tutoring are non-formal educational institutions that provide structured lessons to help students improve their English language skills according to their interests and learning needs, serving as a supplement to formal education and preparing them for exams or certifications (Almira et al., 2024).

The popularity of English tutoring in Indonesia continues to increase because more students are enrolling in them (Wibowo et al., 2025). English courses, also known as shadow education, private supplementary tutoring, or simply tutoring, has become a worldwide educational phenomenon over the past decades (Nga & Chan, 2019). Thus, English tutoring in Indonesia allows students to learn from tutors who can provide more effective and optimal learning after they receive formal education in school (Wibowo et al., 2025). The existence of English language courses has become a significant and widespread phenomenon among students, including those at the junior high school level, such as at Madrasah Tsanawiyah (MTs).

One trend in Indonesia is that students generally experience learning difficulties due to limited learning time in formal schools and too much differentiation of subjects daily (Cathrin et al., 2023). English tutoring have advantages such as flexibility, personalized learning, and the ability to adapt material to students' needs and learning pace, compared to formal school systems (Yanda et al., 2022). The learning methods used in the courses, such as games and songs, make the learning process more interactive and enjoyable, making children more enthusiastic and helping them understand the material taught more easily, while also receiving additional learning that they didn't have time for at school (Rosaria & Novika, 2017). English tutoring can create a conducive, flexible learning environment that meets the individual needs of students thru the use of varied and creative methods such as interactive media, language games, and small group discussions, making students more active, less easily bored, and experiencing increased interest and academic achievement (Harahap, 2023).

According Bray & Lykins (2012), explain that the demand for private tutoring is influenced by several factors, including parental concerns about their children's future, dissatisfaction with the quality of teaching in schools, and high expectations for examination results. In many cases, parents view tutoring as a necessary investment to secure their child's academic success, especially in core subjects like English. According to the research results of Ireson & Rushforth (2011), parents and students consider private tutoring as a way to improve exam performance.

According to Budiyantri (2019), shows that the average final score of students who attend additional lessons reaches 79.96, while those who do not attend only score 69.88, reinforcing the evidence that additional lessons have an impact on improving students' achievement. Thus, it can be concluded that there is a positive relationship between English courses and the improvement of students' achievement. According to Thahir and Hidriyanti (2014), English

tutoring has been proven to have a positive and significant impact on students' achievement. With guidance, students gain motivation, learning strategies, and psychological support that collectively help improve their academic achievements.

In addition, Yusuf et al., (2023) highlighted that supplementary English programs in Indonesian schools are widely implemented to address students' diverse learning needs. Their study revealed that such programs are designed to strengthen students' language skills that may not be fully developed in formal classroom settings. This supports the idea that supplementary English courses function as an important complement to formal English instruction.

Soeung et al., (2019) examined the relationship between private tutoring and English achievement among high school students in Cambodia. Using a quantitative approach with regression analysis, the study found that private tutoring had a positive and significant impact on students' English achievement, indicating that supplementary learning plays an important role in supporting academic performance. However, their study differs from the present research in terms of focus, method, and context. While Soeung et al. investigated the effects of multiple factors on English achievement, the present study specifically focuses on the relationship between students' participation in Supplementary English Courses and their English achievement using a correlational design.

However, many students still struggle to master English, indicating a gap between the curriculum targets and their actual learning outcomes. In an effort to address these challenges, students frequently seek supplementary tutoring commonly referred to as English courses. This activity is commonly done in core subjects like English, as it is considered helpful in overcoming limited learning time and lack of individual attention in the classroom. According to Nation & Macalister, (2010), The time spent learning a language in a formal classroom is often insufficient to achieve optimal language proficiency, necessitating additional learning outside the classroom to supplement formal instruction.

In Indonesia, despite English being formally taught in schools, limited study time and general teaching methods often lead students to require additional support through English courses. According to Slavin, (2014) this kind of learning environment can boost students' motivation, self-confidence, and engagement, ultimately having a positive impact on their achievement.

Based on the researcher's experience at MTsN 2 Padang, there is insufficient and less efficient time allocated for English learning, which makes supplementary learning outside of school increasingly necessary. English courses have proven to offer various advantages over formal school learning, such as time flexibility, personalized learning approaches, the use of creative and interactive methods (like games, songs, and small group discussions), and a more conducive and enjoyable learning environment. This encourages students to be more active, confident, and motivated in their learning, which ultimately improves their achievement. There are only a few teachers who provide media and teaching strategies to support English language learning.

Previous studies have shown that research on additional English language learning has been widely conducted, but with different focuses and contexts. Budiyantri (2019), in her research titled "The Role of Additional Lessons on Student Achievement in English," investigated the effectiveness of adding English class hours within a formal school setting using an experimental approach with vocational high school students. The study focused on the direct impact of the additional class hours treatment on improving student grades.

Meanwhile, Ireson and Rushforth (2009), in their study titled "Private Tutoring at Transition Points in the English Education System: Its Nature, Extent and Purpose," examined the phenomenon of private tutoring or study groups on a large scale in England, focusing on its

prevalence, characteristics, without specifically linking it to English academic achievement. Based on the study, it can be concluded that most previous research was conducted at the senior high school level or in the context of foreign education, and has not specifically examined the relationship between participation in additional English courses as a form of non-formal education and student academic achievement in Madrasah Tsanawiyah.

Sholichah et al., (2025) concluded that the tutoring program in Balunganyar Village, Surabaya, is effective in improving students' academic performance, especially in Mathematics and English. Interactive, cooperative, and technology-based learning also enhances students' motivation, confidence, social skills, and participation in class. In addition, parental support has increased, creating a positive learning environment at home. This program not only impacts academic performance but also the overall attitude and enthusiasm for learning among student.

Although many studies have investigated supplementary English courses or private tutoring, most of them were conducted at the senior high school level, focused on experimental treatments, or examined tutoring in foreign educational contexts. In addition, previous research has tended to emphasize the effectiveness or implementation of additional lessons rather than specifically examining the relationship between students' participation in supplementary English courses as a form of non-formal education and their academic achievement. Moreover, limited attention has been given to the Madrasah Tsanawiyah (MTs) level, particularly in the Indonesian context, where students face unique challenges such as limited instructional time and diverse learning needs. Therefore, a clear research gap exists regarding empirical evidence on the relationship between supplementary English courses and students' English achievement at the MTs level. To address this gap, the novelty of this study lies in its focus on ninth-grade students at MTsN 2 Padang and its use of a correlational research design to explore the relationship between students' participation in supplementary English courses and their English achievement, providing contextual and empirical insights that complement existing studies.

The purpose of this study is to examine the relationship between students' who took supplementary English courses and their academic achievement in English at MTsN 2 Padang, as well as to determine the extent to which supplementary English courses support students' English performance as a complement to formal classroom instruction.

## **2. METHOD**

This study employed a quantitative correlational research design to examine the relationship between students' who took in supplementary English tutoring and their English achievement. Quantitative research is defined as a method based on empirical data and statistical analysis to test predetermined hypotheses (Sugiyono, 2013). This approach was chosen because it allows researchers to measure variables objectively and analyzed the degree of relationship between them using statistical procedures. A correlational design was considered appropriate since the study aimed to identify the strength and direction of the relationship between two measurable variables without manipulating them. Correlational research determines whether, and to what extent, variables are related, but it does not establish cause-and-effect relationships (Gay et al., 2012; Creswell & Creswell, 2018).

A correlational approach was selected because the objective of this research was not to manipulate variables but to determine the strength and direction of the relationship between two naturally occurring variables. This design allows for statistical measurement of the degree of association, thereby providing empirical evidence regarding whether participation in supplementary English courses is related to students' academic performance.

The population of this study consisted of ninth-grade students at MTsN 2 Padang who participated in supplementary English tutoring. A population refers to a group of individuals

sharing specific characteristics determined by the researcher (Sugiyono, 2017). Ninth-grade students were selected because they had received formal English instruction for three years and were preparing for graduation examinations. The total population included 33 students. Due to the relatively small population size, total sampling was applied, meaning all members of the population were included as the sample (Sugiyono, 2013). The number of students who met the criteria was relatively small, total sampling was applied. A total of 33 students were involved as the research sample.

Data were collected using two primary instruments: a questionnaire and documentation. The questionnaire was used to measure students' who took in supplementary English tutoring. It consisted of several indicators, including frequency of attendance, learning activities, teaching strategies, and students' perceptions of tutoring support. Most items were measured using a Likert scale (strongly agree, agree, disagree, strongly disagree), while the frequency indicator used a scaled response format. Prior to distribution, the questionnaire was validated through expert judgment and statistical validity testing. Item validity was analyzed using Pearson Product-Moment correlation, and reliability was tested using Cronbach's Alpha to ensure internal consistency. Data were analyzed using descriptive statistics and inferential statistics with SPSS. A Shapiro–Wilk test was conducted to assess normality (Pallant, 2016). Since one variable was not normally distributed, Spearman's Rank Correlation was applied to determine the significance and strength of the relationship, with a significance level set at 0.05 (Creswell & Creswell, 2018).

Students' English achievement data were obtained from official documentation of their final semester English examination scores, provided by the English teacher at MTsN 2 Padang. These scores were used as an objective measure of academic performance.

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics were first calculated to summarize the data. Subsequently, correlation analysis was conducted to determine the significance and strength of the relationship between supplementary English tutoring and students' English achievement. The level of significance was set at 0.05 and 0.01. This analytical procedure enabled the researcher to draw conclusions regarding the overall validity and reliability of the findings and to determine whether a statistically significant relationship existed between the variables.

### **3. RESULTS AND DISCUSSION**

#### **3.1. Results**

This study involved 33 ninth-grade students of MTsN 2 Padang who in Supplementary English tutoring. Data were collected using a questionnaire to measure students took supplementary English tutoring and documentation of students' final semester English scores to represent academic achievement.

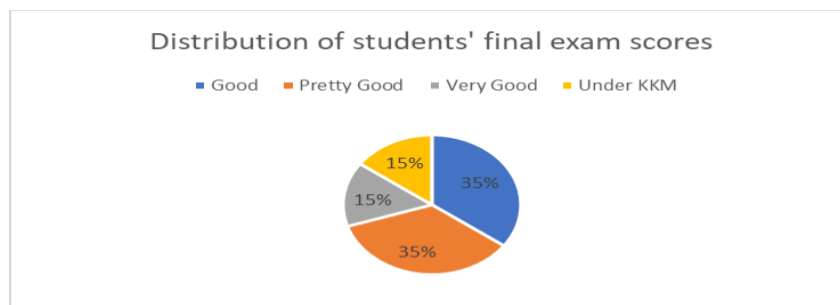
The descriptive analysis showed that all respondents had experience attending English courses. Most students (54.5%) had participated in supplementary english tutoring for 0–1 year, followed by 39.4% who had attended for 1–3 years. In terms of class size, 45.5% of students studied in small groups and 45.5% in standard classes. Regarding attendance frequency, the majority of students (63.6%) attended English courses once a week.

The questionnaire results indicated generally positive perceptions toward Supplementary English tutoring. Most students agreed that supplementary English tutoring helped them re-learn school materials, improved their understanding of English, and provided a more comfortable and flexible learning environment. In addition, students perceived that learning

methods in supplementary English tutoring were effective, encouraged active participation, and provided clearer explanations compared to formal classroom learning.

Regarding the impact on academic achievement, the majority of respondents reported improvement in their English achievement. Specifically, 75.8% of students agreed and 18.2% strongly agreed that their English scores improved after joining SEC. Furthermore, 78.8% agreed and 18.2% strongly agreed that their learning outcomes increased, while 81.8% agreed that SEC helped them achieve higher scores in English exams and tests at school.

Students' final semester English scores showed an average score of 83.76, which exceeded the Minimum Passing Criteria (KKM) of 80. The highest score was 95 and the lowest was 65, indicating that most students achieved satisfactory learning outcomes, although a small number scored below the KKM.



Picture. 1 distribution of students' final exam scores

Based on the pie chart, the majority of students fall into the Sufficient and Good categories (80-89), with a small percentage achieving the Very Good category and the rest still below the minimum passing grade. Overall, these results reflect a fairly good level of student achievement.

The normality test using the Shapiro–Wilk test revealed that the SEC variable was not normally distributed ( $p = 0.001$ ), while the student achievement variable was normally distributed ( $p = 0.072$ ). Therefore, Spearman's rank correlation was applied to examine the relationship between the two variables. The correlation analysis showed a significant positive relationship between who student took Supplementary English Courses and their academic achievement ( $r = 0.490$ ,  $p = 0.004$ ). This result indicates that higher participation in SEC is associated with higher English achievement, with the strength of the relationship categorized as moderate. The result of correlation test presented in the following table.

Table 1. Nonparametric Correlation.

			SEC	SCORE
Spearman's rho	SEC	Correlation Coefficient	1.000	.490**
		Sig. (2-tailed)	.	.004
		N	33	33
	SCORE	Correlation Coefficient	.490**	1.000
		Sig. (2-tailed)	.004	.
		N	33	33

### 3.2. Discussion

The results of this study indicate that there is a significant relationship between students who participate in supplementary English tutoring and their academic achievement. Based on the Spearman correlation analysis, the correlation coefficient obtained was 0.490 with a significance value of 0.004. Since the significance value is lower than 0.05, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. This finding confirms that students' participation in supplementary English tutoring is positively associated with their learning outcomes. From a theoretical perspective, this result is consistent with cognitive learning theory, which views language learning as a gradual process that requires repeated practice and reinforcement in order to achieve skill automatization (Brown, 2014). Through supplementary English courses, students receive additional exposure to learning materials and more intensive practice, which can strengthen their language competence and support their academic achievement.

The positive direction of the correlation suggests that increased involvement in supplementary English tutoring tends to be followed by higher student achievement. This can be explained by the additional learning opportunities provided through supplementary courses, such as more intensive practice, clearer explanations, smaller class sizes, and increased interaction between students and instructors. Richards and Rodgers (2001) emphasize that meaningful and communicative learning activities involving interaction between students and teachers play a crucial role in language acquisition. These conditions enable students to reinforce what they learn in formal classroom settings, thereby improving their understanding and academic performance.

However, the strength of the correlation falls within the moderate category, indicating that supplementary English tutoring is not the sole factor influencing students' academic achievement. Other factors, such as students' motivation, learning strategies, teacher quality in formal schools, family support, and learning environment, may also contribute significantly to students' performance. In addition, the findings of this study show that most students participate in English courses with relatively low to moderate intensity, such as attending once a week and within a duration of 0–1 year. This limited intensity may reduce the overall impact of supplementary tutoring on students' achievement. Therefore, supplementary English tutoring should be interpreted as a supporting factor rather than the only determinant of academic success.

This finding is in line with Nguyen and Vu (2024), who explain that English tutoring, often referred to as shadow education, provides additional learning opportunities beyond regular classroom instruction through reinforcement of school materials, repeated practice, and focused instruction. Similarly, Soeung et al. (2019) found that private tutoring has a significant positive impact on students' English achievement, where students who receive tutoring tend to outperform those who do not. These findings indicate that supplementary instruction functions as an effective academic support system that complements formal education.

Overall, the findings of this study support the assumption that supplementary learning activities can enhance students' academic achievement. Basturkmen (2012) states that supplementary English courses provide more focused practice, increased interaction, and additional learning opportunities that may improve students' academic performance. However, it is important to emphasize that this study uses a correlational design; therefore, the results do not imply a direct cause-and-effect relationship, but rather indicate an association between variables.

Furthermore, the questionnaire results revealed that the majority of students attended English tutoring because they experienced difficulties in understanding English lessons at school.

Most respondents perceived English tutoring as a place to re-learn school materials and strengthen their understanding of grammar, sentence structure, and communication skills. This finding supports the view that supplementary education serves as an academic support system that complements formal schooling, particularly when instructional time and individual attention in schools are limited (Bray & Lykins, 2012). Anggraeni et al. (2021) also suggest that reviewing lessons outside school through tutoring helps students learn more effectively, as they receive additional guidance in understanding the material.

The alignment between the material taught in the courses and the school curriculum further strengthens the role of supplementary tutoring as a reinforcement of learning. Jackson (2025) found that students who received tutoring aligned with core classroom instruction achieved higher literacy outcomes compared to those who received unrelated tutoring. This indicates that well-aligned supplementary instruction is more effective in improving academic achievement.

In addition, the effectiveness of supplementary English tutoring can also be explained by class size and learning environment. Toro et al. (2019) found that smaller class sizes allow for more intensive interaction, personalized learning, and better feedback, which contribute positively to students' language learning. This is consistent with the findings of this study, where most students participated in small or standard-sized classes, creating opportunities for more active engagement and interaction.

Moreover, the use of varied teaching strategies, games, and interactive activities in English courses contributes to a more engaging learning process (Ireson & Rushforth, 2011). Although the integration of media and technology is not evenly experienced by all students, those who benefit from it perceive it as helpful in enhancing their understanding and motivation, supporting previous findings on the role of multimedia in language learning (Galuh & Rimawati, 2020).

The findings related to students' perceptions of achievement also indicate that participation in supplementary English courses contributes positively to their learning outcomes. Most students reported improvements in their scores, exam performance, and overall learning progress after attending English courses. This perception is supported by the actual achievement data, which showed an average score of 83.76, exceeding the Minimum Passing Criteria (KKM) of 80.

Finally, this result is strengthened by the findings of Almira et al. (2024), which show that students who participate in English courses tend to achieve higher academic performance compared to those who do not. Their study also revealed that course participants demonstrate better understanding of the material, more active classroom engagement, and more developed vocabulary and language skills. This confirms that supplementary English courses function as an effective learning support system that enhances students' academic achievement.

In conclusion, while supplementary English tutoring plays a significant and positive role in supporting students' academic achievement, its influence remains moderate and should be understood as part of a broader set of factors affecting learning outcomes. Therefore, the effectiveness of supplementary tutoring will be maximized when it is combined with quality classroom instruction and supported by conducive learning environments.

#### **4. CONCLUSION**

Based on the data analysis results, it can be concluded that there is a significant positive relationship between supplementary English tutoring and student achievement. Spearman's correlation analysis showed a correlation coefficient of 0.490 with a significance value of 0.004,

which is lower than the significance level of 0.05. This result indicates that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted.

A positive correlation indicates that students who actively participate in the Additional English tutoring tend to achieve higher academic grades. However, the strength of the relationship is categorized as moderate, suggesting that although the Additional English Course positively contributes to students' academic achievement, it is not the sole factor influencing student performance. Other factors such as motivation, learning strategies, teaching quality, and the learning environment can also play a role in determining students' academic outcomes.

In conclusion, Supplementary English tutoring can be considered a beneficial supporting factor in improving students' academic achievement when integrated with effective learning strategies, supportive learning conditions, and adequate classroom conditions.

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