

**PERCEIVED IMPACT OF ONLINE LEARNING TUTORING
ON STUDENTS' ENGLISH COMPETENCE**

THESIS

Presented to
State Islamic Institute of Kediri
In Partial Fulfillment of the Requirements
For the Degree of *Magister* in English Language Education



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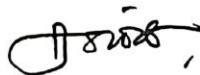
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MOTTO

“Until you make the unconscious conscious, it will
direct your life and you will call it fate.”

(Carl Jung)

DEDICATION

THIS THESIS IS DEDICATED TO:

- All praises are due to Allah for his mercies and blessing that have been given to me for finishing this thesis.
- My beloved parents Bambang Suratmo Santoso and Sulis Setyowati who never stop giving me motivation, advice and always praying for me.
- My sister, Adelia Aprilliani Puteri who always accompanies me and entertains me every day.
- My sincere advisors, Dr. Sri Wahyuni, M.Pd. and Dr. Fathor Rasyid, M.Pd., thank you very much for guiding and giving me advice to finish my thesis.
- My families and friends out there who cannot be mentioned one by one, thanks for helping and giving me support to finish this thesis.
- My best friends, Nancy and Virly who never stop giving me support. Thank you for beautiful experiences since junior high school until forever.
- My graduate classmate, thank you of the sweetest and meaningful memories and also help me to finish this thesis.
- Thanks to all my respondents who helped me to finish this thesis.

ACKNOWLEDGEMENTS

I thank to Allah, the compassionate and the merciful, all praise is due to Allah, the Lord of the world and the creator of everything in the universe who has given me eyes to see, nose to smell, mouth to speak, ears to hear and hands to type, so I can finish my thesis, sholawat and salam always be given to our prophet Muhammad SAW who has guide us from the darkness to the brightness.

The writer realizes that this thesis is far from being perfect. Therefore, the writer would like to express the appreciation, sincerity and gratitude to:

1. Dr. Sri Wahyuni, M.Pd. and Dr. Fathor Rasyid, M.Pd. as my respected advisors who always guided me to finish this thesis.
2. My parents, and my sister, who have given me support and motivation to finish this thesis.
3. My graduate classmate, who has given me the sweetest and meaningful memories and also help me to finish this thesis.
4. My all respondents who helped me to finish this thesis.

Kediri, December 15th 2023

LILIA DITA PRATAMA

ABSTRACT

Pratama, Lilia Dita. 2023. Perceived Impact of Online Learning Tutoring on Students' English Competence. Thesis, English Department, Faculty of Education, State Islamic Institute of Kediri (IAIN Kediri). Advisors:

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Key Words: Perceived Impact, Online Learning Tutoring, Competence

Online learning tutoring is a new way to enhance students' abilities by utilizing various technological information that is easily accessible. Good performance is a supporting aspect of learning that is acceptable and runs well. Several online tutoring applications that were used as objects in this research were selected based on applications that are widely used by students to make it easier for them to study anywhere and anytime.

This study used descriptive quantitative design to analyze the perceived impacts of online learning tutoring on students' English competence. This study aims to investigate students' perceptions about the impact of online learning on students' English competence and examine the reasons for their perceptions. 50 English students consisting of 24 students from Ruang Guru, 17 students from Zenius Education, 5 students from Brain Academy, and 4 students from Quipper. A broad perspective was obtained from the research instrument, namely a four-point Likert scale questionnaire. This is used to obtain quantitative data regarding the impact that students feel about online tutoring on students' English language competence as well as the reasons underlying their perceptions which are shared via Google Form.

The questionnaire consists of 20 statements and was developed from four perception indicators. The findings show that students feel the positive impact of online tutoring on their English language competency. This positive perception ranged from 44% to 72%, which means that research participants responded positively to all questionnaire items. This shows that the online learning tutoring application contributes to students' English competence. The data shows that students have positive reasons for their perceptions regarding ease of use, comfort, satisfaction, and completeness of the material in enhancing students' English competence.

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