

**THE IMPLEMENTATION OF ENGLISH TUTORING FOR EIGHT  
GRADE STUDENTS IN GANESHA OPERATION COURSE  
KARANGANYAR IN ACADEMIC YEAR OF 2022/2023**

**THESIS**

Submitted as A Partial Requirements for the Undergraduate Degree in English  
Language Education



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Thank you for the attention.

*Wasalamu'alaikum Wr. Wb.*

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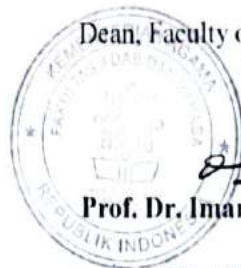
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## **DEDICATION**

This Thesis is dedicated to

My self

My beloved parents

My beloved sisters

My beloved niece

My big family

My beloved friends

My advisor

My Almamater UIN Raden Mas Said Surakarta

## **MOTTO**

*“Fa inna ma’al-usri yusra, inna ma’al-usri yusra”*

*(Because indeed after difficulty there is ease, indeed after difficulty there is ease.)*

(Surah Al-Insyrah Ayat 5 & 6)

*“If your target is not achieved, don’t change the target, but change the method”*

(Lalisa Manobal)

*“Don’t look at the twists and turns, the important thing is there is a way”*

(Rina Setyorini)

## PRONOUNCEMENT

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I hereby sincerely state that that the thesis “The Implementation of English Tutoring for Eight Students in Ganesha Operation Course Karanganyar in Academic Year of 2022/2023” is my real masterpiece. The things out of my masterpiece in thesis are signed by citation and reffered in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 20 December 2023

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## ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah SWT, the single power, the Lord of the Universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled “The Implementation of English Tutoring for Eight Students in Ganesha Operation Course Karanganyar in Academic Year of 2022/2023”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the worldrevolution.

The researcher is sure that thesis would not be completed without the helpes, support, and suggestion from several sides, Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to :

1. Prof. Dr. Toto Suharto, S.Ag., M.Ag as the rector of the Raden Mas SaidIslamic University of Surakarta.
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5. Trimanto Basri, S.Pd as the teacher English Subject.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 20 December 2023

The researcher,

A handwritten signature in black ink, consisting of a large, stylized letter 'S' followed by a series of loops and a horizontal line at the end.

Rina Setyorini



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## ABSTRACT

Rina Setyorini. *The Implementation of English Tutoring for Eight Students in Ganesha Operation Course Karanganyar in Academic Year of 2022/2023*. Thesis. English Education Department, Cultures, and Language Faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor : Dr. Novianni Anggraini, S.Pd., M.Pd.

This research was intended to describe the implementation of english tutoring for eight grade students in ganesha operation course karanganyar in academic year 2022/2023. The problem of this study was what are the implementation of english tutoring for eight grade students in ganesha operation course karanganyar in academic year 2022/2023. The research was conducted from September-November 2023.

It was descriptive qualitative research. The subject of this research was eight grade students of ganehsa operation course in karanganyar. The data were collected from the open-ended questionnaire and interview. The data were analysed by data reduction, data display, and data conclusion. The data showed that (1) students' understanding of course place. (2) reasons for choosing to learn english at Ganesha Operation. (3) similarity of material with school. (4) delivery of materi by a tutor. (5) difficulty in following the learning (6) understanding of material. (7) interest ing English learning. (8) learning atmosphere.

From the eight factors it is concluded that students not only understand academic concepts but also find joy and motivation in their English learning journey. In interview result showed that The English Learning Process at Ganesha Operation is characterized by the 3B concept. This concept is a structured framework consisting of three integral components: (Belajar) Learning, (Berlatih) Practicing and (Bertanding) Competing.

**Keywords :** *English, Tutoring, Ganesha Operation Course.*

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Mastering English is important in our modern society and global area. Human being needs communication to life in society. People can communicate in written and oral form. They communicate and interacts each other using language in spoken and oral form in daily life. English plays a crucial role in many areas : education, science, technology, politics, and trade. English as a foreign language means that English is only used and has a position of learning in an educational institution, both formal educational institutions and non-formal educational institutions and is not used as a language in social life and in daily life interactions nor does it become a language basis in a country (Tomlinson, 2005). Nowadays, most of requirement to enter jobs is use English language. Not only to enter jobs but also to communicate with another people in the different country.

This shows that English is only studied in theory and knowledge. This is certainly contrary to the concept of learning a language where learning a language is learning four language skills listening, speaking, reading and writing. In the learning process which is positioned as a foreign language, each student must obtain an approach that emphasizes the habituation and ability to listen, speak, read and write to use the language they have learned.

Foreign language is a language mastered by a linguist, usually through formal education, and which socioculturally is not considered its own language (Kridalaksana, 2001). Based on this opinion, the researcher can conclude that English is a foreign language that must be learned in school and requires students to learn four language skills, namely listening, speaking, reading and writing. For this reason, many students take tutoring outside of school because they want to improve learning achievement, as problem solvers at school, and can deepen further material about English.

From the above understanding it can be concluded that a tutoring institution is an institution or non-formal institution chosen as an alternative for students to solve their learning problems, students will be assisted by competent tutors so that they can improve their learning achievement. Students who take tutoring will understand more English material because not all of the material taught in tutoring is also taught at school.

Many parents are now inclined to bring their children to learn in tutoring course to guide them in achieving academic success. According to Tansel and Bircan (2006), Tutoring is a form of education outside the formal school system in which a tutor teaches a specific subject for a fee. Parents are willing to spend much money on their children as long as they are not left behind in exams. Since the lack of time and a large number of subjects taught at school caused difficulties, especially in English, however, many parents expect English private tutoring can solve their children's learning problems.

Nowadays, there are lots of tutoring places that provide various learning features that can help the learning process of students, one of the tutoring places is the Ganesha Operation Course. Ganesha Operation Course is the biggest tutoring place in Indonesia and many people are interested in taking lessons there.

Quoted from the website of Ganesha Operation Course Ganesha Operation is one of the study guides that stands at in the midst of industrial competition in the to be precise which is located in the city of Bandung. This Ganesha Operation study guide can grow and develop because of the persistence and stability in maintaining quality advantage. And now, Ganesha Operation has spread in 265 cities in Indonesia, from Aceh to Ambon.

Ganesha Operation Course in the world of education is an online tutoring place or forum where everyone looks for and provides information, discuss and share thoughts between one or more people. Vasques (2009) said that, Tutoring: “Academic support via instruction or guidance; assistance with course work to help students gain proficiency as appropriate” Whenever we talk about tutoring, most of us relate to the traditional face-to-face teaching methodology.

In fact, according to Hendriksen, Yang, Love, and Hall (2005) and Gibbons and Dixon (2001), research displays that students who help seek and are part of tutoring sessions perform better than students who do not. As cited in Vazquez (2009), Hendriksen et al. (2005) for example, “found that 75% of



tutored students passed their courses as compared to 71% of non-tutored students. Additionally, this same study found that tutored.”

In addition to improving academic achievement and performance, studies show that students, who help seek and join tutoring, reveal better attitude performance (Gribbons & Dixon, 2001). Thus, it is logic to conclude that students who seek help from the Writing centers perform better in their academic life.

In this way, tutoring can be interpreted as an independent variable, because according to Yusuf (2014: 109), explained that independent variables are variables that influence, explain, explain other variables. While english skill is the dependent variable, because according to Yusuf (2014: 109), explained that the dependent variable is a variable that is influenced by other variables, but cannot affect other variables.

Based on previous research by Siti Nur Azizah with her thesis entitled “The Implementation of Peer Tutoring Strategy in English Learning At Junior High School.” the results or implications of the research on the implementationof peer tutoring strategy that researchers recommend for English teachers as one of the strategies in learning, especially when focusing on students' speaking skills.

In addition, Kartiks Harjati's thesis entitled “Implementation of Tutoring Services through Ratu Santa's Strategy in English Vocabulary Mastery for Deaf Students.” The result of this study is First, there are four strategies used by English teachers in teaching vocabulary to deaf students,

namely: sign language, body language (gestures), written language, and tadoma (Ratu Santa). And second, the teacher implemented the strategies by combining all of them. The teacher showed the material, such as explanation and vocabulary, to students by writing it on the whiteboard. Next, the teacher explains the material to the students using sign language and gesture. When the students could not read lip language the teacher taught using the tadoma strategy.

Based on the explanation above, the difference between the previous research and the researcher is the previous study focus on peer tutoring for the first previous study, then the second previous study focus on tutoring services to mastering vocabulary. While this study attended tutoring to analyze the implementation of English tutoring in Ganesa Operation Course.

Beside that the researcher conducted the pre-research with the observation by observe the eighth grade students when the tutoring program take place. In addition, the researcher also interview with the tutor after the tutoring program finish. The result of this pre-research shows that the portion of english tutoring and teaching is less interesting and there are some students can not express their ideas. The media is also becomes a obstacle because while tutoring the tutor explain by herself without any media support, so the students feel difficult to understand. The last is the students are lack of motivation to learn English.

From the background above, regarding students' difficulties in learning English still needs to be researched, therefore the author wants to

examine whether tutoring can improve students' English skills. For this reason, the writer is interested in conducting research entitled "**The Implementation of English Tutoring for Eight Students in Ganesha Operation Course Karanganyar in Academic Year of 2022/2023**".

### **B. Identification of the Problem**

Based on the background of the study above, the identification of the problem in this study is as follows:

1. The portion of english in learning and teaching process is less and also students find it difficult to express their ideas.
2. Students do not have media to support them in learning to english.
3. Students' interest in learning English is low.

### **C. Limitation of the Study**

To simplify this research, the researcher limits the research by the only focus on the implementation of English tutoring for eight grade students in Ganesa Operation Course Karanganyar. Beside that, the researcher find out the respon from the tutor in Gaanesa Operation Course Karanganyar in Academic Year of 2022/2023.

### **D. Formulations of the Problem**

1. How is the implementation of English utoring for eight grade students in Ganesha Operation Course karanganyar in academic year of 2022/2023?

2. What are the responses from the tutors in the the implementation of English tutoring for eight grade students in Ganesha Operation Course karanganyar in academic year of 2022/2023?

#### **E. Objectives of the Study**

Based on the formulation of the problems above, the research aims at :

1. To identify the implementation of English tutoring for eight grade students in Ganesha Operation Course karanganyar in academic year of 2022/2023.
3. To find out the responses from the tutors in the the implementation of English tutoring for eight grade students in Ganesha Operation Course karanganyar in academic year of 2022/2023.

#### **F. Benefits of the Study**

The results of this research are expected to give benefits to the teaching and learning process in the future both theoretically and practically in teaching english.

##### **1. Theoretical Benefits**

The benefit of holding this research is as a study for activists in the world of education to be able to make planned and appropriate programs so that they can generate and increase the potential of students' intelligence in improving student learning outcomes. And as material for comparison of further research studies.

##### **2. Practical Benefits**

- a. For Head of Ganesha Operation

It is hoped that it can provide facilities and infrastructure in providing enthusiasm in the teaching and learning process in order to improve the quality and student learning outcomes.

b. For Student

These results can motivate students to participate in the learning process with pleasure. Students can improve their ability to english skill through tutoring.

c. For Reader

This research serves as a reference to find out more about the same research topic and provides information for those who are interested in concluding research related to this research.

d. For Researcher

Researchers will better understand that following tutoring can improve students' ability to english skill and make learning one of the requirements for fulfilling an undergraduate degree.

## **G. Definition of Key Term**

1. English

English as a foreign language means that English is only used and has a position of learning in an educational institution, both formal educational institutions and non-formal educational institutions and is not used as a language in social life and in daily life interactions nor does it become a language basis in a country (Tomlinson, 2005).

## 2. Tutoring

Bombardelli (2016:345) Tutoring is a process in which expert and trained people help and support other people who are less skilled and have low level of knowledge (or expertise), in an interactive, meaningful and organizes way. Usually shy children learn effectively through tutoring by sharing their thoughts with classmates, with english subject.

## 3. Ganesha Operation Course

Quoted from the website of Ganesha Operation Course Ganesha Operation is one of the study guides that stands at in the midst of industrial Ganesha Operation Course in the world of education is an online tutoring place or forum where everyone looks for and provides information, discuss and share thoughts between one or more people. Vasques (2009) said that, Tutoring: “Academic support via instruction or guidance; assistance with course work to help students gain proficiency as appropriate” Whenever we talk about tutoring, most of us relate to the traditional face-to-face teaching methodology.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. THEORETICAL REVIEW**

##### **1. Review on English**

According to Robbins & Judge (2018: 71) who argues that skill is a person's capacity to carry out various tasks in a particular job. According to Kasihani (2001:43) English is the first foreign language considered important for the purpose of accessing information, absorption and development of science, technology, arts and culture and fostering relations with other nations.

In learning English, of course, you have to recognize the skills or abilities to learn it. There are four types of skills in English, namely writing, speaking, reading and listening. These four skills are very important to master in order to learn or want to master English. there are four skills in English and how to master them.

##### **a. Speaking**

Speaking is one of the skills or abilities that must be learned and mastered. Out of all the skills in English, speaking is the most difficult skill to master. because to speak in English, one has to practice hard and also need the other person to do the speaking. There are several ways you can do it to easily master this speaking skill, including the following: Look for someone to talk to or a

partner like your friend to talk to in English, To master speaking, start by mastering vocabulary or vocabulary in English, Start speaking English about daily life or daily activities, Don't be shy to speak English, There is no problem speaking English with a mixed language like Indonesian, because if we practice continuously it will surely disappear, Don't be shy to ask if you don't know or don't understand how to pronounce it, Practice seriously about pronunciation so you know how to pronounce it correctly.

b. Listening

Listening or listening in English is a second skill or ability in English that you also have to master. The meaning or meaning of listening is listening. The achievement in this skill is being able to listen and analyze or filter conversations and communications using English.

Then how to master the listening skill, here is the explanation: Often listen to or watch movies that use English, Understand song lyrics in English, Practice by spelling after we listen to a word in English, Look for the meaning of words or sentences that we don't know from what we hear.

c. Writing

Writing or writing in English is a skill that can be categorized as complicated, because if we don't practice it, we will face difficulties in writing in English. The following are ways to master



writing in English: Be diligent in practicing writing words or sentences in English, Look for friends or partners to learn English as dictators, Learn to write a letter or a paragraph in English sentences.

d. Reading

Reading is a skill or ability that must be mastered like the three previous skills or abilities. in English reading has the meaning or meaning of reading, what is meant here is reading a piece or an article in English properly and correctly. How do we master this reading skill, here are some ways: Often read books or literature in English such as newspapers or magazines, Look for vocabulary in the reading that you don't know and also don't understand, Read an article in English at least twice a day, Look for pronunciations or spellings in English that you don't know and don't understand.

## **2. English Purpose**

It is undeniable that until now the first international language that is widely used is English. English is widely taught in many countries around the world. According to Richards & Rodger, 1986, many people in various countries use English as a means of communication in important international level meetings. Mastery of English is very important because almost all sources of global information in various aspects of life use this language.

Crystal (2000; 1) states that English is a global language. This statement represents the meaning that English is used by various nations

to communicate with nations around the world. So, English is an international language as well as a global language. Learning and understanding English is a necessity that cannot be avoided. By learning English, someone will open their horizons and knowledge internationally.

### **3. Review on Tutoring**

#### **a. Definition of English Tutoring**

Tutoring is an additional learning activity given to children and adults. To increase the intensity of children's learning, tutoring is the right choice for parents. This is what causes the availability of various types of tutoring that are used everywhere. Because everyone has an obligation that must be done throughout his life, namely learning.

Experts define learning as an activity or process carried out by humans consciously. Then from these activities cause differences in him and these differences cannot be returned to the way they were. The nature of the changes resulting from these learning activities is permanent and cannot be returned to its previous state.

The definition of tutoring is an activity carried out to provide assistance to students in an effort to improve achievement or more optimal learning outcomes at the institution where they study.

Tutoring has always been a form of education and a means of instruction. It has two main properties: 1) the tutor/student ratio

is 1/1-3(in most cases 1/1), so tutoring is often interpreted as individualized instruction since the attention of the tutor is totally focused on one student; 2) guidance or tutor control occurs, although this control may be shared with the student by means of guided discovery or cognitive apprenticeship (Collins, 2006).

Many advantages are obtained by students who follow tutoring. In addition to increasing student achievement, tutoring can also increase students' understanding of subjects that are considered difficult, as well as being able to develop social skills.

Catching power and achievement in each child is different. This is what parents should pay more attention to. Parents must be able to direct when the child faces a difficulty in learning. And one solution is to follow tutoring both at school and outside of school.

According to Donald G. Mortenson guidance is the provision of assistance to everyone who is carried out by experts in the field of guidance, and it is hoped that with this guidance the person who is given guidance can develop according to his abilities.

Meanwhile, according to BimoWalgito (2004: 5) guidance is assistance or assistance given to individuals or groups of individuals in avoiding or overcoming difficulties in their lives, so that individuals or groups of individuals can achieve prosperity in their lives.

According to Donald G. Mortenson (Marsudi, 2003: 31) the meaning of guidance is:

- 1) Guidance is part of the educational program
- 2) Guidance is everyone's help and opportunity
- 3) Guidance is given by officers who have expertise
- 4) With individual guidance is expected to develop according to their abilities
- 5) The basis of guidance is democracy

b. Purpose of Tutoring

The best solution to overcome children's learning problems is a tutoring institution. In these institutions the difficulties faced by children will be solved. Children will get several ways to make learning optimal and efficient.

Although in the past, tutoring was defined as 'one-to-one instruction' (Ellson, 1976) the meaning of the term has expanded considerably to encompass the many different forms of private supplementary tutoring that are to be found around the world (Bray, 2007; Bray & Kwok, 2003). In addition to tutoring that is provided on a one-to-one basis, private tutors may work with small groups of students, for example in education centres and franchises. Tutoring also takes place in private institutions such as 'juku' in Japan and 'frontisteria' in Greece where students are in large classes or even lecture theatres with video screens to cater for overflows. In these

countries, students often attend private classes after completing a day in school.

Having a tutor or tutor will increase children's learning interest. As well as being required to understand effective learning techniques, with the aim that learning is not boring. So that over time a sense of responsibility towards himself will appear.

According to Abu Ahmadi and Widodo Supriyono (2004: 111) the purpose of tutoring services in general is to help students get good adjustments in learning situations, so that each student can study efficiently according to their abilities, achieve optimal development. It was explained by Abu Ahmadi and Widodo Supriyono that tutoring has objectives including:

- 1) Look for efficient and effective ways of learning for students.
- 2) Demonstrate appropriate ways of learning and ways and functions of using textbooks.
- 3) Provide information in the form of suggestions and instructions for those who use the library.
- 4) Make school assignments and prepare for tests and exams.

In line with the opinion of the Educational Psychology Lecturer Team (Mulyadi, 2010: 107) the purpose of tutoring is to help students get a good adjustment in learning situations. This adjustment, for example, is in the form of adjusting to the classroom

environment, to the atmosphere when attending lessons at school, and with study group friends at school.

According to Syamsu Yusuf and JuntikaNurihsan (2005: 15) the objectives of self-study guidance are:

- 1) Have a positive attitude and study habits, such as the habit of reading books, discipline in learning, and attention to all subjects, and actively participate in all programmed learning activities.
- 2) Have a high motive for learning.
- 3) Having effective learning skills or techniques, such as skills in reading books, taking notes, and preparing for exams. Having skills for setting educational goals and planning, for example making study schedules, doing school assignments, establishing oneself in deepening certain lessons, and trying to obtain information about various things in order to develop broader insights.
- 4) Have mental readiness and ability to face exams From the opinion above, it can be concluded that the purpose of tutoring in general is to help students get a good adjustment in learning situations, so that each student can study efficiently according to their abilities, and achieve optimal development.
- 5) Repair, namely trying to provide assistance to students who have experienced problems, namely in all aspects.

- 6) Channeling, namely helping individuals choose extracurricular activities, majors or study programs, and strengthen mastery of careers or positions that match their interests, talents, skills, and other personality traits.
- 7) Adaptation, namely helping educational implementers to adapt educational programs to the educational background, interests, abilities, and needs of students.
- 8) Adjustment, namely the guidance function in helping students to adapt dynamically and constructively to educational programs, school regulations, or religious norms.

Based on the opinions of several experts regarding the function of tutoring, it can be concluded that tutoring functions to assist students in self-understanding according to skills, talents and interests, tutoring is useful for obtaining an overview of how to determine an effective and efficient way of completing education so that it is in accordance with what is required. expected, as well as helping individuals to make the right choice in the field of work in accordance with the abilities of students after completing the field of education that has been undertaken.

#### **4. Function of Tutoring**

The functions of tutoring for students according to OemarHamalik (2004:195) include:

- 1) Helping students to obtain an objective and clear view of their own potential, character, interests, attitudes and habits in order to avoid unwanted things.
- 2) Assist students in obtaining education according to their needs, talents, interests and abilities and assist students in determining effective and efficient ways of completing the chosen field of education in order to achieve the expected results.
- 3) Assist students in obtaining a clear picture and view of the possibilities and trends in the field of work so that they can make the right choice.

Meanwhile, according to Nana Syaodih (2003: 237) guidance has several functions namely:

- 1) The function of individual understanding, which is to assist students in individual understanding, both individually and others.
- 2) The function of prevention and development, namely preventing students from developing in a negative-destructive direction and encouraging students to develop in a positive-constructive direction.
- 3) The function of helping to improve self-adjustment, which is to assist students in adjusting themselves to the surrounding environment.

While the function of guidance according to Syamsu Yusuf and JuntikaNurihsan (2005: 16) is:



- 1) Understanding, namely helping students to have an understanding of himself (his potential) and his environment.
- 2) Preventive, namely helping students to always anticipate various problems that occur and try to prevent them, so that problems are not experienced by students.
- 3) Development, which seeks to create a conducive learning environment, which facilitates student development.
- 4) Choose a field of study according to your talents, interests, intelligence, aspirations, and physical or health conditions.
- 5) Demonstrate ways to deal with difficulties in a particular field of study.
- 6) Determine the division of time and study schedule planning.
- 7) Choose additional lessons both related to lessons at school and for the development of talents and future careers.

From some of the descriptions above, it can be concluded that tutoring is very functional for children. Following are the functions of following tutoring.

#### 1) Helps Understand and Absorb Lessons

The main purpose of tutoring is to provide convenience and help in overcoming learning problems that they find difficult. Problems faced by each child will be solved with the help of the tutor, making it easier to absorb and understand lessons.

## 2) More Active And Good at Socializing

On the other hand, when children follow tutoring, they will definitely get new friends. With this, the child will get used to being more active and easy to socialize. An open attitude from the tutor to children will foster a brave character and not feel inferior.

## 3) Children get positive association

As long as you follow the tutoring parents do not need to worry. Because it is certain to get positive association with his friends. The agency must have provided strict supervision.

## 5. Benefits of Tutoring

### a. Benefits for Students

Availability of comfortable and conducive learning conditions that enable students to develop their potential abilities optimally.

- 1) Pay attention to the personal characteristics of students as a whole which will be the basis for those concerned to place themselves in the right position.
- 2) Can reduce and overcome the possibility of learning difficulties which in turn can increase learning success.

### b. Benefits for Tutuors/Tutuor Advisors

- 1) Helps to be more able to adapt learning materials, even learning programs to the circumstances of students individually or in groups.

- 2) Facilitate supervising tutors in understanding the characteristics of their students as a basis for helping develop their potential even to the point of determining assistance to them.

## **6. Concept of English Tutoring Learning and Teaching Problem**

Many experts have stated their opinions about the condition of English teaching process in Indonesia. In general, they state that it can not be assumed to succeed. The English comprehension of the graduation is lower than expected. It makes universities in Indonesia give English courses for their new students. This effort is also not succeed because the students have not mastered the bases of English well. We have to confess that there is something wrong in English teaching process at high school levels. It is possible if there are some problems in foreign language teaching process, especially English. The writer tries to show some problems and give some solutions or concrete plans in English teaching process at high school levels. There are at least four problems such as number of students in the class, professionalism of the tutors, the frequency of meeting, and the environment.

First of all, the problem in English teaching process is the quantity of students. We should be aware that every teaching process has their own characteristic. The English teaching process can not be equalized to the process of teaching Geography, Mathematics, Biology, etc. In learning English, the students are hoped to master the bases of English.

In this case, the tutors have double jobs. They have to make their students understand some vocabulary and sentence structures of English well. On the other hand, they have to make their students' practice their English. The first job can be done among large number of students, but it can not be done in the second job. We should consider how to teach and evaluate conversation, listening, and reading effectively among large number of students. The tutors should form the quantity of students in small numbers to get better result. For instance, the private English institutions have done it. They usually arrange their students in the small classes and it is succeed.

The second problem is the professionalism of the tutors. The students usually think that the tutors are their role model and they know every thing about English. As a role model, the tutors should have good qualifications. First, they have to speak English well. It is a must. What will happen if they have to learn from bad role model? Second, tutors must master English well. It deals with speech, grammar, vocabulary, culture and everything about the English language. Native English speakers who do not understand English well are not allowed to teach. If it did, it would be a risk. They will make a lot of mistakes in giving explanations and make students confused. It is important to have intuitive knowledge of the subject to be taught (Robinett, 1980). If they are expected to master English well, then foreign speakers of English must also do so. Non-native English speakers must take TEFL

(Teaching English as Foreign Language) training. That would make them professional tutors. Mastering English is a must and cannot be bargained for.

One of the problems in using media is the unavailability of media. This problem is a common obstacle to the use of media in the teaching and learning process (Pustekkom, 2008). In addition, Kolawole (1998), (cited in Aduwa-Ogiegbaen, 2006) states that teaching English is beset by many problems such as inadequate teaching periods, teaching methods and lack of adequate and useful resources.

Regarding the unavailability of media, Pustekkom (2008) advises tutors not to give up in using media. Tutors must have the initiative to develop their own media, because media is not necessarily an expensive and sophisticated tool. In addition, school principals must be more responsive to the needs of the media in their schools. In addition to the unavailability of media, the low quality of human resources is also one of the obstacles to media utilization. Fathur Rohkman, (cited in Sunarno, 2008) reports that around 60% of elementary, junior high and high school tutors are not familiar with computers, especially those teaching in rural areas.

Today, along with the rapid development of technology, tutors are required to be able to adapt new technology and integrate it into their teaching. It can be done successfully if the tutor has sufficient knowledge and skills; otherwise, the operation of modern electronic

media and high technology would be problematic. Supporting this view, Lee (2000) asserts that one of the inhibiting factors in the use of new technology is technical and theoretical knowledge. He explained that there was not only a lack of knowledge about developing software to promote learning, but also a lack of understanding of how to use new technologies. He added that tutors know little about integrating new learning tools into overall plans. In line with Lee, Furstenberg (1997), (cited in Gousie, 1998) states that one of the causes of tutor confusion and reluctance to integrate technology is because they have not been trained to use technology.

On this issue, many experts suggest that tutors should be introduced to new technologies and trained to use them because “without the right hardware, the right software, and the right training, it is practically impossible for a tutor to integrate new technologies into the traditional classroom or into a foreign language program” (Gousie, 1998). In addition to this statement, Williams (n.d.) states that tutors need to be trained to use technology—they also need to be competent enough to integrate technology efficiently, creatively, and confidently into their lessons. Another issue regarding the use of media relates to tutors' misconceptions about media. It is not uncommon for tutors to state that teaching using media (other than whiteboards and textbooks) is inconvenient because they have to make special preparations to use it (Pustekkom, 2008). They also claim that media sometimes does not

need to be used in teaching certain skills such as teaching reading. In response to this claim, Brinton (2001) notes that preparing media (such as vocabulary flashcards or magazine pictures) "does not take much time" (p. 461). He also said that language skills are not an isolated entity; therefore, it is necessary to build channels between skills and language. Tutuors can do so "by creating integrated contexts in which the teaching of multiple skills is effectively integrated around the media".

Being neutral towards the problems above, Siahaan (2006) states that the use of media in the teaching and learning process depends on the tutuor's perception of the media; if tutuors think that media needs to be integrated into their teaching then they will use it and vice versa (p. 807). In addition, Abdi (1981), (cited in Aduwa-Ogiegbaen, 2006) confirmed that the use of media was lowest among tutuors who had negative perceptions of learning media.

In addition to the problems discussed above, there may still be other problems that cause the use of learning media is still not optimal. Therefore, considerable efforts need to be made to overcome these problems.

## **7. Review on Ganesha Operation Course**

Quoted from official website, Ganesha Operation is one of the study guides that stands at in the midst of industrial competition in the 80s, May 1, 1984 to be precise which is located in the city of Bandung. This Ganesha Operation study guide can grow and develop because of the

persistence and stability in maintaining quality advantage. And now, Ganesha Operation has spread in 265 cities in Indonesia, from Aceh to Ambon. This institution was established against the backdrop of a chain of broke from the High School information link with the world University.

Then Ganesha Operation has an initiative to fill this position in order to have a function as a bridge from the world of high school to the world University. Especially regarding information on University majors, provision of creative or innovative methods in solving entrance test questions University, as well as the application of subject matter based on the scope of the test material selection of new student admissions, it is hoped that this will help fulfilling the wishes of high school graduate students to enter university. 1) Educating students to excel at school, city/district level, provincial, national and international, 2) Invest in learning through revolutionary breakthroughs learning and information technology, 3) Improving student learning culture, 4) Improving the quality of Education 63, 5) Educating the life of the nation





Then at this time it is recorded that in 1 academic year, the total of all students Ganesha operation can reach around 150,000 students. And in 2020, Ganesha Operation managed to pass more than 42,000 students under his guidance to Public universities.



## 8. The Program Offering in Ganesha Operation Course

Ganesha Operation has many choices of mentoring programs offered starting from elementary, junior high, high school / vocational schools, as well as the Alumni program. Following are the details of the Ganesha Operation guidance program:

**Table 2. 1 Tutoring Program SD-MI**

<b>Class / Program</b>	 <b>Reguler</b>	 <b>Executive Silver</b>	 <b>Executive Gold</b>	 <b>Executive Platinum</b>
<b>3</b>	Max 15 students/class, success UAS/PAS/PTS & UKK, the learning program runs for 1 year	-	-	-
<b>4</b>	Max 20 students/class, success UAS/PAS/PTS & UKK, the learning program runs for 1 year	Max 8, students/class, success UAS/PAS/PTS & UKK, the learning program runs for 1 semester	Max 8, students/class, success UAS/PAS/PTS & UKK, the learning program runs for 1 smt	-

5	Max 20 students/class, success UAS/PAS/PTS &UKK, the learning program runs for 1 year	Max 8, students/class, success UAS/PAS/PTS & UKK, the learning program runs for 1 semester	Max 8, students/class, success UAS/PAS/PTS & UKK, the learning program runs for 1 semester	
6	Max 20 students/class, success UAS/PAS/PTS&UUKK, the learning program runs for 1 year	Max 8 students/class, graduate USBN with the highest score, success UAS/PAS/PTS &UKK,  The learning program runs for 1 semester	Max 8 students/class, graduate USBN with the highest score, success UAS/PAS/PTS &UKK,  The learning program runs for 1 semester	Max 5 students/class, guarantee to enter favorite junior high school, graduate USBN with the highest score, success UAS/PAS/PTS &UKK, study until USBN

Table 2.2 Tutoring Program SMP-MTS













Class / Program	 <b>Reguler</b>	 <b>Executi ve Silver</b>	 <b>Executive Gold</b>	 <b>Executive Platinum</b>
7	Max 25 students/class	Max 20 students/class, guarantee to enter favorite senior high school, Exclusive class, The meeting number is increased	Max 16 students/clas, guarantee to enter senior high school, exclusive class, The meeting number is increased	Max 10 students/clas, guarantee to enter senior high school, exclusive class, the largest number of meetings
8	Max 25 students/class	Max 20 students/class, guarantee to enter favorite senior high school, Exclusive class, The meeting number is increased	Max 16 students/clas, guarantee to enter senior high school, exclusive class, The meeting number is increased	Max 10 students/clas, guarantee to enter senior high school, exclusive class, the largest number of meetings
9	Max 25 students/class	Max 20 students/class, guarantee to enter favorite senior high school, Exclusive class, The meeting number is increased	Max 16 students/clas, guarantee to enter senior high school, exclusive class, The meeting number is increased	Max 10 students/clas, guarantee to enter senior high school, exclusive class, the largest number of meetings

Table 2. 3 Tutoring Program SMA - SMK – MA

Class / Program	 <b>Reguler</b>	 <b>Executive Silver</b>	 <b>Executive Gold</b>	 <b>Executive Platinum</b>
<b>10</b>	Max 25 students/class	Max 20 students/class, guaranteed grade point average $\geq 80,00$ , exclusive room, The meeting number is increased	Max 16 students/class, guaranteed grade point average $\geq 80,00$ , exclusive room, The meeting number is increased	Max 10 students/class, guaranteed grade point average $\geq 80,00$ , exclusive room, the largest number of meetings
<b>11</b>	Max 25 students/classes	Max 20 students/class, guaranteed grade point average $\geq 80,00$ , exclusive room, The meeting number is increased	Max 16 students/class, guaranteed grade point average $\geq 80,00$ , exclusive room, The meeting number is increased	Max 10 students/class, guaranteed grade point average $\geq 80,00$ , exclusive room, the largest number of meetings

Class / Program	 <b>Super Intensif</b>	 <b>Super Intensif Executive</b>
<b>12</b>	Max 25 students/class, program is implemented in preparation UTBK-SBMPTN	Max 10 students/class, entrance guarantee favorite PTN, exclusive classes, amount meeting more, program held For preparation UTBK-SBMPTN

**Table 2. 4. Program for Alumni**

 <b>Reguler</b>	 <b>Executive</b>
Max 25 Students/class	Max 10 students/class, guaranteed to get into your favorite PTN, exclusive class, more number of meetings,

## B. PREVIOUS RELATED STUDY

This chapter discusses the reviews from the previous study of other researchers. It reviews the similarities and the differences with the proposed research topic. It also discusses the values contained in it and which can support the research. In accordance, the researcher found some studies that related to this research.

The first, research that conducted by Hung-Hsuan Kao (2018) entitled *“English Online Tutoring: A Study of University Students Learning to Teach Junior High Students.”* The purpose of this research is implementing the free online tutoring program is further to bridge the gap of students’ academic performance and the gap of learning opportunities between urban and rural schools. This study investigated how EFL university students learned to tutor junior high students English in an online afterschool program. Twenty-two students participated in this tutoring program. This research conducted qualitative research as a research design. The research data were collected from the tutors’ reflective journal notes after each tutoring session, meeting discussions, and the post-project survey. Research results showed this tutoring project inspired the tutors to be tutors, to develop their sense of responsibility, to be independent, and to learn to care students.

The researcher chooses this research because there is similarity with the research that both of the study investigate about implementation English. Beside that both of the study is using qualitative approach. Whereas, the

differences in the previous study focus on online tutoring meanwhile this research focus on face to face tutoring. In addition the previous study take junior high school as the subject but this study placed Ganesa Operation Course Karanganyar.

Second, the previous study from Sherlyi Pregitha (2020) entitled ***“The Use Of Ruangguru For Students In Learning English.”*** This study investigated the implementation of online tutoring by Ruang Guru in learning English. This study aimed to This research aims to know about the benefits on the use of Ruangguru for students in learning English in class IX H of SMP N 17 Jambi City Academic Year 2019/2020. The researcher used the qualitative method to complete this research. For the data analysis, the researcher used the descriptive qualitative technique. The result of the research shows Based on the research there were two conclusions. First, Ruangguru can improve students skills in English especially in grammar, vocabulary, listening and reading. Second, all of the students and teachers had positive perceptions on the use of Ruangguru in learning English. Ruangguru is a tools of online learning application which is very useful, interesting and good.

The researcher choose this as the previous study because both of the study investigate about implementation of English tutoring. Meanwhile, the difference is the previous study using online tutoring with Ruang Guru whereas this study using Ganesa Operation Course and the tutoring is done by face to face.

Third, the review conducted by Siti Nur Azizah (2023) entitled “*The Implementation Of Peer Tutoring Strategy In English Learning At Junior High School.*” This research focuses on: 1) How is the procedure of Peer Tutoring Strategy implemented in English Learning at junior high school? 2) How is the evaluation of Peer Tutoring Strategy implementation in English Learning at junior high school? The purpose of this research is: 1) To describe the implementation of Peer Tutoring Strategy in English Learning at SMPN 1 Kalisat, 2) To describe the evaluation of Peer Tutoring Strategy implementation in English Learning at SMPN 1 Kalisat, This study used a descriptive qualitative approach conducted at SMPN 1 Kalisat. The population includes all students of class VIIIA, totalling 26 students. The results of the research show that 1) The process of implementing the peer tutoring strategy in English learning found that students felt more comfortable because they could express their opinions more in the group, 2) The evaluation process in the peer tutor class conducts oral evaluations, performs brief repetition of material to strengthen the material and motivates students, 3) The peer tutoring strategy benefits to students, tutors, and tutuors by emphasizing activeness, understanding, and cooperation during learning.

The reseacher choose this previous study because both of the study has similarity that both of them using qualitative approach. Beside that, both of the study also find out the Englishhh implementation. Whereas, the



difference is the previous study using the peer tutoring strategi, meanwhile this research using face to face tutoring in Ganesha Operation Karanganyar.

The fourth review from Musdalifah (2020) entitled *“The Implementation of English Language Tutoring "English is Easy and Cheap" Activity as a Method to Improved English Language Skill of Children and Adolescents at Makassar City.”* Some purposes or functions of this research that was in accordance with used the principles "English is easy and cheap" namely: the first purposed or function, to show the world, especially to wider community, especially children and adolescents that English was not difficult, and not scary like a monster. The second purposed or function that was to help children and adolescents who come from poor parents' economy to learn English language without collecting fees and help prepare themselves to carry out programs "AFTA" was a program that provided great opportunities for all Indonesian citizens to work and studied with mature English readiness. This reseach used qualitative approach.the result of this study are "English is easy and cheap" PKM activities, it is hoped that it can provide positive benefits to the wider community, especially to children and adolescents in improving English language skills. Because English really has become a very important language. Based on the proverb which states that "the best of human beings are people who are useful to other people" with a number of activities PKM tutoring "English is easy and cheap" is the chief executive of PKM learning activities bimbel "English is easy and cheap "and the implementing members can be human

beings who are useful to other people. In addition, it is also expected that the "English learning method" is expected to alleviate and treat problems that occur in the wider environment regarding the picture of English that does not match the facts before being studied carefully and thoroughly.

The researcher choose this as previous study because both of them investigate implementation of learning English. In addition, both of study using qualitative approach. Then, the difference are the previous reseach find out about the preception and significance of implementatio in learning English tutoring. Meanwhile, this research focus on how the implementation in English tutoring at Ganesha Operation.

**Table 2.5. Previous Study**

<b>No</b>	<b>Title</b>	<b>Similarity</b>	<b>Diffrence</b>
1.	<p><i>English Online Tutoring: A Study of University Students Learning to Teach Junior High Students</i></p> <p>Hung-Hsuan Kao (2018)</p>	<p>Both of the study has similarity that both of them using qualitative approach. Beside that, both of the study also find out the Englishh implementation.</p>	<p>the previous study using the peer tutoring strategi, meanwhile this research using face to face tutoring in Ganesha Operation Karanganyar.</p>

2.	<p><b><i>The Use Of Ruangguru For Students In Learning English.</i></b></p> <p>Sherlyi Pregitha (2020)</p>	<p>both of the study investigate about implementation of English tutoring</p>	<p>the difference is the previous study using online tutoring with Ruang Guru whereas this study using Ganesa Operation Course and the tutoring is done by face to face.</p>
3.	<p><b><i>The Implementation Of Peer Tutoring Strategy In English Learning At Junior High School.</i></b></p> <p>Siti Nur Azizah (2023)</p>	<p>both of the study has similarity that both of them using qualitative approach. Beside that, both of the study also find out the Englishh implementation.</p>	<p>the previous study using the peer tutoring strategi, meanwhile this research using face to face tutoring in Ganesha Operation Karanganyar.</p>
4.	<p><b><i>The Implementation of English Language Tutoring "English is Easy and Cheap" Activity as a Method to Improved English Language Skill of</i></b></p>	<p>both of them investigate implementation of learning English. In addition, both of</p>	<p>the previous reseach find out about the preception and significance of implementatio in</p>

	<p><i>Children and Adolescents at Makassar City.</i></p> <p>Musdalifah (2020)</p>	<p>study using qualitative approach</p>	<p>learning English tutoring. Meanwhile, this research focus on how the implementation in English tutoring at Ganesha Operation</p>
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## **CHAPTER III**

### **RESEARCH MEHODOLOGY**

#### **A. RESEARCH DESIGN**

Qualitative research is a means of exploring and understanding the meaning that individuals or groups give to a social or human problem (Creswell in Sugiyono, 2014: 347). Qualitative research has natural setting as the data source. Qualitative researcher does the research at a particular setting because of context oriented. The researcher assumes that human behavior is significantly influenced by setting where the behavior occurs, and the researcher thinks that human behavior can be understood well if it is observed in the setting the behavior occur. Since the current study was investigated a process which involved human behavior in the natural setting, this study used descriptive qualitative. Qualitative research is descriptive. In the qualitative research, the data collected is in form of words or pictures instead of numbers. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study.

In this research, researcher used descriptive qualitative that focus on the implementation of English tutoring for eight grade students in Ganesha Operation Course karanganyar in academic year of 2022/2023. It described how the implementation of english tutoring and the the tutors respon in Ganesha Operation Course karanganyar in academic year of 2022/2023. The



3.	Proposal Seminar												
4.	Collecting The Data												
5.	Analyze The Data												
6.	Writing Thesis												
7.	Munaqosah												

### C. Research Subject and Informant

Individual that participate in research called as a research subject. Information (or ‘data’) is collected from or about the individual to help answer the question under study. In qualitative research, the researchers select the subject based on the subjects’ knowledge which is capable to answer the question.

The research entitled “THE IMPLEMENTATION OF ENGLISH TUTORING FOR EIGHTH STUDENTS IN GANESHA OPERATION COURSE KARANGANYAR IN ACADEMIC YEAR OF 2022/2023” The subject of this research are the tutors and students in Ganesa Operation Course Karanganyar. It is because tutor and students are the presenter in learning English, so that researcher will observe how English learning activities take place. The researcher conducts Ganesha Operations Course Karanganyar

because it provides tutoring learning that has successfully delivered more than 45.000 students to University. Ganesha Operation Course is faced to faced tutoring based on online technology that already achieved 2 MURI awards as the best tutoring with the highest number of students graduation. The tutors usually deliver the material in both English and Indonesian language. Besides that, the tutuors also use variety strategy and method of teaching learning process.

#### **D. Data and Source of the Data**

The researcher in conducted the research must have the data, according to Lofland (in Moleong, 2010: 157) that the main data sources in qualitative research are words and actions, the rest is additional data such as documents and others. This data of this study is field note of observation, deep interview with the English tutors, open questionnaire, and documentations. The researcher conducts deep interview with English tutors to know sistematical English learning in Ganesha Operation Course Karanganyar and find out the problems faced by the tutors while English learning take place.

The source of this study is all of the English tutors and eighth grade students in Ganesha Operation Sragen. Beside that, eight grade students doing the open-ended questionnaire to know significance about the English learning activities.

#### **E. Research Instruments**

In this part of the research, the instrument used to collect the data which is used to find the result of the study. Instrument is a tool that selected and used



by the researcher on their way to collect such activities become systematic. According to Ary (2010) stated that in general of qualitative research there are some instruments such as observation, interview and document analysis.

The instrument of this research is the researcher herself. The researcher doing deep interview and using voice recorder to collect the data. The researcher gives some questions to the tutors, the questions are conducted by the researcher based on the facts that reseacher needs to complete the investigation. As long as the interview takes place, the researcher records the interview with cell phone. After all of the interview finished, the researcher collects and describe the data in the form of trancript.

Beside that, the researcher using open-ended questionnaire for the tutors and closed-ended questionnaire for the eighth grade students in Ganesha Operation Course Karanganyar. The researcher will give 20 questions for open-ended questionnaire. Each instrument designed appropriate to the research's objective.

## **F. The Technique of Data Collection**

This study, the researcher uses observation, interview, documentation, and questionnaire.

### **1. Observation**

Observation is needed by the researcher to observe tutuor's performance in teaching and learning process. Observation is a notion of the description about the phenomenon or the real condition systematically observed. Moleong (2007: 33) stated that observation is used to describe

the natural setting, activities, people and meaning of what is observed from the perspective of the participants. The observation is carried out on the instructional process and several activities occurring outside the classroom related to the teaching learning supervision, the students understanding to the material taught, and the technique used.

The observation in technique collecting data of this research is used to answer the problems statement about the techniques applied by the teachers in implementation of English tutoring for eighth grade students in Ganesha Operation Course Karanganyar. The researcher also identifies activities that happen during teaching learning process in the class. Such the condition during teaching learning process, activeness of the students, and other things will be the data of this research.

## 2. Interview

According to Ary (2010), the interview is one of the most generally used and basic methods for obtaining qualitative data, and it is used to collect the data from people's opinions, beliefs, and feelings about situations in their own words. So, the researcher uses interview as another instrument to get more information about students' difficulties in learning speaking.

A semi structured interview with open-ended question is employed in this research to get deeper information from the tutors in Ganesha Operation Course in Karanganyar. Ary (2010) states that the semi-structured interview is between the unstructured and structured interview,

in which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process.

A semi structured interview is appropriated to this research because the researcher still allows to ask new question that arise during interview process which also allows the researcher to get deeply into the information of the respondents. In addition, open-ended questions are used so that the respondents can answer the question in their own way and in their own words. The researcher uses respondents' first language, Bahasa Indonesia, in the interview to avoid misunderstanding and to get information clearly. The process of interview is audio recorder. Ary, (2010) and Creswell (2012) agree that audio recorder is one of the efficient way to record the response of the participant in the interview.

### 3. Documentation

Moleong (2007: 39) states that the written documents are source of research which often have important role in qualitative research. Thus, the documents used in the research because it has many advantages. The document is stable, rich and supported. It functions as evidence for testing and it has natural characteristic. So that it is appropriate to qualitative research.

Documents used in this research is syllabus, lesson plan, and etc. The document such lesson plan answers the problem of the research about the implementation of tutoring English in Ganesa Operation Course.

#### 4. Questionnaire

According to Ary (2010), questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. In this research, the researcher uses questionnaire to collect the data, because by using questionnaire, the answer will be well organized.

According to Creswell (2012), there are three types of the questions:

- a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant
- b. Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions.
- c. semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

The questionnaire of this research is made from the open-ended questions. The researcher makes 15 because the researcher does not provide the optional answer. The item of the questions are written in Bahasa Indonesia for better understanding.

## **G. Technique of Analysis the Data**

Data analysis is the process of systematically searching and preparing the data obtained from interviews, filed notes, and documentation, organizing data into categories, defined in units, synthesize, organize into a pattern, choose what is important and that will be studied, and make a conclusion that is easily understood by themselves and others (Sugiyono, 2010: 24).

The data analysis technique of descriptive qualitative research uses interactive cycle model including data reduction, the data display and conclusion drawing/verivication (Miles and Huberman cited in Sugiyono, 2012). Based on the theory above, there are three steps in analyzing the data. They are :

### **1. Data reduction**

Data reduction is a process of selecting, focusing, paying attention on simplification, transformation that comes from written record into the subject. It is used for collecting the data from observation, interview, and documentation. In data reduction, the researcher makes transcript of recorded data, chose data which needed to answer the research problem and throw out data which is not needed.

### **2. Data display**

In data display, the researcher analyzes the result from observation, interview, and document. Then the data will be organized and arranged in a pattern, so the data will be understood easily.

### 3. Data conclusion/verification.

The third step of data analysis in qualitative research is conclusion drawing or verification. After the analysis is done, the researcher draws conclusion from the result of the research which answers the formulation of the problems that has been determined in previous chapter. It is used to describe all of the data.

## **H. Trustworthiness of the Data**

The aim of trustworthiness in qualitative research is to support arguments that the inquiry's findings are "worth paying attention to" (Lincoln and Guba, 1985). In analyzing the data, the researcher also needed to analyze the validity of data source to get valid data. To show the trustworthiness of the data, the researcher uses the triangulation technique. Triangulation technique is the technique of examining the trustworthiness of the data which using the things outside the data in order to examine the data and to be compared of the data (Moleong, 2002: 178).

Triangulation has been adapted to qualitative research and to case study research where the most common form is methodological triangulation. Trustworthiness of data is needed to check the validity of data.

The meanings emerge from the data have to be tested for their plausibility, their studiness, their conformability, that is validity as Miles and Huberman in Siswanto (2004: 68). Validation is important as research itself. Denzini in Moleong (2000: 178) divides triangulation into four kinds,

they are: triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories.

1. Triangulation by using the resources means that the researcher will compare and check the credibility of informant found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using methods, there are two categories, (1) the researcher check the credibility of the data of the research and the data resources by using several data collection techniques and (2) the researcher check the credibility of the data by analyzing them with the same methods.
3. Triangulation by using investigator is that the researcher will recheck the credibility if his data by his own research or other researcher.
4. The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get valid evidence of the research result.

In this study, the researcher used technique of data triangulation. There are several methods of triangulation, and review informant to examine the credibility of data. The researcher used technical triangulation, researcher used various data collection technique to obtain data from the same source and then combine to form a conclusion. In this case, the researcher did observation, interviews, documentation and questionnaire to

obtain the valid information about the implementation of English tutoring in eighth grade students in Ganesha Operation Karanganyar.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

In this research, researcher uses descriptive qualitative that focus on the implementation of English tutoring for eight grade students in Ganesha Operation Course karanganyar in academic year of 2022/2023. It described how the implementation of english tutoring and the the tutors respon in Ganesha Operation Course karanganyar in academic year of 2022/2023. The researcher used descriptive qualitative with the observation, interview, documentation and open questionnaire.

1. Questioner Findings of the implementation of English tutoring for eight grade students in Ganesha Operation Course karanganyar in academic year of 2022/2023.

Beside that, the researcher using open-ended questionnaire for the tutors and closed-ended questionnaire for the eighth grade students in Ganesha Operation Course Karanganyar. The researcher will give 20 questions for open-ended questionnaire. Each instrument designed appropriate to the research's objective.

The writer presents the research finding and the discussion of the implementation of English tutoring in to the eight grade at Ganesha Operation Karanganyar. The research finding shows 20 open question for 24 students and

interview for teaching English Mr. Trimanto as the English teacher at Ganesha Operation Karanganyar.

## **1. Open-Ended Questionnaire**

### **A. Students' understanding of course place**

In exploring the initial question, "What do you know about course place?" students consistently convey a shared perspective that underscores the course place as a dedicated space to amplify their understanding and knowledge of school subjects. This collective understanding forms the foundation for the subsequent inquiry regarding the implementation of an English tutor, revealing a seamless connection between the two aspects.

Upon delving into the responses prompted by the question "What do you know about course place?" a prevailing theme emerges, indicating that students view the course facility as more than just a physical setting—it serves as a specialized environment where they can enrich their comprehension across diverse school subjects. This perception resonates with the broader educational context, signifying the significance of such dedicated spaces in the learning journey.

The introduction of an English tutor into this course place unveils an essential dimension in the educational landscape. It becomes evident that the tutor assumes a pivotal role, steering the course place towards the targeted enhancement of language skills. Beyond broadening their overall academic understanding, students now have the opportunity to receive

specialized guidance from the English tutor, refining their language proficiencies with precision.

This transformative process turns the course place into a dynamic and multifaceted space. Here, students not only expand their general academic knowledge but also benefit from the specific expertise offered by the English tutor. This integration highlights the intricate interplay between general academic support and subject-specific enhancement within the broader educational framework. The course place, therefore, evolves into an enriched learning environment, illustrating the synergy between comprehensive academic growth and the focused development of language skills under the guidance of a skilled English tutor.

**B. Reasons for choosing to learn English at Ganesha Operation:**

The question posed in the second inquiry is: "Why did you choose to learn English at Ganesha Operation Tutorial? Explain." From the responses, several trends become evident:

1. Subject 1 and 2: Chose Ganesha Operation due to a lack of understanding of school materials. Subject 3: Opted for Ganesha Operation to gain a deeper understanding of the subject matter. Subject 4: Selected the program because instructors teach in a fast-paced manner. Subject 5: Chose Ganesha Operation because of the detailed teaching approach of the instructors. Subject 6: Stated the choice was based on the similarity of the material with school and the application of the "the king" concept. Subject

7: Selected Ganesha Operation due to the alignment of the material with school curriculum. Subject 8: Chose the tutorial because it follows the "the king" concept. Subject 9: The choice was influenced by a lack of understanding of the school material and an affinity for the "the king" concept. Subject 10: Opted for Ganesha Operation because the material is easy to understand. Subject 11: Stated the material is similar to that of the school. Subject 12: Mentioned the inclusion of teaching the "the king" concept. Subjects 13 and 14: Chose Ganesha Operation due to the similarity of the material with school. Subject 15: Selected the tutorial because the material is easy to comprehend. Subjects 16, 17, 18: Cited reasons such as similar material, ease of understanding, and the use of "the king" concept. Subjects 19, 20, 21: Chose Ganesha Operation for being taught fundamental concepts and quick learning with the "the king" concept. Subjects 22 and 23: Stated the choice was based on being provided with fundamental concepts. Subject 24: Opted for Ganesha Operation because of being taught fundamental concepts and ease of understanding.

Upon scrutinizing these responses, a clear and positive perception emerges regarding the integration of an English tutor at Ganesha Operation. Multiple subjects consistently emphasize the efficacy of the teaching methods employed, underscoring key elements such as the utilization of the "the king" concept, expedited learning techniques, and comprehensive instruction. This collective sentiment reinforces the crucial

role played by personalized and targeted guidance in elevating students' grasp and expertise in the English language.

The acknowledgment of the effectiveness of teaching strategies, particularly the implementation of the "the king" concept, signifies that students find these approaches beneficial in their learning journey. The concept of quick learning and the provision of detailed instructions contribute to a favorable learning experience, fostering a deeper understanding of English language concepts.

This positive perception not only underscores the proficiency of the English tutor but also highlights the importance of tailored guidance. The recognition of the impact of teaching methods on students' understanding and proficiency emphasizes the value of an individualized approach in language education. The consistent praise for these strategies collectively reinforces the notion that a personalized and targeted instructional framework is instrumental in enhancing students' command and competence in the English language within the context of Ganesha Operation.

#### C. Similarity of material with school.

In the third question, respondents were asked, "Is the material at Ganesha Operation in line with what is taught in school?" In response to this question, a unanimous consensus emerged among all respondents, affirming that the instructional material imparted at Ganesha Operation

perfectly aligns with and adheres to the identical curriculum as that followed in their respective schools. This unanimous agreement serves as a robust testament to the synchronized nature of the tutorial's curriculum and the school syllabus, underscoring a seamlessly integrated and cohesive educational approach. This consensus, emphasizing the harmony between the tutorial and school curricula, suggests a purposeful alignment that ensures a unified learning experience for the students. Delving deeper into this context, the integration of an English tutor within this educational framework becomes even more apparent. The tutor operates cohesively within the established curriculum, providing additional support that not only complements but also reinforces the subjects covered in the school.

The uniformity in the material across both settings not only bolsters the idea of the English tutor's seamless integration but also accentuates the tutor's role as an enhancer of the academic journey. The tutor's alignment with the academic requirements ensures that the support offered is in harmony with the educational objectives, fostering a harmonious and integrated learning experience for the students. This alignment underscores the tutor's commitment to supplementing and enriching the core educational curriculum, thereby contributing to a holistic and unified educational environment.

D. Delivery of material by a tutor.

In the context of the fourth question, which sought insights into the methods employed by tutors to convey learning materials, respondents provided a wealth of valuable perspectives. Their feedback unveiled a meticulously structured and organized approach in the delivery of educational content by tutors at Ganesha Operation. The learning process begins with tutors introducing fundamental concepts, strategically laying a robust foundation for students' understanding. Following this, tutors employ expedited learning techniques designed to enhance comprehension efficiently. This systematic progression reaches its culmination in engaging problem-solving exercises, providing students with opportunities to apply their acquired knowledge in practical scenarios.

This structured methodology vividly illustrates the tutor's unwavering commitment to delivering a comprehensive learning experience. By prioritizing the presentation of basic principles before delving into more advanced strategies, the tutor ensures that students construct a solid understanding from the ground up. The incorporation of practical exercises stands out as a vital component, reinforcing theoretical concepts through hands-on application.

The step-by-step emphasis observed in the tutoring methodology not only mirrors the tutor's dedication but also contributes significantly to the establishment of a well-rounded and effective learning environment. It

highlights the tutor's multifaceted role, extending beyond that of an instructor to that of a facilitator. In this capacity, tutors guide students through a thoughtfully designed educational journey that places a premium on fostering understanding and practical proficiency. This approach underscores the commitment of Ganesha Operation tutors to providing an enriching and holistic learning experience for their students.

E. Difficulty in following the learning.

In the fifth question, which inquired, "What difficulties do you encounter in participating in English tutoring at Ganesha Operation?" the average response from 23 participants indicated that they did not face challenges in following English tutoring at Ganesha Operation. They attributed this to the clear and easily understandable delivery by the tutors. However, one respondent mentioned occasional difficulties due to noisy surroundings, leading to a lack of focused understanding during the learning sessions.

The comprehensive positive response serves as a testament to the effective implementation of tutors in guaranteeing clarity and comprehension within the learning environment. The recognition of a solitary challenge linked to the learning environment suggests that, by and large, the quality of instruction is well-received. This observation not only speaks to the competence of the tutors but also underscores the critical role of a conducive learning environment in facilitating optimal understanding.



It underscores the significance of a tranquil and concentrated space to elevate the overall learning experience. The emphasis lies in the necessity for students to have a quiet environment that fosters focus, allowing them to fully engage with and grasp the materials presented. This acknowledgment reflects the commitment of Ganesha Operation to creating an environment that not only delivers high-quality instruction but also recognizes and addresses the importance of the external conditions in which learning takes place.

#### F. Understanding of material

In the sixth question, "Can you understand and comprehend all the materials taught at Ganesha Operation Tutorial? Explain," nearly all respondents expressed that they could comprehend the materials taught at Ganesha Operation Tutorial. They attributed their understanding to the provision of fundamental concepts and quick learning methods, particularly utilizing "the king." Furthermore, they emphasized that the explanations were clear and easily understandable. However, one respondent diverged, stating that they only understood a portion of the materials taught at Ganesha Operation Tutorial.

The unified positive response underscores the effectiveness of the teaching methods applied at Ganesha Operation, seamlessly integrating fundamental concepts and accelerated learning techniques, particularly emphasizing the "the king" approach. The lucid and understandable

explanations play a pivotal role in fostering a comprehensive understanding of the materials among the majority of participants.

However, the contrasting response from a lone participant who grasps only a portion of the content accentuates the necessity of addressing individual learning needs. This highlights the importance of potentially tailoring the teaching approach to cater to diverse learning styles and preferences, fostering a more inclusive educational experience. It underscores Ganesha Operation's commitment to recognizing and adapting to the unique requirements of each student, ensuring that the educational approach is flexible enough to accommodate varied levels of comprehension and learning styles.

#### G. Interest in English learning

In the seventh question, participants were asked, "What is interesting and how interesting is learning English at Ganesha Operation Tutorial? Explain."

Subject 1: Finds it interesting because of the use of "the king" concept. Subjects 2, 3, 4, 5: Describe it as very interesting due to the incorporation of quick learning methods and the "the king" concept. Subjects 6, 7, 8, 9: Express that the learning experience is interesting. Subjects 10, 11: Consider the learning to be quite interesting. Subjects 12, 13, 14 Find the learning interesting because of the instruction in the "the king" concept. Subjects 15, 16, 17: Describe the learning as very

interesting, attributing it to the use of quick methods and the "the king" concept. Subjects 18, 19: State that the learning is interesting for the same reasons as the previous subjects. Subjects 20, 21: Affirm that the learning is very interesting. Subject 22: States that it's reasonable because of the introduction of the "the king" concept. Subjects 23 and 24: Declare that the learning is very interesting due to the use of quick methods and the "the king" concept.

The unanimous feedback highlights a pervasive interest in English learning at Ganesha Operation, underscoring the effectiveness of various methods, notably quick learning strategies and the integration of the "the king" concept. The positive responses signify that the implementation of English tutoring at Ganesha Operation is not only effective but also engaging and captivating for a diverse spectrum of participants. This indicates that the methods employed by Ganesha Operation resonate well with the students, fostering enthusiasm and interest in the English learning process. The emphasis on quick learning and innovative concepts contributes to a dynamic and engaging educational environment, ensuring that students find the learning experience both effective and enjoyable.

#### H. Learning atmosphere

In the final question, participants were asked, "In your opinion, how is the atmosphere of learning English at Ganesha Operation Tutorial? Explain."

Subject 1: Describes the atmosphere as lively and enjoyable, with many friends to exchange ideas..Subject 2: States that learning is enjoyable because of the opportunity to study with many friends..Subject 3: Highlights the enjoyable learning atmosphere due to the engaging teacher and the presence of many friends. Subjects 4, 5: Mention that the atmosphere is enjoyable and fun..Subject 6: Describes learning as enjoyable but notes that it can be noisy..Subject 7: Expresses that learning is exciting. Subject 8: States that learning is conducted in an enjoyable manner. Subject 9: Describes learning as quite lively but somewhat noisy. Subject 10: Describes learning as cool and easy to understand. Subject 11: Mentions that learning is quite lively. Subject 12: Expresses that learning is easy to understand, enjoyable, and fun. Subjects 13, 14, 15: State that learning proceeds in a lively manner. Subject 16: Describes learning as enjoyable, fun, and notes that the teacher is friendly. Subjects 17, 18: State that learning is enjoyable and fun. Subject 19: Expresses that learning allows for comfortable questioning and making new friends..Subjects 20, 21: Mention that learning is enjoyable, exciting, and motivating. Subject 22: States that learning is quite lively but still enjoyable. Subject 23: Describes learning as enjoyable, exciting, and notes that the explanations are easy to understand. Subject 24: Describes learning as enjoyable, exciting, motivating, and good.

The array of responses underscores the vibrant and positive atmosphere characterizing English learning at Ganesha Operation Tutorial.

The success of English tutoring is apparent in its ability to cultivate an environment that not only facilitates learning but also encourages enjoyment, excitement, and motivation among students. The positive atmosphere is palpable, emphasizing the camaraderie and lively exchange of ideas among peers. Students' acknowledgment of the role played by enthusiastic and friendly teachers further contributes to the overall positive learning experience. The combination of effective teaching methods, a supportive peer community, and engaging educators collectively creates an environment where students feel motivated, inspired, and encouraged to actively participate in the English learning process.

In conclusion, students do not experience difficulty learning with the concept of the king taught at Ganesha Operation, students feel comfortable with the facilities and professional tutors who teach during the learning process. The success of English tutoring is seen in its ability to create an environment that not only facilitates learning but also encourages fun, excitement, and motivation among students. The positive atmosphere is palpable, emphasizing friendship and the lively exchange of ideas between peers. Students' recognition of the role played by enthusiastic and friendly teachers further contributes to an overall positive learning experience.

## 2. Interview

2. Interview Findings of the implementation of English tutoring for eight grade students in Ganesha Operation Course Karanganyar in academic year of 2022/2023.

During the interview with Mr. Trimanto, an English tutor at Ganesha Operation Karanganyar, a comprehensive exploration of the English tutoring methods for 8th-grade students unfolded through a series of five open-ended questions. This insightful conversation not only delved into the specifics of instructional techniques but also offered a nuanced understanding of how these methods are implemented in the learning environment. The questions served as a lens through which the dynamics of the learning process within Ganesha Operation Karanganyar were illuminated, providing valuable insights into the strategies employed to enhance the English proficiency of 8th-grade students. This interview played a crucial role in unraveling the nuances of the tutor's approach and contributed to a deeper comprehension of the institution's commitment to effective English education.

### A. English learning process

In response to the first question with the narrative "How is the English learning process for students in the tutoring center at Ganesha Operation Karanganyar?" the interviewee explained, "At Ganesha Operation, it's not just about learning English; they follow the 3B concept, which is as follows:..

1. Belajar (Learn): Ganesha Operation places emphasis on instilling fundamental concepts that mirror school curricula. This is achieved through the application of expedited and precise teaching methods, notably incorporating the 'the king' concept.
2. Berlatih (Practice): To reinforce theoretical understanding, students actively participate in purposeful practice exercises. Aligned with school materials, these exercises are thoughtfully designed, utilizing modules and textbooks to ensure relevance and applicability.
3. Bertanding (Compete): As an integral part of the learning journey, Ganesha Operation conducts monthly try-outs, serving as evaluative measures. This competitive aspect not only gauges students' progress but also fosters a sense of motivation and achievement.

This delineation of the 3B concept crystallizes the English learning process at Ganesha Operation as methodical and goal-oriented. By seamlessly integrating foundational learning, practical application through exercises, and regular assessments, the institution ensures a comprehensive and well-rounded educational experience for its students, aligning with clear objectives and targets.

From this, the English learning process at Ganesha Operation emerges as structured and clearly defined in its objectives and targets. The incorporation of the 3B concept ensures a comprehensive approach,

encompassing foundational learning, practical exercises, and periodic evaluations for a well-rounded educational experience.

## B. Learning styles

In addressing the inquiry about the influence of learning styles on students at Ganesha Operation Karanganyar, Mr. Trimanto articulated a profound perspective. He affirmed unequivocally that learning styles wield a substantial impact on students' educational journeys, and to address this impact systematically, Ganesha Operation employs a dedicated test to assess each student's learning style. This test categorizes students into three distinct types: dominant visual, auditory, and kinesthetic learners, allowing for a nuanced understanding of their individual preferences.

Mr. Trimanto underscored the critical nature of learning styles in determining students' success rates in their academic pursuits. Recognizing the inherent diversity in students' abilities to grasp subjects, he emphasized the direct correlation between a student's learning style and their capacity to comprehend lessons. The acknowledgment that each student possesses a unique approach to learning highlights the intricate interplay between individual learning styles and academic achievements.

The commitment to conducting a pre-assessment test before classroom engagement exemplifies Ganesha Operation's proactive approach to tailoring educational experiences. By comprehensively understanding and adapting to the diverse learning styles present among students, the institution plays a



pivotal role in enhancing the overall learning experience, fostering an environment where each student can thrive according to their individual preferences and strengths.

### C. The Learning Style Model

In the next question regarding the learning style model applied in Ganesha Operation Tutorial, Mr. Trimanto explained that GO utilizes the previously mentioned 3B method. If there are students who don't comprehend it, they will be given guidance, programs, and initial learning. For applicants who don't understand the learning model at GO, a trial tutorial service is held for inquiring about the material not yet understood.

Ganesha Operation implements the concept of "The King" in answering questions quickly, accurately, and in line with the tagline "The King of the Fastest Solution." The learning method employed by GO is to optimize the functions of the right and left brain in balance, making it easier for students to understand and enjoy the learning experience. One way is through the organization of M3 or "Meeting on Maximizing Motivation," an event aimed at motivating students by GO motivators, where students are asked to determine a vision in the form of a University Program or desired advanced school.

Every month, students' abilities are measured through Computer-Based Try Outs (TOBK) compared to the Passing Grade (PG) of university/high school/secondary school programs. The gap between TOBK results (student

abilities) and PG of university/high school/secondary school is addressed through Learning Achievement Evaluation (EPB) consultations. All of this is carried out with an emphasis on the quality of the learning system in the Learning Cycle.

#### D. Learning Strategies

In response to the fourth question, "As an English tutor, what learning strategies does Ganesha Operation choose in conducting its lessons?" The tutor explained that Ganesha Operation employs a variety of strategies, including having Quality Instructors and utilizing The King concept. The communicative strategy emphasizes the importance of friendly and skilled instructors. They teach The King concept, facilitating students to answer questions quickly, precisely, and accurately during exams with short time constraints.

Furthermore, Ganesha Operation introduces the Tutorial Service Time, offering additional learning support beyond regular classroom sessions to help students practice problem-solving. The institution also implements Try Outs and Learning Achievement Evaluations. The difficulty level of GO's tryout questions is designed to be equivalent to the difficulty level of students' exam questions. Psychological tests (Psikotes) are conducted to assess students' potential, interests, talents, and optimal learning methods tailored to their individual learning styles. The Racing strategy encourages

students to compete by solving questions in the racing menu on the GO app, fostering a competitive spirit in problem-solving.

Supplementary Learning Books complete with Practice Questions are provided to students, including a special CODING book, formula collections, and sets of questions. The Meeting on Maximizing Motivation strategy involves tutors providing motivation to boost students' confidence. Through Evaluation, Remedial, and Enrichment methods, including continuous evaluations quizzes, and constant practice, students are expected to be well-prepared for actual exams. Digital learning strategies are implemented through GO Kreasi, an application containing tryout questions, quizzes, and Learning Achievement Evaluations (EPB). Finally, Modalities Tests are conducted to provide effective learning tips based on each student's learning style (Visual, Auditory, Kinesthetic).

#### E. Output Students'

The last question is "What are the outcomes for students after studying at Ganesha Operation?" Mr. Trimanto explained that the outcomes for students after studying at Ganesha Operation encompass high academic achievements, improved English language proficiency, and the acquisition of critical skills to face examinations. Generally, students demonstrate enhancements in understanding the fundamental concepts of school materials, utilizing effective learning strategies such as The King concept, and practicing relevant exercises. With the presence of Try Outs and

Learning Achievement Evaluations, they have the opportunity to regularly assess their progress and prepare well for actual exams.

The implementation of psychological test strategies helps identify students' potential, interests, talents, and the best ways to optimize their learning styles. Students also engage in skill competitions through the Racing feature in the GO app, enhancing their abilities to solve questions quickly and accurately. Supportive learning materials, including KODING books and practice question sets, aid students in deepening their understanding. Through the Meeting on Maximizing Motivation sessions, students receive motivational support to build confidence. Evaluation results, remedial actions, and enrichment programs provide a comprehensive overview of students' progress. The digital learning implementation through the GO Kreasi app offers further access to tryout questions, quizzes, and learning achievement evaluations. With these diverse learning strategies, the student outcomes at Ganesha Operation reflect not only academic success but also the development of skills and readiness to face future challenges. School exam grades, mid-semester tests, will be requested, especially if there are perfect scores, they will be uploaded to Ganesha Operation's social media, becoming a source of pride for both parents and students. Although there are various factors for assessment, not just perfect scores but also improved grades compared to previous ones are celebrated.

## **B. Discussion**

Ganesha Operation Karanganyar utilizes a multifaceted approach to gauging its effectiveness, and one prominent indicator is "Students' Understanding of Course Place." This metric delves into the perception of the course place as a specialized environment fostering a deepened comprehension of diverse subjects. Within this dedicated space, students not only broaden their understanding of academic materials but also witness a notable transformation facilitated by the introduction of an English tutor. The tutor's presence plays a pivotal role in refining language skills, elevating the course place into an arena designed explicitly for the honing of linguistic proficiencies. This strategic integration seamlessly intertwines general academic support with subject-specific enhancement, emphasizing Ganesha Operation's commitment to providing a comprehensive and interconnected learning experience for its students..

The second indicator, "Reasons for Choosing to Learn English at Ganesha Operation," reveals a tapestry of positive responses. These responses prominently underscore the effectiveness of teaching methods, particularly lauding the acclaimed "the king" concept and the dynamic approach of fast-paced instruction. The overwhelmingly positive reception of the English tutor's implementation becomes a testament to the critical role played by personalized and targeted guidance. It underscores the pivotal impact of these strategies in not only fostering a deeper understanding of the English language but also in nurturing proficiency among the students. The resonance of these teaching

methods showcases their significance in influencing the decision-making process for students choosing Ganesha Operation as their platform for English learning..

Transitioning to the third indicator, "Similarity of Material with School," a unanimous consensus among respondents affirms that the material at Ganesha Operation seamlessly aligns with the school curriculum. This alignment serves as a cornerstone, highlighting the educational harmony between the tutorial and formal schooling. Within this synchronized framework, the English tutor operates, offering additional support that not only aligns with but also enhances the subjects covered in the school curriculum. The interplay of the tutor within the established educational framework underscores a deliberate effort to ensure that the supplementary guidance provided resonates cohesively with the academic requirements of the students' formal education. This alignment further contributes to a harmonious and integrated learning experience, reinforcing the notion that the English tutor's role is intricately woven into the broader educational tapestry.

Exploring the fourth indicator, "Delivery of Material by a Tutor," it is evident that tutors at Ganesha Operation adopt a systematic and well-organized instructional approach. Initiating the learning process, they strategically introduce fundamental concepts, laying a robust foundation for students' understanding. This systematic progression extends beyond mere instruction; the tutors evolve into facilitators, steering students through a thoughtfully designed and comprehensive learning journey. By prioritizing the presentation of basic

principles before delving into advanced strategies, the tutors demonstrate a commitment to ensuring that students build a sturdy understanding from the ground up. This pedagogical approach not only underscores the tutors' dedication but also accentuates their role as mentors, guiding students through a carefully structured educational expedition. The incorporation of practical exercises further enhances the learning experience, reinforcing theoretical concepts through hands-on application and contributing to the creation of a well-rounded and effective learning environment..

Examining the fifth indicator, "Difficulty in Following the Learning," a prevailing positive response emerges, indicating minimal challenges reported in following English tutoring at Ganesha Operation. The overall affirmation of clarity and comprehension within the learning process attests to the effectiveness of the instructional methods. Nevertheless, it is noteworthy that a single challenge has been acknowledged— occasional difficulties arising from noisy surroundings. This recognition emphasizes the critical role of a conducive learning environment. It underscores the necessity for a quiet and focused space to optimize the learning experience, ensuring that students can fully engage with and comprehend the materials being presented. The acknowledgment of this external factor highlights the importance of addressing environmental considerations for an enhanced and seamless learning process..

Exploring the sixth indicator, "Understanding of Material," a comprehensive picture emerges with nearly all respondents expressing a profound understanding attributable to the provision of fundamental concepts and the application of quick

learning methods, particularly emphasizing the effectiveness of "the king" concept. This collective affirmation underscores the success of teaching methodologies employed at Ganesha Operation in fostering clear and comprehensible explanations, contributing significantly to the overall understanding of the materials.

However, the acknowledgment of individual differences among respondents introduces a nuanced perspective. While the majority articulate a comprehensive understanding, the recognition of diversity in learning needs becomes apparent. This highlights the importance of a tailored approach to education, ensuring inclusivity and addressing the varying needs of students. The emphasis on accommodating individual learning styles is crucial for creating an educational environment that caters to a diverse range of participants, fostering an inclusive and enriching learning experience.

Transitioning to the seventh indicator, "Interest in English Learning," the feedback echoes a widespread enthusiasm for English learning at Ganesha Operation. Participants consistently express a high level of interest, attributing it to the effectiveness of methods such as quick learning and the incorporation of the "the king" concept. This collective positive response not only affirms the engaging nature of English tutoring at Ganesha Operation but also underscores the success of implementing innovative and dynamic teaching approaches.

The emphasis on effective methods reveals that the learning experience goes beyond conventional approaches, capturing the attention and interest of



participants. The positive reception suggests that the integration of English tutoring at Ganesha Operation is not only meeting educational objectives but also creating an environment that fosters curiosity, engagement, and a genuine passion for learning. This collective interest is a testament to the institution's ability to make English learning a captivating and enjoyable journey for a diverse range of participants..

Exploring the eighth indicator, "Learning Atmosphere," the range of responses indicates a rich and positive environment at Ganesha Operation Tutorial. The atmosphere is described as lively, enjoyable, exciting, and motivating by different participants. Numerous students appreciate the camaraderie and the opportunity to exchange ideas with peers, fostering a sense of excitement and enjoyment within the learning space.

Participants consistently attribute the positive atmosphere to the engaging and friendly nature of the teachers. The positive and enjoyable learning experience, as highlighted by the responses, underscores the pivotal role that teachers play in creating an atmosphere conducive to effective learning. The interplay of enthusiasm, camaraderie among students, and the supportive role of teachers collectively contribute to the overall positive ambiance at Ganesha Operation Tutorial.

The diverse range of responses suggests that the institution has successfully cultivated an environment that goes beyond conventional learning, embracing elements of enjoyment and motivation. This positive learning atmosphere is a

key factor in promoting a holistic educational experience at Ganesha Operation Tutorial, ensuring that students not only grasp academic concepts but also find joy and motivation in their English learning journey..

Expanding on insights gained from the interview, the "English Learning Process" at Ganesha Operation is distinctly characterized by the 3B concept. This concept is a structured framework consisting of three integral components: Belajar (Learn), Berlatih (Practice), and Bertanding (Compete). Delving into each component sheds light on the comprehensive nature of this approach.

Under the "Belajar" phase, Ganesha Operation prioritizes fundamental learning by imparting essential concepts covered in school. This phase employs quick and precise teaching methods, notably utilizing the acclaimed 'the king' concept. By focusing on foundational knowledge, students are equipped with a solid understanding of core English principles.

Moving to the "Berlatih" phase, students actively engage in relevant practice exercises aligned with school materials. Utilizing modules and textbooks, this phase emphasizes practical application, allowing students to reinforce their learning through hands-on activities. This practice-oriented approach ensures that theoretical knowledge is translated into practical proficiency.

The final phase, "Bertanding," introduces an element of healthy competition through monthly try-outs conducted for evaluation purposes. This competitive aspect not only motivates students but also serves as a benchmark for assessing

their progress. The try-outs align with the school curriculum, providing a real-world evaluation of students' English language proficiency.

The integration of the 3B concept, as elucidated through the interview, underscores Ganesha Operation's commitment to offering a comprehensive and well-rounded educational experience. By combining foundational learning, practical application, and evaluative competition, this approach caters to various facets of students' academic development, ensuring that they not only comprehend English concepts but also gain practical skills and the motivation to excel in their language learning journey..

The significance of learning styles in shaping students' educational experiences is unmistakable. A pre-assessment test, as disclosed in the interview, plays a pivotal role in categorizing students into three distinct types: visual, auditory, and kinesthetic learners. This recognition of diverse learning styles within the student body highlights a commitment to addressing individual needs and tailoring instructional approaches accordingly.

Expanding on the "Learning Style Model at Ganesha Operation Tutorial," the implementation of the 3B method takes center stage. This method is designed to cater to the varied learning preferences of students. Under the "Belajar" phase, the incorporation of "The King" concept ensures quick and precise learning, providing a structured foundation for understanding. This aligns with the identified learning styles, offering a versatile approach that resonates with visual, auditory, and kinesthetic learners.

Moreover, the tutorial employs various strategies, events, and tests throughout the learning process. These elements are strategically integrated to optimize learning outcomes, boost motivation, and enhance overall student performance. By incorporating diverse methods, Ganesha Operation Tutorial not only accommodates different learning styles but also creates a dynamic and engaging educational environment.

In essence, the emphasis on learning styles, coupled with the implementation of the 3B method and "The King" concept, reflects a comprehensive and adaptive approach at Ganesha Operation Tutorial. This multifaceted strategy ensures that students receive personalized and effective instruction, fostering an environment where their individual learning preferences are not only recognized but leveraged to enhance the overall quality of education.

Delving into the realm of "Learning Strategies Employed by Ganesha Operation," it is evident that a rich tapestry of approaches is woven to ensure a holistic and effective learning experience. The inclusion of quality instructors, the innovative "The King" concept, Tutorial Service Time, Try Outs, and Evaluations collectively forms a comprehensive strategy.

The emphasis on quality instructors speaks to the commitment of Ganesha Operation to provide students with educators who not only possess subject expertise but also excel in effective pedagogy. The "The King" concept stands out as a unique and impactful tool, fostering quick and precise learning.

The strategic allocation of Tutorial Service Time, Try Outs, and Evaluations signifies a multifaceted approach. Tutorial Service Time allows for personalized guidance, addressing individual learning styles and needs. Try Outs and Evaluations introduce an element of healthy competition, motivating students to strive for excellence. These strategies collectively optimize brain functions, ensuring that the learning process is not only informative but also engaging and dynamic.

Transitioning to the "Output Students," the positive outcomes underscore the success of these employed strategies. High academic achievements, improved English proficiency, and critical skills for examinations are tangible results of the carefully curated learning environment at Ganesha Operation. The diversity in learning strategies not only contributes to academic success but also fosters skill development, preparing students for the challenges beyond the classroom.

In essence, the orchestration of various learning strategies at Ganesha Operation reflects a nuanced and adaptive approach to education. By integrating these strategies, Ganesha Operation not only enhances academic performance but also cultivates well-rounded individuals equipped with the skills necessary for future endeavors.

In conclusion, the discussion and interview underscore Ganesha Operation's comprehensive approach to English tutoring. The implementation of diverse strategies, personalized guidance, and a positive learning environment aligns

with the institution's commitment to holistic education, fostering academic excellence, and skill development among students.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In conclusion, the multifaceted approach adopted by Ganesha Operation Karanganyar in implementing English tutoring for eighth-grade students in the academic year of 2022/2023 demonstrates a commitment to providing a holistic and interconnected learning experience. The indicators, such as "Students' Understanding of Course Place," reveal a deliberate effort to create a specialized environment for deepening comprehension across subjects, with the English tutor playing a pivotal role in refining language skills.

The positive responses under "Reasons for Choosing to Learn English at Ganesha Operation" underscore the effectiveness of teaching methods, particularly the acclaimed "the king" concept and fast-paced instruction. This positive reception emphasizes the crucial role of personalized and targeted guidance in fostering understanding and proficiency in English.

The unanimous agreement on the "Similarity of Material with School" indicates a harmonious alignment between the tutorial's curriculum and the school syllabus, further reinforcing the integrated learning experience. The systematic and well-organized approach in the "Delivery of Material by a Tutor" highlights the tutors' commitment as facilitators, guiding students through a comprehensive learning journey. While the "Difficulty in Following the Learning" indicator reflects an overall positive response, the

acknowledgment of occasional difficulties due to noisy surroundings underscores the importance of maintaining a conducive learning environment.

The responses on "Understanding of Material" affirm the success of teaching methodologies in fostering clear and comprehensible explanations. The recognition of individual differences emphasizes the importance of tailoring the approach for an inclusive educational experience. The widespread interest in English learning, as highlighted in the "Interest in English Learning" indicator, attests to the engaging nature of the implemented teaching methods, making the learning experience captivating for a diverse range of participants.

The positive and engaging atmosphere, described in responses to the "Learning Atmosphere" indicator, reflects the success of Ganesha Operation Tutorial in creating an environment that fosters enjoyment, excitement, and motivation. The supportive role of enthusiastic teachers contributes significantly to this positive ambiance.

Insights from the interview about the "English Learning Process" reveal the structured 3B concept, encompassing learning, practice, and competition. This approach ensures a comprehensive and well-rounded educational experience for students. The acknowledgment of diverse learning styles and the utilization of the 3B method in the "Learning Style Model at Ganesha Operation Tutorial" further illustrate the institution's commitment to addressing individual needs and creating a dynamic and engaging educational environment. The diverse strategies employed by Ganesha Operation, including quality instructors, "The



King" concept, Tutorial Service Time, Try Outs, and Evaluations, collectively contribute to positive outcomes. Students exhibit high academic achievements, improved English proficiency, and critical skills for examinations, reflecting the success of the carefully curated learning environment.

In essence, the discussion and interview underscore Ganesha Operation's commitment to holistic education, fostering academic excellence, and skill development among eighth-grade students. The interconnectedness of general academic support, subject-specific enhancement, and adaptability to diverse learning styles highlight Ganesha Operation's dedication to providing a comprehensive educational journey for its students in the academic year of 2022/2023.

## **B. Suggestion**

### **1. Suggestions for Students:**

Active engagement in learning involves utilizing the specialized learning environment to deepen understanding in various subjects. Participants actively participate in the transformation facilitated by the English tutor, taking advantage of effective teaching methods like the "the king" concept and high-speed instruction. While acknowledging positive responses to the learning process, it's crucial to be mindful of challenges that may arise from noisy environments. Therefore, taking steps to create a calm and focused learning space becomes essential to optimize the overall learning experience. Participants are encouraged to appreciate the positive atmosphere within the

learning environment, described as lively, enjoyable, and motivating. Additionally, contributing to a supportive learning environment through interactions with classmates and collaborative learning enhances the collective educational journey.

## 2. Suggestions for Teachers:

Continue developing specialized learning environments that deepen students' understanding. Emphasize the crucial role of English tutors in developing students' language skills. Utilize the effectiveness of specific teaching methods such as the "the king" concept and high-speed instruction. Acknowledge positive responses but remain attentive to challenges from the learning environment. Teacher can Collaborate with students to create a calm and focused learning environment. Recognize and appreciate diversity in learning needs among students. Encourage teacher-student and peer interactions that contribute to a supportive and engaging learning environment.

## 3. Suggestions for Other Researchers:

Explore Specialized Learning Environments that Investigate the impact of specialized learning environments on students' comprehension across various subjects. Research the effectiveness of specific teaching methods, such as "the king" concept and fast-paced instruction. Explore the alignment between tutorial materials and the school curriculum. Examine how supplementary guidance enhances subjects covered in formal education.

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# APPENDICES

## APPENDIX 1

### RESPONDENTS ANSWER

#### KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

#### IDENTITAS RESPONDEN

Nama : Decaca Erida Wati  
Kelas : 8 SMP  
Jenis Kelamin : Perempuan.

#### DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

#### LEMBAR JAWAB

1. Menurut saya, bimbel merupakan tambahan pembelajaran di luar tempat untuk menambah pemahaman siswa
2. Karena, saya kurang paham dng materi b.ing di sekolah
3. Sama.  
Sama seperti kurikulum di sekolah
4. Diberikan konsep dasar  
selanjutnya diberikan konsep the king / cara cepat } 30  
" latihan soal
5. Tidak, pengajar jelas saat memberikan materi
6. Bisa, karena diberikan 3 cara / konsep, seperti di atas
7. Menarik, belajar di Ganesha Operation metode the king
8. suasana = baik menyenangkan banyak teman yg bisa  
bertukar pendapat

### KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

#### IDENTITAS RESPONDEN

Nama : Khancana Lengitbiru  
Kelas : 8 SMP  
Jenis Kelamin : Perempuan.

#### DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

### LEMBAR JAWAB

1. Tempat untuk membantu siswa belajar.  
.....  
.....
2. Karena, saya merasa kurang paham dg materi b. ing.  
.....  
.....
3. Sama, karena kurikulum yang digunakan sama.  
.....  
.....
4. Ya, pertama diberikan konsep dasar, kemudian diberikan cara cepat, dan  
karakter tulisan sendiri.  
.....  
.....
5. Tidak ada, guru menjelaskan dengan sangat jeda.  
.....  
.....
6. Ya, bisa. Karena, guru memberikan konsep dasar dan cara cepat.  
.....  
.....
7. Sangat menarik, karena terdapat konsep "The King".  
.....  
.....
8. Menyenangkan, karena kita dapat belajar dengan banyak teman.  
.....  
.....



### KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

### IDENTITAS RESPONDEN

Nama : KHELIA RAMADHANI FIRMANSYAH  
Kelas : 8 SMP  
Jenis Kelamin : Perempuan

### DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!

### LEMBAR JAWAB

1. Tenet (es. untk belajar lebih giat lagi)
2. agar agar lebih jay lebih dalam tentang pelajaran.
3. Sesuai sama seperti materi yang ada di sekolah.
4. Mengikuti motivasi Go ke dan berprestasi.
5. Tidak ada kesulitan.
6. Ya karena lebih bisa memahami.
7. Sangat menarik karena diajarkan metode dan cepat.
8. Menyenangkan, karena banyak teman dan guru yang ada.

**KUESIONER PENELITIAN**

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

**IDENTITAS RESPONDEN**

Nama : *Rajwa Eko Jascia Rayya*  
 Kelas : *VIII SMP*  
 Jenis Kelamin : *Perempuan*

**DAFTAR KUESIONER**

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!

**LEMBAR JAWAB**

1. *Bimbingan Belajar untuk menambah materi selain di sekolah*
2. *Karena Pengajarannya mengajarkan cara cepat belajar*
3. *Sama Karena Kurikulum yang dipakai sama*
4. *Diberikan konsep dasar kemudian di beri cara cepat selanjutnya kami berlatih*
5. *Tidak Pengajar jelas dalam menyampaikan materi*
6. *Bisa, Karena kita diberikan konsep dasar dan cara cepat*
7. *Sangat menarik, karena diberikan konsep dasar dan the king*
8. *Asik menyenangkan*

KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

IDENTITAS RESPONDEN

Nama : Britton Keyza Putri H
Kelas : 8
Jenis Kelamin : Perempuan

DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

- 1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

LEMBAR JAWAB

- 1. Bimbingan belajar GO adalah tempat menambah pemahaman materi di sekolah
2. Karena pengajarnya menjelaskan dengan detail
3. Sesuai. Karena pengajar GO set. menga Kurikulum yang dipakai sama
4. Diberikan konsep dasar kemudian diberikan cara cepat lalu kami diberikan latihan soal
5. Tidak. Pengajar jelas dalam menyampaikan materi
6. Bisa. Karena diberikan konsep dasar dan cara cepat nya
7. Sangat menarik karena ada The King nya
8. Asik. menyenangkan

## KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

## IDENTITAS RESPONDEN

Nama : Elizabeth Zerrin Arceha  
Kelas : 8 SMP  
Jenis Kelamin : Perempuan

## DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!

## LEMBAR JAWAB

1. Tempal utk menambah ilmu selain di sklh / sebagai tambahan ilmu
2. Karena materinya sm dan sklh dan ada konsep the king
3. Sama kn kurikulumnya sm dan sklh
4. 1. Diberikan konsep dari  
2. Kalau diberi konsep the king  
3. Diberikan itu so
5. Tidak karena pengajarnya menyampaikan dgn jelas
6. Bisa karena diberi the king
7. Menarik
8. Asyik tetapi byk yg sama

**KUESIONER PENELITIAN**

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

**IDENTITAS RESPONDEN**

Nama : Yacinto Axalia N.H  
 Kelas : 8 SMP  
 Jenis Kelamin : Perempuan

**DAFTAR KUESIONER**

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

**LEMBAR JAWAB**

1. Bimbingan belajar adalah tempat pemahaman materi  
 .....
2. Karena materi sama dengan materi di sekolah.  
 .....
3. Sesuai. Karena menggunakan kurikulum yang sama.  
 .....
4. Tutor menjelaskan step by step.  
 .....
5. Tidak. Tutor jelas dalam penyampaian materi  
 .....
6. Bisa. Karena ada konsep The King.  
 .....
7. Menarik  
 .....
8. Seru  
 .....

### KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

#### IDENTITAS RESPONDEN

Nama : Griselda Mogella Pritama  
Kelas : 8 SMP  
Jenis Kelamin : Perempuan

#### DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

### LEMBAR JAWAB

1. Bimbingan belajar adalah tempat untuk mempelajari tambahan materi.....
2. Karena Materinya mudah dipahami dengan konsep The King nya.....
3. Iya materinya sama.....
4. Sangat menyenangkan dengan konsep dasar, cara cepat dan latihan soal.....
5. Tidak pengajar jelas dalam menyampaikan materi.....
6. Iya bisa, materinya disampaikan dengan jelas.....
7. Menarik.....
8. Menyenangkan.....

**KUESIONER PENELITIAN**

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

**IDENTITAS RESPONDEN**

Nama : Lintang Paramudho  
 Kelas : 8 SMP U  
 Jenis Kelamin : Perempuan

**DAFTAR KUESIONER**

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

**LEMBAR JAWAB**

1. Bimbingan belajar Go adalah untuk menambah pengetahuan tentang pembelajaran
2. karena saya masih belum paham cara mengerjakan. jd sy suka dengan konsep The King GO
3. ya lumayan
4. - Diberikan konsep dasar  
 - Diberikan cara cepat  
 - Di berikan waktu untuk latihan soal
5. lumayan karena ruangan kadang berisik jd kadang ga mauu otak
6. Bisa karena di berikan konsep dasar dan cara cepatnya
7. Menarik
8. Cukup ramai dan lumayan berisik

## KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

## IDENTITAS RESPONDEN


Nama : Josephine Neyya Nareswan P  
 Kelas : 8 SMP  
 Jenis Kelamin : Perempuan

## DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

## LEMBAR JAWAB

1. Bimbingan belajar adlh tempat untuk menambah wawasan dalam pembelajaran di sekolah
2. karena materi pada Gp mudah dimengerti & sesuai yg ada di sekolah
3. ya...kelebihan materinya keluar saat ujian
4. sangat cepat & mudah dimengerti, diberikan konsep dasar & the long cara cepat lalu mengyakin soal
5. Jdak; mudah dimengerti.
6. Bisa
7. cukup menarik
8. keren & mudah dimengerti 



**KUESIONER PENELITIAN**

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

**IDENTITAS RESPONDEN**

Nama : Queentania Nareswari Aji  
 Kelas : 8 SMP  
 Jenis Kelamin : Perempuan

**DAFTAR KUESIONER**

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

**LEMBAR JAWAB**

1. Bimbingan belajar itu tempat untuk penambahan pembelajaran materi sekolah
2. Karena ada materi yang sama dg sekolah
3. Sebagian sama
4. Diberi konsep dasar lalu diberi cara cepab lalu lebih soal
5. Tidak
6. Sebagian mengerti
7. Cukup menarik
8. Cukup ramai

## KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

## IDENTITAS RESPONDEN

Nama : Mahkota Aryabhumi S.  
Kelas : 8 SMP  
Jenis Kelamin : laki-laki

## DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

## LEMBAR JAWAB

1. ~~adalah bimbingan~~ adalah tempat tambahan untuk menambah ilmu yang kurang di sekolah
2. karena pengajar nya mengajarkan konsep the king, cara cepat dan dll
3. karena kurikulum nya sama
4. pertama di berikan konsep dasar, lalu di berikan ke cara cepat dan di berikan latihan soal yang ada di kedug dan GO kreasi
5. tidak ada ~~perbedaan~~ ~~perbedaan~~
6. Alhamdulillah bisa karena di berikan konsep dasar dan cara cepatnya
7. menarik karena di berikan cara cepat dan konsep the king
8. sudah dipahami, Asik, menyenangkan

**KUESIONER PENELITIAN**

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

**IDENTITAS RESPONDEN**

Nama : Febon Herasba Patis  
 Kelas : 8  
 Jenis Kelamin : Laki-Laki

**DAFTAR KUESIONER**

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan! Les
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan! Karena meringkas sama di sekolah
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan! Ya, Luayan sama
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

**LEMBAR JAWAB**

1. Les
2. Karena meringkas sama
3. Luayan sama dengan di sekolah
4. Konsep sama aja, tinggal dijawab soal
5. Tidak, jelas mengangrillikan meringkas
6. Bisa
7. menarik, karena diberikan konsep yang lengkap
8. Baik

## KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

## IDENTITAS RESPONDEN

Nama : Arvel Resendra S.A.  
Kelas : 8  
Jenis Kelamin : Pria

## DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan! Les
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan! karena materinya rata-rata sama dengan materi sekolah
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan! ya, lumayan
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

## LEMBAR JAWAB

1. Les
2. materinya sama dengan sekolah
3. ya, lumayan sama
4. konsep dasar, katan cepat, dibawil, soal
5. Tidak jelas...memahami...materi
6. Bisa
7. menarik karena ada konsep dan teori
8. Baik

### KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

### IDENTITAS RESPONDEN

Nama : Jibron Aladdin Marjono  
Kelas : 8 SMP  
Jenis Kelamin : Laki-laki

### DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

### LEMBAR JAWAB

1. tempat untuk menambah pemahaman materi yang diajarkan di sekolah
2. karena cara mengajarnya mudah untuk dipahami
3. Sesuai dengan yang diajarkan di sekolah
4. - Diberikan konsep dasar selanjutnya dengan konsep lebih lanjut dan diberikan latihan soal
5. Tidak
6. Bisa karena diberikan konsep dasar dan cara cepatnya
7. Sangat menarik karena dengan konsep lebih lanjutnya
8. Asik, menyenangkan

## KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

## IDENTITAS RESPONDEN

Nama : Herwin Naman Dzaky P  
 Kelas : 8 gmp  
 Jenis Kelamin : laki-laki

## DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

## LEMBAR JAWAB

1. bimbingan belajar untuk membantu ilmu anak murid.
2. karena materi sama dengan yang di sekolah serta gurunya bisa menjelaskan dengan sangat baik.
3. sesuai
4. diberikan konsep dasar ~~dan~~ cara cepat diberikan latihan soal.
5. tidak. Pengajar kelas dalam menyampaikan materi.
6. iya karena diberikan konsep dasar dan cara cepat.
7. sangat menarik karena diberikan cara cepat.
8. asik menyenangkan gurunya sangat ramah.

**KUESIONER PENELITIAN**

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

**IDENTITAS RESPONDEN**

Nama : AINUNNISA THODAT  
 Kelas : VII SMP 2101  
 Jenis Kelamin : Perempuan

**DAFTAR KUESIONER**

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

**LEMBAR JAWAB**

1. Bimbingan Belajar adalah tempat untuk menambah pemahaman mengenai pembelajaran yang ada dari sekolah.
2. karena cepat dipahami dengan pembawaan bimbingan The Eng.
3. Sesuai, tumbalum yg digunakan sama dgn yg adadi sekolah.
4. 1. diberikan konsep dasar  
 2. diberikan konsep the Eng (cara cepat)  
 3. mengerjakan latihan soal
5. Tidak, pengajar jelas dan memberikan materi.
6. Ya, diberikan konsep dasar & cara cepatnya.
7. Sangat menarik karena diberikan cara cepat / konsep dr bng / diberikan konsep Asahan
8. Baik, menyenangkan dan tanggung.

### KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

#### IDENTITAS RESPONDEN

Nama : Geovana Putri Hananica  
 Kelas : 8 SMP BIODI  
 Jenis Kelamin : Perempuan

#### DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

### LEMBAR JAWAB

1. Tempat untuk menambah ilmu pengetahuan / Pemahaman  
 Pembelajaran yg ada di sekolah.
2. karena ada the king nya , dan bisa cepat dipahami
3. sama , krn kurikulum yg dipatal sama .
4. ① diberikan konsep dasar  
 ② --- cara cepat / the king  
 ③ ~~Bermanfaat~~ latihan soal.
5. Tidak, pengajar jelek dalam menyampaikan materi .
6. ~~ya bisa~~ , krn diberikan konsep dasar & cara cepat .
7. Menarik , krn diberikan konsep the king .
8. Asik , menyenangkan .



## KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

## IDENTITAS RESPONDEN

Nama : Queenca Alia Malva  
Kelas : 8 SMP  
Jenis Kelamin : Perempuan

## DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

## LEMBAR JAWAB

1. Pemahaman lebih dalam tentang suatu materi di luar jam sekolah.
2. Karena ~~ada~~ diajarkan cara cepat.
3. Sesuai karena menggunakan kurikulum yang sama.
4. Mudah dimengerti diajari konsep dasar dan diberikan cara cepat serta latihan soal.
5. Tidak, materi sudah jelas.
6. Bisa, pengajar menjelaskan dengan jelas.
7. Menarik, diberikan metode the king.
8. Bisa bertemu secara langsung mendapat teman baru.

### KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

#### IDENTITAS RESPONDEN

Nama : Ayu Syifa Khairunnisa  
Kelas : 8 SMP  
Jenis Kelamin : Perempuan

#### DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

### LEMBAR JAWAB

1. Tambahan untuk memahami di luar sekolah.....  
.....  
.....
2. Karena ada diajarkan konsep dasar dan cara sebab.....  
.....  
.....
3. Sesuai, karena kurikulum Go sama dengan kurikulum di.....  
sekolah.....  
.....
4. Mudah dimengerti, karena diajari konsep dasar seperti.....  
di sekolah.....  
.....
5. Tidak, karena menjelaskan materi dengan jelas.....  
.....  
.....
6. Bisa, pengajar mengajarkan dengan jelas.....  
.....  
.....
7. Sangat menarik, karena diajarkan dengan cara yang.....  
.....  
.....
8. Baik, seru, memotivasi.....  
.....  
.....

## KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

## IDENTITAS RESPONDEN

Nama : Naya Arum Ramadhani  
 Kelas : 8 SMP  
 Jenis Kelamin : Perempuan

## DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan! *tidak*
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbing belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbing belajar Ganesha Operation? Jelaskan!

## LEMBAR JAWAB

1. *Tambahan di luar sekolah*
2. *Karena di ajarkan konsep dasar dan cara cepat*
3. *Karena kurikulum Go sama dengan kurikulum di sekolah*
4. *Mudah di mengerti karena di ajari konsep dasar seperti di sekolah dan di kasih cara cepat*
5. *Tidak pengajar mengajar dengan jelas*
6. *tidak bisa pin karena menggunakan konsep sb*
7. *Sangat menarik karena di beri the king*
8. *Asik seru uhuu. Memotivasi*

## KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

## IDENTITAS RESPONDEN

Nama : Ananda Aulia Rahman  
Kelas : 8 SIMP  
Jenis Kelamin : Laki-laki

## DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

## LEMBAR JAWAB

1. Tambah untuk memahami materi smpkalah
2. Karena diajar kan konsep dasar
3. Sesuai, karena memakai kurikulum 13
4. Mudah dimengerti karena diajari konsep dasar lalu diberi contoh soal
5. tidak pengajar menjelaskan dengan jelas
6. bisa, pengajar mengajar konsep 3B
7. lumayan, pengajar memberi konsep 3B/The king
8. lumayan ramai, tapi masih bisa menikmati

**KUESIONER PENELITIAN**

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

**IDENTITAS RESPONDEN**

Nama : LATIFAH CHEIKHUMMATA  
 Kelas : 8504  
 Jenis Kelamin : Perempuan

**DAFTAR KUESIONER**

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

**LEMBAR JAWAB**

1. Tambahan untuk menambah materi di kelas.....  
 .....
2. Karena di sekitar rumah dosen/cara tepat materi di kelas.....  
 .....
3. Tidak karena materi sudah yang ada di sekolah.....  
 .....
4. Mudah di mengerti, karena di beri cara tepat dan mudah di pahami.....  
 .....
5. Tidak, pengajar mengajarkan materi dengan jelas.....  
 .....
6. Insha Allah, pengajar mengajarkan materi "3B".....  
 .....
7. Sangat menarik di samping cara tepat THE CLASS.....  
 .....
8. Baik, guru karena pengajarannya mudah dipahami.....  
 .....

### KUESIONER PENELITIAN

Berikut adalah kuesioner penelitian yang berkaitan dengan penelitian tentang penerapan bimbingan belajar Bahasa Inggris siswa kelas 8 di Ganesha Operation Karanganyar tahun ajaran 2023/2024.

#### IDENTITAS RESPONDEN

Nama : Muthiah . Fadhillah . Ependy  
Kelas : 8 SMP  
Jenis Kelamin : Perempuan

#### DAFTAR KUESIONER

Mohon untuk menjawab semua pertanyaan berikut sesuai dengan apa yang anda pahami.

1. Apa yang kamu ketahui tentang bimbingan belajar? Jelaskan!
2. Menurutmu, mengapa anda belajar Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
3. Apakah materi yang diajarkan di Ganesha Operation sesuai dengan yang ada di sekolahmu? Jelaskan!
4. Menurutmu, bagaimana tutor dalam menyampaikan materi pembelajaran di kelas? Jelaskan!
5. Apakah ada kesulitan dalam mengikuti bimbingan belajar Bahasa Inggris di Ganesha Operation? Jelaskan!
6. Apakah kamu bisa mengerti dan memahami semua materi yang diajarkan dibimbingan belajar Ganesha Operation? Jelaskan!
7. Menurutmu seberapa menarik pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!
8. Menurutmu, bagaimana suasana pembelajaran Bahasa Inggris dibimbingan belajar Ganesha Operation? Jelaskan!

### LEMBAR JAWAB

1. ~~Tempat tes di luar tes~~ / tambahan untuk menambah materi diluar sekolah.
2. Karena diajarkan konsep dasar yang gampang untuk memahami materi disekolah.
3. Sesuai karena kurikulum di GO sama dengan disekolah.
4. Mudah dimengerti karena diberi cara cepat dan mudah dipahami.
5. Tidak, pengajar memberi materi dengan jelas.
6. Iya (Insyaallah) / Bisa, Pengajar mengajarkan dengan bahasa yang mudah dipahami.
7. Sangat Menarik, diberikan cara cepat The king.
8. Asik, seru, Memotivasi, Bagus, bintang \*\*\*\*

## APPENDIX 2

### Transcrip of The Interview with tutor in Ganesha Operation

Title : Interview

Informant : Mr. Trimanto

Place : Ganesha Operation Karanganyar

Date : 2 October 2023

The Interview Questions	The Students Answer
<p>1. How is the English learning process for students in the tutoring center at Ganesha Operation Karanganyar?</p>	<p>At Ganesha Operation, it's not just about learning English; they follow the 3B concept, which is as follows:.</p> <ol style="list-style-type: none"> <li>1. Belajar (Learn): Ganesha Operation places emphasis on instilling fundamental concepts that mirror school curricula. This is achieved through the application of expedited and precise teaching methods, notably incorporating the 'the king' concept.</li> <li>2. Berlatih (Practice): To reinforce theoretical understanding, students actively participate in purposeful practice exercises. Aligned with school materials, these exercises are thoughtfully designed, utilizing modules and</li> </ol>

	<p>textbooks to ensure relevance and applicability.</p> <p>3. Bertanding (Compete): As an integral part of the learning journey, Ganesha Operation conducts monthly try-outs, serving as evaluative measures. This competitive aspect not only gauges students' progress but also fosters a sense of motivation and achievement.</p>
<p>2. Is learning style important for tutoring students at Ganesha Operation Karanganyar?</p>	<p>Learning styles wield a substantial impact on students' educational journeys, and to address this impact systematically, Ganesha Operation employs a dedicated test to assess each student's learning style. This test categorizes students into three distinct types: dominant visual, auditory, and kinesthetic learners, allowing for a nuanced understanding of their individual preferences. Ermining students' success rates in their academic pursuits. Recognizing the inherent diversity in students' abilities to grasp subjects, he emphasized the direct correlation between a student's learning style and their capacity to comprehend lessons. The acknowledgment that each student possesses a unique approach to learning</p>



	highlights the intricate interplay between individual learning styles and academic achievements.
3. Are there any students who don't understand the learning style model in Ganesha Operation Karanganyar?	<p>If there are students who don't comprehend it, they will be given guidance, programs, and initial learning. For applicants who don't understand the learning model at GO, a trial tutorial service is held for inquiring about the material not yet understood.</p> <p>Ganesha Operation implements the concept of "The King" in answering questions quickly, accurately, and in line with the tagline "The King of the Fastest Solution." The learning method employed by GO is to optimize the functions of the right and left brain in balance, making it easier for students to understand and enjoy the learning experience. One way is through the organization of M3 or "Meeting on Maximizing Motivation," an event aimed at motivating students by GO motivators, where students are asked to determine a vision in the form of a University Program or desired advanced school.</p>
4. As an English tutor, what learning strategies does	The communicative strategy emphasizes the importance of friendly and skilled instructors. They

<p>Ganesha Operation choose in conducting its lessons?</p>	<p>teach The King concept, facilitating students to answer questions quickly, precisely, and accurately during exams with short time constraints.</p> <p>Furthermore, Ganesha Operation introduces the Tutorial Service Time, offering additional learning support beyond regular classroom sessions to help students practice problem-solving. The institution also implements Try Outs and Learning Achievement Evaluations. The difficulty level of GO's tryout questions is designed to be equivalent to the difficulty level of students' exam questions. Psychological tests (Psikotes) are conducted to assess students' potential, interests, talents, and optimal learning methods tailored to their individual learning styles. The Racing strategy encourages students to compete by solving questions in the racing menu on the GO app, fostering a competitive spirit in problem-solving.</p>
<p>5. What are the outcomes for students after studying at Ganesha Operation?</p>	<p>After studying at Ganesha Operation encompass high academic achievements, improved English language proficiency, and the acquisition of critical skills to face examinations. Generally, students demonstrate</p>

	<p>enhancements in understanding the fundamental concepts of school materials, utilizing effective learning strategies such as The King concept, and practicing relevant exercises. With the presence of Try Outs and Learning Achievement Evaluations, they have the opportunity to regularly assess their progress and prepare well for actual exams.</p>
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PERTEMUAN	PAKET	BAB	POKOK BAHASAN	SUB POKOK BAHASAN	WAKTU TOTAL (menit)	KELOMPOK (orang)	MEMORIAS (menit)	MEMORIAS (orang)	MEMORIAS (orang)	NOBILASAL LATIHAN	LATIHAN BERDIRI (minutes)	KESTIAJEBAN (minutes)	MATERI YANG DITELITI	KODE A.PAKSA TUNGGAL
3	III	English Competency Procedure	3.1.1 Speaking: Opinion and Ability	Adding and giving opinion, showing ability	15	5	5	5	No 1,2,3,4	No 1,4,5	No 1,2			
			3.1.2 Grammar: There is and There are	Peterson, size, singular nouns, plural nouns	35	20	3	10	A No 1,2,3,4	A No 1,6,6,10	No 1,3			
			3.1.3 Reading: Procedur Text	Purpose, Social function, generic structure, language features	25	10	5	10	No 1,2,5,6,16	No 1,4,7,8,9,10,11,12,13,14,15	No 1,3,10			
4	IV	English Competency Functional Text (Short Message)	4.1.1 Speaking: Expressing to Invite Someone	Subtext, invitation, invitation, someone, accepting an invitation, refusing an invitation	15	5	5	5	No 1,2	No 3,4,5	No 1,3,5			
			4.1.2 Grammar: Pronouns	Subjects pronoun, Object pronoun, Possessive adjective, Possesive pronoun, Reflexive pronoun	35	20	5	10	No 1,2,3,10	No 4,5,6,7,8,9	No 1,3,10			
			4.1.3 Reading: Short Message	Purpose, Example	25	10	3	10	No 1,2,3	No 4,5,6,7,8,9,10	No 1,2,3			
4	V	English Competency Advertisement	5.1.1 Speaking: Expressing Willingness to do Something	Expression asking someone's willingness, willingness	15	5	5	5	No 1,2	No 3,4,5	No 1,2,3,4,5			
			5.1.2 Grammar: Quantifiers	Quantifiers countable nouns, Quantifiers uncountable nouns	35	20	5	10	B No 1,2,3,4,5	A No 1,5,4,4,8,10 B No 1,2,3,4,5,13,14 C No 7,12,13,14	B No 1,2,3,4,5,13,14 No 4,7,11,12,16			
			5.1.3 Reading: Advertisement	Definition, Purpose, Genre	25	10	3	10	No 1,2,3,10,11,12,13,14,15,16	No 4,7,11,12,16	No 4,7,11,12,16			
5	VII	Preparation Test 1	6.1.1 Speaking: Expressing Prohibition	Giving Prohibition	15	5	5	5	No 1,2	No 3,4,5	No 1,2,3,4,5			
			6.1.2 Grammar: Present Continuous Tense	The forms of present continuous tense, time signals	35	20	5	10	No 1,2,5	No 3,4,6,7,8,9,10	No 1,2,5			
			6.1.3 Reading: Narrative Text	Social function, generic structure, language features	25	10	5	10	No 6,7,12,13	No 8,9,10,11	No 6,7,12,13			

## APPENDIX 4

### Research activities at Ganesha Operation Karanganyar

#### 1. Submission of research letters





## 2. Interview with Mr. Trimanto English teacher at Ganesha Operation







### 3. Learning process in the class of eighth grade students





