

The Role of Academic Background in English Private Tutors' Language Proficiency

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ABSTRACT

Private English tutoring in Indonesia has become popular due to student demand. In practice, English private tutors mostly graduated from a linear academic background, whether in the English language and literature or education study program. English tutors who graduated from non-linear study programs have the same opportunity to teach English and perform their language-ability. This present study applied narrative inquiry to know how the private tutors' academic background and learning journey outside formal education shaped their English proficiency. The participants of this study are four private English tutors; two tutors graduated from the English language and education, and the other two graduated from political science, who have been teaching for more than two years and achieved more than 500 scores in their TOEFL. The findings reveal that the tutors' non-linear academic background and personal life experiences also helped how they could practice their communication skills using English.

Keywords: academic background, English private tutoring, English proficiency

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INTRODUCTION

English is considered a foreign language (EFL) in Indonesia. In its teaching and learning practices, students are introduced and learned in a classroom context with their teachers to lead the teaching and learning process. According to Meisani (2022), English is a foreign language as a school subject offered from the elementary level of formal school. From a young age, Indonesian learners have been learning English as a primary foreign language subject in their formal education institutions. Nevertheless, English was an extracurricular material for young learners at the elementary school level in the 2013 curriculum, after some consideration that the students need to be exposed to local content and that they already have a lot of subjects in school (Anggrarini, 2019; Meisani, 2022). Hence, English as a subject does not only appear at school, but most students still need more knowledge and motivation to learn English. Therefore, besides the formal learning at school, Indonesian learners are also familiar with private courses or tutoring, which, in some studies, are mentioned as shadow education, helping them as supplementary to English learning outside the classroom.

Private tutoring or shadow education mainly occurs outside the formal education system, usually carried out by teachers from various academic backgrounds who can teach the students English as a foreign language. According to Kim & Jung (2019), in its first introduction in the early 1990s, private tutoring was defined as a set of activities to give students extra hours of learning or tutoring outside the formal classroom to enhance their successful learning opportunities. And later, shadow learning, or private tutoring, is

differentiated into five types: (1) Home-visit tutoring, (2) Private tutoring institutes, (3) Subscribed learning programs, (4) Internet-based private tutoring, and (5) After-school programs. Private tutoring in the Indonesian context has also developed from institution tutoring to online-based application tutoring. Thus, private tutoring in Indonesia allows students to learn from tutors who can provide more effective and optimal learning after they receive formal education in their learning process at school (Prastyo et al., 2022).

The language teaching and learning process, including private tutoring, must continue with the teacher's role. Teachers must be able to handle the teaching and learning situation so that the quality of education can be reflected in the teacher's quality (Wafa, 2021). Teachers are pivotal in teaching language and delivering materials to their students. Although their role is essential, no universal requirements contribute to teachers' expertise in teaching English. As a highly contextual activity, teaching involves many factors explaining their expertise, including how they can use the target language fluently, provide the needed feedback for the students, and correct errors they make (Faiez et al., 2019).

Nevertheless, teachers must be able to manage lessons, determine learning materials, formulate learning goals, and apply the correct method to teach and evaluate the learning process (Nagauleng et al., 2021). This condition leads to the rule being applied to formal and informal teachers in their specific area, including the teachers who teach as private tutors in English as a foreign language in the Indonesian context. Teachers, including private tutors, must also understand how to deliver the materials. On the other hand, in teaching English, the teachers should at least understand and operate the language they teach so that the students will get the knowledge delivered to them. To use English as a target language, teachers must comprehend the language skills and use the language in various contexts, including providing the materials and giving feedback in further practice.

To have the ability to operate English as a language or have good proficiency is a set of skills that shows someone's ability to use language, not only to communicate verbally but also to comprehend how language should be used. Proficiency is not just a single skill; it covers all the language skills, how to operate language in academic language, and communication language ability. Proficiency can be differentiated into Cognitive/Academic Language Ability (CALP) and Basic Interpersonal Communication Skill (BICS) (Devi, 2023). In the Indonesian context, the demand for English proficiency that students need to achieve is relatively high (Lasnumanda & Tarigan, 2020). Teachers who already teach are also students, although they have finished their degrees. And there is a chance for the teachers to teach while continuing their studies as students. Hence, the teachers who work as tutors must consider the importance of and practice their proficiency. The private tutors' proficiency in English as their second language in delivering the materials is not only in cognitive/academic language ability, but they also need basic interpersonal communication skills to understand their students' learning process.

Furthermore, teachers should know about students' needs when the students learn English with them. Hence, this matter can be solved through communication with the students, such as knowing how to provide feedback on the students' learning process and correcting the students' incorrectness. In their learning process, Indonesian students have set the goal of learning to utilize English to interact with other speakers (Azizah et al., 2024). According to Jon et al. (2021), English is seen as a language that can be implemented as an instruction in higher education and for the learners to compete with other scholars globally. Teachers who have already passed the phase of being fresh learners are urged to help students by providing the best experience in learning a language. As private tutors who work independently or in institutions, teachers must be aware of their language development and proficiency to communicate with the students and achieve the learning objectives. English private tutors have also been experiencing students' level in learning language, that they must know which teaching method and materials seem complicated for them to comprehend by utilizing their basic communication skills.

Moreover, teachers, including those who teach as private tutors, must have passed the stages of learning and acquiring English as their second language in their early stage of language acquisition in pre-school, elementary to high school, and their undergraduate degree. Interest in learning a language from a young age will help learners acquire a second language. Children who started to develop or learn language by age five are mentioned to perform better in their second language (Ortega, 2013). In the context of the interest in teaching, a study by Daud (2021) reveals the researcher's personal experience through a narrative inquiry on his interest in education and how he started to learn English as his second language that he realized the importance of English as a foreign language to communicate began to appear after he directly communicates with a native. The first interest of the Daud was not English, but as he realized the importance of learning English and enjoyed the process, he continued his interest in teaching English. Therefore, there is a chance for non-linear tutors who did not start in English language and education study programs to perform as English private tutors.

Some studies have been applied to discuss teachers' proficiency and their role in giving their students supplementary materials to fill the recent study's gap. Even though there are no specific requirements for the private tutor's qualification, their English proficiency is considered a matter for continuing their teaching process. A study by Devi (2023) found a positive correlation between the proficiency of postgraduate students majoring in English education and their academic achievements. The positive correlation between the language proficiency of postgraduate students in English education and their academic successes appeared because the students need to master English to understand their courses' materials. To complement the previous study on the importance of language proficiency, another study discussed the role of private tutors in helping students learn English. A study by Černá (2020) found that the role of private tutoring completed what the students had learned at school and helped the students with the supplementary materials. It mentioned that the tutors were not only natives who could deliver the knowledge of their mother tongue but also from the non-native speakers.

Nevertheless, both studies were conducted from the students' and parents' point of view and have not yet highlighted the English private tutor's language acquisition and their academic experience in reaching their level of proficiency in teaching English. This present study will discuss the perspectives of private tutors from linear and non-linear academic backgrounds by looking at the stories of their experiences, from when they were students who learned English to the present time of being private tutors. The tutors with a linear academic background graduated from English majors, and the tutors with a non-linear academic background graduated from other majors but only from the English language. In their teaching practice, they have experience teaching for more than two years with a range of their student's education levels from elementary to high school. Using narrative inquiry, the questions formulated to be answered were how the English private tutors' earlier personal life experiences played a role in introducing them to English as their second language and how the English private tutors' academic background helped them to shape their English proficiency.

METHOD

A qualitative narrative inquiry analysis is applied to this study to answer the research questions (1) How did the English private tutors' earlier personal life experiences play a role in introducing them to English as their second language? and (2) How did the English private tutors' academic background help them to achieve their English proficiency? Qualitative research is a direct process of studying an event in its natural environment to comprehend how individuals understand the phenomena that happen in their surroundings, and it includes five research methods, including narrative research (Ugwu & Eze Val, 2023). Moreover, narrative research, or narrative inquiry, is used to explore the participants' points

of view regarding their experiences on how English as their second language was acquired and how their academic background shaped their interest and proficiency in the English language. Creswell (2002) described narrative inquiry as a research method when individuals are willing to share information about their personal life experiences. The researcher bonds with the participants by conducting this study using a narrative inquiry approach. The findings and discussion will also emphasize how the participants tell stories about their life experiences and how their language proficiency is shaped through their life experiences.

Four participants from two groups, linear and non-linear bachelor graduates working as English private tutors, were interviewed on different days to obtain as much information as possible regarding the research questions that need to be answered. All participants are bachelor graduates from the 2018 class who have been experiencing private tutors for at least two years and have more than 500 TOEFL scores. Two participants (Pseudonyms: TR for Tutor R and TM for Tutor M) come from a linear academic background as English teachers. The other two participants (Pseudonyms: TA for Tutor A and TD for Tutor D) graduated from political science. All four participants graduated in late 2022 and still teach English as private tutors for elementary and high school students.

The data was gathered using a qualitative interview, in which the participants were interviewed in separate places to collect in-depth answers to the perspectives from the participants' experiences during their language learning. According to Creswell & Creswell (2023), a face-to-face or telephone qualitative interview can be conducted to elicit the perspectives and views of the participants. Hence, the participants can provide historical perspectives regarding the recent study on their academic background role in achieving proficiency. The compiled answers from the interviews with all four participants were then carefully examined and classified into four stages: Introduced to English as a Foreign Language and Beyond Classroom Activities to Practice English to answer the first research question; Academic Background in Shaping English Proficiency and The Interest to Teach English to answer the second research question. The findings then presented how the participants gained interest in learning English and how their different academic backgrounds helped them work as English private tutors.

FINDINGS AND DISCUSSION

In their earlier stage of being introduced to English, the private tutor teachers had met uniqueness in how they were introduced to English as a foreign language. While acquiring the language, they found their interest in learning English deeper, and they decided to become educators or English private tutors while continuing to develop their overall abilities to operate the language. This section, to answer the first research question about how English private tutors' earlier personal life experiences play a role in introducing them to English as their second language, is divided into two subsections: Introduced to English as a Foreign Language, in which this subsection tells about the first stage of the English private tutors being introduced to English, and Beyond Classroom Activities to Practice English, in which explains on how they practiced their English skills outside of the classroom following their interest, whether in linear and non-linear English program.

Meanwhile, the second research question about how the English private tutors' academic background helped them to achieve English proficiency is also divided into two subsections: Academic Background in Shaping English Proficiency explores how the linear and non-linear study program the English private tutors enrolled brought experiences and knowledge to improve their proficiency. Lastly, the subsection of The Interest to Teach English explains how English private tutors from both linear and non-linear study programs enjoyed their role as English private tutors.

Introduced to English as a Foreign Language

The four participants had their uniqueness in their first introduction to English. For a tutor, TA and TD initially discovered their interest in English due to how they think language is unique. In their earlier practice, TA, TD, TR, and TM used many provided literacy texts related to English, such as songs, comic books, novels, movies, and many more. TA mentioned that she has been exposed to English and Arabic since entering a boarding school. She previously knew English through songs and fiction that she later tried to comprehend by reading and enjoying. One interesting information gathered from TR is that her father graduated from an English literature study program, which helped her to practice her English from a very young age. Tutor R mentioned that it was common for her to listen to her parents conversing in English when she was a kid, and her father usually talked to her using simple English to make her practice. When asked about their exposure to English before they entered formal education, they answered as follows.

Tutor A: I remember I loved to listen to English songs and watch specific genres of Western movies. I tried to understand and watch the characters presented in the film.

Tutor D: I have loved listening to music since I was younger. But I mostly used to drill myself when I was curious about English vocabulary.

Tutor R: My father played a significant role in my first introduction to English as my second language. I listened to how my parents communicated in English, which made me curious about their discussions.

Tutor M: I spent most of my time learning by myself. Even though I entered an English course earlier in my language learning, I still learned through songs, texts, and social media.

By the time they entered elementary to high school, they had increased their exposure to literacy texts, which helped them enhance their English comprehension. The texts they used in their earlier time of learning English were then used again at a more advanced level, such as TA, who pushed herself to watch English language movies using English subtitles to increase her ability to understand the context between the characters' dialogue. TR, who used to only listen to her parents' conversation, started to speak in English to her parents when she wanted to ask for something. All four participants agreed that their progress in being interested in learning English started at a young age before they entered a formal education institution. This finding aligns with Ortega (2013) regarding the interest in learning English, which made second language exposure easier, and that TA, TD, TR, and TM had the curiosity to enhance their ability in English when they were younger. By then, their curiosity had grown into an interest in exploring their language skills more.

Moreover, all participants practiced their English language skills through their schoolbooks from elementary to high school, and they mostly spent their English language learning using books and less on practicing their communication skills. Nevertheless, one out of four participants admitted that she had joined some activities related to her communication skills practice. TR mentioned that she used to join some activities with some native speakers, and the events included English as a language to communicate. In contrast with TR, TM revealed that her practice in elementary to high school was only based on her daily activity, which did not significantly impact helping her increase her language skills. In addition, TA and TD mentioned that their language practices while being students were about building relations with people, and they thought they had a better comprehension of English to enhance their language skills.

Furthermore, when the participants were asked about the role of teachers in helping them enhance their language ability, they had varied answers. In Nagauleng et al. (2021), teachers' roles are described as how they must meet the needs of the students, from the lesson plan to the learning objectives. From the participants' experiences, TD and TM did not mention if their English teachers played an important role in helping them enhance their knowledge regarding their school activities, mainly classroom-based with less practice.

Meanwhile, TA continued her studies at a boarding school, where her teacher encouraged the students to speak English and Arabic. She was required to communicate in English and Arabic in class and communicate most daily with the teachers. Besides transferring their knowledge to the students, TA's teachers are described as disciplined and consistently using English while communicating with their students. On the other hand, TR had one of the English teachers as her role model in the middle school, and she mentioned that this teacher gave her the best experience out of her school phase.

Beyond the Classroom Activities to Practice English

The English private tutors' earlier academic experiences in school had provided them with foundations to meet their interest in learning English. In their higher education level learning, they have also shared how they spent their freshmen year enhancing their language ability to a higher level of proficiency. Henceforth, as college students from the linear study program, TA and TD admitted that they did not join any supplementary classes to enhance their level of proficiency as they began their college life. The realization of the importance of learning English came as they tried to communicate with other people and natives when they enrolled in their study program. According to Daud (2021), he enjoyed the process of learning to teach English because of several factors, one of which is interactions with other people.

Therefore, the participants of this study had alternatives for practicing their English beyond classroom activities at that time to enhance their ability to communicate and deliver knowledge in the future. In their practice, TA often tried to improve her communication skills in speaking and listening. She pretended she was part of an interview and had to answer the questions in English, and sometimes asked their friends to do a dialogue with her using English to practice together. Meanwhile, TD chose to download an online application for her to be able to interact with natives and practice her communication skills, as seen in their answers below when they were asked about how they practice their English outside of the classroom activities as college students.

Tutor A: Yes, I did have my way to practice my English outside of the classroom practices. When I had just entered college, I was so excited to explore my ability to use English to speak and listen to any audio spoken in English. I even pretended to be a public figure who had some interviews, and I have used this technique since the beginning of my undergraduate program until today. It helps me enhance my skills and boost my confidence. I usually do it anywhere, such as while riding my motorcycle or standing in front of a mirror.

Tutor D: Yes, I also practiced my English outside the classroom. I primarily practiced my communication skills with my friends, who were more skilled than me. This condition would make me feel challenged! If I did not know the answer, I tried asking them questions so that I could continue my practice. I also downloaded an application to communicate directly with some natives to help me enhance my skills.

In contrast with TA and TD, the non-linear tutors, TR and TM, admitted that their communication skills were trained in operating their social media and directly communicating with their friends outside the classroom. TR and TM studied in the same Political Science program and have met many friends who are fluent in English. Their communication skills were also trained through many activities related to their organization outside the classroom context. TR and TM were active in organizations such as internal organizations on campus or in their internship offices.

Both groups of English private tutors with linear and non-linear academic backgrounds agreed that their skills were not only shaped in the classroom context. Related to what was mentioned by Jon et al. (2021), English can be implemented in the higher level of education so that students can compete with other scholars globally. Thus, after realizing the importance of developing their language skills, they intentionally keep practicing them outside of the classroom's activities. Nevertheless, they also mentioned reading international

articles for academic purposes, which helped them enrich their vocabulary. TA and TD might get a lot of input in their language learning process because they enrolled in the English language and education study program. Otherwise, TR and TM spent most of their time learning English by themselves and practicing it with their colleagues on campus or in the internship. TR mentioned the role of her parents and that the practice of communication in her family is still being done to familiarize her little sister with English. In line with TR, TM usually practices her English communication skills with her family at home. She understands the importance of learning a language, that English is an international language, and it is pivotal for everyone to at least know how to process it.

Between two groups of English private tutors interviewed for this narrative inquiry research, all participants are active social media users interacting with people who speak English as natives and non-natives. All four tutors use their social media for entertainment importance. Still, through that activity, they can communicate using English with other people from the same fandom they are in to exchange their thoughts regarding their favorite celebrity. Furthermore, in their confession, they have been exposed to international fandom since early high school, and they usually have conversations with other people in the fandom using English.

Academic Background in Shaping English Proficiency

As English language and education graduates, TA and TD were more exposed to English daily. Their exposure to English as a second language was more intense than what TR and TM got in the classroom learning. Nevertheless, in learning Politics Science, TR and TM stated that their lecturers usually asked them to attend a conference with many natives. At that opportunity, TR and TM admitted they were confident with their communication ability because they had already familiarized themselves with practicing English beyond the classroom context. TM, for instance, mentioned that she loves to get involved in learning English and knows the importance of English as an international language, which helps her finish her political science degree. In line with what TM stated, TR added that her study program also uses the English language in how some lecturers usually deliver the materials. Some classes in their credit systems utilized English in the context of the international materials they had to discuss. From TR and TM's perspectives, they are also enthusiastic about upgrading their communication skills for academic purposes.

In line with Daud (2021) in his narrative inquiry study, his first choice was not to be an English education student. But by the time he entered the English education program, he had been exposed to English more often and enjoyed being an educator. Hence, TR and TM's chosen study program differed from their current English tutor's job. Still, when they enjoyed learning English inside and outside the classroom, they understood that someone's proficiency is not defined by their academic background, such as their study program choices. Their English proficiency levels are improving over time, as they answered a question on their perspectives about their study program choices, which helped them to enhance their proficiency below.

Tutor R: I developed my English proficiency as a student in the political science study program. The proof is in my first proficiency test score, the latest before graduation. I tried to keep practicing my English so that I could perform well as a speaker if my lecturer needed me to upgrade my skills. Over time, I have kept practicing my English because I know it is essential.

Tutor M: Despite not studying in a linear program, I significantly improved my English proficiency. I took political science because I like to learn about knowledge, but English is interesting, so I want to continue learning It. I received a better score on my proficiency test than I did in my freshman year. Moreover, I wanted to learn more about improving my grammar and spoken language skills because I needed to improve them.

On the other hand, TA and TD, who graduated from the linear study program, also mentioned the same as TR and TM. TA and TD admitted the progress in their English proficiency, including their confidence in their performance while utilizing English to communicate for academic importance or to talk with people who do not speak their mother tongue. However, although TA and TD studied in the linear study program to become English teachers, they mentioned needing more confidence. In performing English, TA asked if she had ever experienced cultural shock because she did not communicate much in English when she started her undergraduate program. Even though she had already overcome it, she said she still needed to work on her pronunciation. This statement was mentioned by TD, who said she needed more confidence in speaking English in front of the class. But she was willing to ask her friends how to overcome it.

Tutor A: When I first enrolled in the first semester of my undergraduate program, I felt like I needed more time to fit in for the first few months. I tried to assure myself and read many sources related to the materials. By overcoming my negative thoughts, I was proof that I could pass it. I could not even name vegetables and spices before, but now I can confidently perform my English.

Tutor D: I made many friends in my undergraduate program, and they were all smart. I built positive connections with some of them, who I thought were more intelligent than me in theory and practice, and I often asked for their suggestions. That is why I am progressing, and my proficiency is getting better as I graduate and continue to become a private tutor.

In Devi (2023), the role of English proficiency is related to the student's academic achievements. All four tutors graduated in time and immediately continued working as private tutors. Some of them are now working in a formal institution, which improved their English communication skills. TR is now also taking part-time work as an event organizer, and sometimes, she has visits from native clients. TM now works in a formal office in Jakarta and has admitted that her English proficiency is helpful in her workspace and still beneficial for her part-time as an English private tutor. The other two tutors who graduated from the linear study program are continuing their careers as educators in shadow learning. TA decided to take a master's degree in a state university while teaching elementary to high school students as a private tutor. TD agreed to join an institution as a teacher and perform as an individual English private tutor outside her office.

The Interest to Teach English

The group of linear graduated English private tutors stated that they started teaching before graduation. TD mentioned that sometimes she accepted the offer to teach English to young students from elementary to middle school, yet when she had yet to graduate, her focus needed to be fully on teaching. In revealing her interest in teaching English, TD mentioned that she entered her career as a teacher when she graduated and found teaching challenging but enjoyable, especially when it is linear to her study program. TA mentioned that she wanted to make people believe that English is a fun subject everyone can learn. In its practice, English as a foreign language in Indonesia is mainly taught only in the classroom context, which is rare for Indonesians to practice English daily.

Moreover, TR and TM mentioned that their interest in teaching English appeared after they first had an interest in learning English in their earlier college life. Even though their first interest in learning was not learning English, TR and TM realized the importance of learning English as a second language. In line with Daud (2021), the interest in teaching English was not because English is a first choice as a career. Still, after gaining experience and knowledge in learning English, my interest in learning became a motivation to teach. TR mentioned that sometimes she thinks about what she is doing with this job, but then she realized that she could improve her skills and practice her communication skills through teaching. TM also stated that she can keep working on her pronunciation perfection by teaching English as a private tutor. When all four participants were asked about their purpose to keep working as English private tutors, they answered as below:

Tutor R: I want my students to think, at least like I did when they were their age, about whether English is essential for our future careers. For example, I questioned whether my English ability suited my political interest. And yes, I need to be able to communicate in English to finish my degree.

Tutor M: I want my students to learn English and use it daily with their friends or parents. Small steps like asking and questioning simple things in English will significantly impact their communication skills. I also apply this to how I teach. I use English as often as possible, and sometimes, I code mix and switch so my students understand what I mean.

Tutor D: My goal for my elementary-level students is to have as much vocabulary as possible to prepare them to learn more English and for my higher education-level students to be able to use English in their communication skills.

Tutor A: I create lesson plans for my students based on their preferences and interests. That is why I usually talk to my students before we start and ask their parents' permission to implement my teaching method. Through the lesson plans I created for each student, I have achieved my goal of making English a fun subject for them to learn.

Hence, in summarizing the four English private tutors' goals in teaching English, all of them agreed that they should try to make the environment of learning English as fun as possible so the students can enjoy learning a language and comprehend the materials the tutors try to deliver in line with Černá (2020) in defining the role of private tutoring, that the private tutor helps to provide supplementary materials from what the students have learned at school. Also, not only natives who speak English could teach English, but non-natives have the same opportunities as natives to become private English tutors. Furthermore, all four tutors were also asked about their opinions on their occupations as English private tutors and what a possible description of their jobs in non-formal education could be.

Tutor A: Being an English private tutor is very helpful for students who have yet to understand the materials they received at school. As teachers or tutors, we are also students and forever learners. We must keep learning and gaining knowledge to deliver it to our students.

Tutor D: Being an English private tutor is an amazing experience. I could reflect on improving my language proficiency because I still need to develop my English proficiency as a tutor. I also realized my need for vocabulary because sometimes I still need help from my dictionary. But I enjoy all the process.

Tutor R: I consider this job a part-time job. I want to pursue my dream job besides being an English private tutor. However, I will not stop being a private tutor if my students need me. It makes me happy to learn something new and help someone improve their English skills.

Tutor M: Although tutoring is not my main job, I want to explore this field further. I enjoy being an English private tutor because I want to keep practicing my skills. We all know that learning cannot stop when we graduate, so I want to learn more to enhance and maintain my proficiency.

All in all, TR and TM agreed that English private tutors who graduated from the non-linear study programs could compete with those who graduated from the linear study program if they were willing to keep learning and not give up. For TR and TM, there are many ways to upgrade their skills in teaching English as private tutors. Even though private tutoring is a non-formal educational system and only provides supplementary materials, they realize if their students will follow and believe in what the tutors teach them. Nevertheless, though TA also stated the same as TR and TM, TD mentioned there is a possibility that tutors from non-linear study programs will need clarification about how to apply a suitable method to teach their students. TD suggested that tutors from the non-linear study programs must be motivated to teach and learn how to teach through workshops or self-learning to achieve a good teaching and learning environment for students and tutors.

CONCLUSIONS

Private English tutoring in Indonesia has become a valuable complement to formal education, with tutors from both linear and non-linear study programs playing a pivotal role in enhancing students' interest and proficiency in English. Tutors from linear study programs are motivated by their formal training and daily application of English, allowing them to design effective teaching methods to help students learn and enjoy the process. Meanwhile, tutors from non-linear backgrounds, driven by their personal engagement with English and early exposure to English-speaking environments, teach with a strong appreciation for the language's importance. Despite their different academic backgrounds, both groups share a commitment to continuous self-development, participating in workshops or self-learning to improve their teaching methods. Collectively, these tutors emphasize the need to motivate students through enjoyable and effective English learning experiences while continually expanding their own knowledge.

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