

**THE IMPACT OF ENGLISH COURSE AS SHADOW
EDUCATION ON READING COMPREHENSION OF 8TH GRADE
SMPIT AL-MADINAH TANJUNGPINANG STUDENTS**



Thesis

Submitted to State Islamic College
Sultan Abdurrahman Kepulauan Riau
To Fulfill One of The Requirements for obtaining a bachelor's degree (S.Pd)

By :

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Wassalamu'alaikum Wr.Wb.

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MOTTO

“Not all growth is loud. Some hearts bloom in silence, guided by faith, strengthened
by patience”

يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ

“O you who have believed, be patient, and encourage one another to patience, and
remain steadfast, and fear Allah—so that you may succeed”

(Q.S Ali Imran: 200)

DEDICATION

All gratitude is owed to Allah SWT for His blessings upon the writer, enabling the writer to successfully complete this thesis within the designated timeframe. The writer presents this thesis as an expression of love and fondness.

My Beloved Parents, who always motivated me and make me proud to have you. One day i'll make you proud of me. I promise.

And to my fellow friends, who shared so many amazing memories.

ABSTRAK

Nurfitriani Himelda Riski, 2025, 201521 Dampak Kursus Bahasa Inggris sebagai Pendidikan Bayangan terhadap Pemahaman Membaca Siswa Sekolah Menengah Pertama. SMPIT Al-Madinah Tanjungpinang. Tadris Bahasa Inggris. STAIN Sultan Abdurrahman Kepulauan Riau.

Dalam kurikulum merdeka, pemahaman membaca merupakan salah satu keterampilan dasar yang sangat penting dalam pembelajaran bahasa Inggris. Pada fase D, yaitu di kalangan siswa sekolah menengah pertama, kemampuan ini menjadi penentu dalam memahami berbagai jenis teks yang berkaitan dengan materi pelajaran. Namun, tidak semua siswa memiliki kesempatan atau dukungan yang sama dalam mengembangkan kemampuan ini. Salah satu alternatif yang banyak dipilih oleh orang tua dan siswa adalah mengikuti kursus bahasa Inggris di luar jam sekolah formal atau yang sering disebut sebagai pendidikan bayangan (shadow education). Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan signifikan dalam pemahaman membaca antara siswa yang aktif mengikuti, pasif mengikuti, dan yang tidak pernah mengikuti kursus bahasa Inggris. Penelitian ini juga bertujuan untuk mengetahui sejauh mana partisipasi dalam kursus bahasa Inggris memberikan dampak terhadap kemampuan pemahaman membaca siswa di SMPIT Al-Madinah Tanjungpinang.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain ex-post facto. Populasi dalam penelitian ini adalah siswa kelas VIII SMPIT Al-Madinah Tanjungpinang tahun ajaran 2024/2025, dengan jumlah sampel sebanyak 52 siswa yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui tes pemahaman membaca dalam bentuk pilihan ganda, kemudian dianalisis menggunakan uji statistik One-Way ANOVA.

Hasil penelitian menunjukkan bahwa tidak terdapat perbedaan yang signifikan secara statistik dalam pemahaman membaca antara siswa yang aktif, pasif, dan tidak mengikuti kursus bahasa Inggris. Hal ini ditunjukkan oleh nilai signifikansi (p) sebesar 0,089 yang lebih besar dari batas signifikansi 0,05. Meskipun secara deskriptif siswa yang aktif mengikuti kursus memiliki skor rata-rata lebih tinggi (80,46) dibandingkan dengan siswa yang pasif (74,83) dan yang tidak mengikuti kursus (67,31), perbedaan tersebut tidak cukup kuat untuk menunjukkan adanya pengaruh yang signifikan. Temuan ini mengindikasikan bahwa partisipasi dalam kursus bahasa Inggris saja tidak cukup untuk meningkatkan kemampuan pemahaman membaca siswa. Faktor-faktor lain seperti motivasi belajar, kebiasaan membaca di luar kelas, intensitas dan kualitas kursus, serta kesesuaian materi kursus dengan kurikulum sekolah juga berperan penting. Oleh karena itu, peningkatan kemampuan membaca siswa tidak hanya bergantung pada keikutsertaan dalam kursus, tetapi juga perlu didukung oleh berbagai faktor pendukung lainnya.

Kata Kunci: *Kursus Bahasa Inggris, Pendidikan Bayangan, Pemahaman Membaca.*

ABSTRACT

Nurfitriani Himelda Riski, 2025, 201521. The Impact of English Courses as Shadow Education on Reading Comprehension of Junior High School Students. SMPIT Al-Madinah Tanjungpinang. English Education. STAIN Sultan Abdurrahman Kepulauan Riau.

In the Merdeka Curriculum, reading comprehension is one of the fundamental skills that is highly important in learning English. At Phase D, which corresponds to the junior high school level, this skill is crucial for understanding various types of texts related to school subjects. However, not all students have the same opportunities or support to develop this ability. One common alternative chosen by both parents and students is to attend English courses outside regular school hours, often referred to as shadow education. This study aims to determine whether there are significant differences in reading comprehension among students who actively join, passively join, and never join English courses. It also seeks to examine the extent to which participation in English courses affects students' reading comprehension at SMPIT Al-Madinah Tanjungpinang.

This research employs a quantitative approach using an ex-post facto design, which is conducted to measure differences in outcomes without giving direct treatment. The population of this study includes eighth-grade students of SMPIT Al-Madinah Tanjungpinang in the 2024/2025 academic year, with a total sample of 52 students selected through purposive sampling. Data was collected using a multiple-choice reading comprehension test and analyzed using the One-Way ANOVA statistical test.

The results showed that there was no statistically significant difference in reading comprehension among students who actively, passively, and never attended English courses. This is indicated by a significance value (p) of 0.089, which is greater than the significance threshold of 0.05. Although descriptive data revealed that students who actively joined courses had a higher average score (80.46) than those who passively joined (74.83) and those who never joined (67.31), the differences were not statistically strong enough to indicate a significant impact. These findings suggest that participation in English courses alone is not sufficient to improve students' reading comprehension. Other factors such as learning motivation, reading habits outside of school, the intensity and quality of the courses, and the alignment of course content with the school curriculum also play important roles. Therefore, improving students' reading skills does not depend solely on course participation but must also be supported by various other contributing factors.

Keyword: English Course, Shadow Education, Reading Comprehension.

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This thesis is more than just a final task. It represents a long process—filled with hard work, doubts, and support from many people around me. I would like to sincerely thank:

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The writer is fully aware that this thesis is far from perfect. Still, it is hoped that it may offer insight and value to others, particularly in the field of English Education.

Bintan, June 20th, 2025

The writer,

Nurfitriani Himelda Riski

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CHAPTER I

INTRODUCTION

A. Background of the Study

In today's era of rapid globalization, mastering the English language is very important. As globalization continues to develop, being able to speak English helps people communicate with others from different countries and cultures without language barriers. English is widely recognized as global language, making it easier for people from various linguistic background to connect and work together. In addition, having good English also opens up more opportunities for education, technology, and careers in the international worlds.

In the context of education, English plays a vital role in both academic and professional development. Many prestigious universities and educational institutions around the world require English proficiency for admission, making it an essential skill for students who aspire to study abroad or access high-quality educational resources. Additionally, being able to speak English lets students take part in international research, join global academic conversations, and use many digital learning platforms that are mostly in English.

One of the common ways to increasing English skills is by joining English courses. English courses is a subset of shadow education. Basically, shadow education means additional academic lesson outside the school. Shadow education

provides extra academic lessons before or after school hours.¹ On top of that, shadow education is a type of private tutoring that runs alongside the usual school system.²

The growth of shadow education has attracted the attention of researchers who are increasingly interested in studying this phenomenon. In countries like Korea and Japan, private tutoring is seen as necessity, even for low-incomes families.³ Shadow education is also a significant phenomenon in different regions of Indonesia. The Directorate General Non formal and Informal Education of the Ministry of Education and Culture says that private tutoring in the country has grown by more than 50 percent. There were 1,721 institutions in 2010, up from 1,135 in 2005.⁴

Shadow education in English Language Teaching (ELT) in Indonesia, previous research examined how students reacted to their presence. According to research,

¹ Rafsan Mahmuda & Husaina Banu Kenayathulla, “Shadow education: patterns and scale of private supplementary tutoring in English in secondary education at urban Dhaka in Bangladesh”, *Compare: A Journal of Comparative and International Education*, Vol. 48, No. 5 (June, 2017), pg. 1., DOI: <https://doi.org/10.1080/03057925.2017.1340827> .

² Qurrotul Aini S & Kristian Adi Putra, “Indonesian Students’ Perspectives on ELT in Shadow Education”, *JEEYAL (The Journal of English Teaching for Young and Adult Learners)*, Vol. 2, No. 2 (July, 2023), pg. 62., DOI: <https://doi.org/10.21137/jeeyal.2023.2.2.2> .

³ Sany Dwita, et al, “Factors comprising Motivation to Participate in Shadow Education in West Sumatra”, *Proceedings of the First Padang International Conference On Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2018)*, Sumatera Barat, 2018, pg. 551.

⁴ *Ibid.*, pg. 551.

student's perspective towards shadow education has an average positive experience.⁵ Aini S and Putra stated in their study that, the student's perspective on teaching and learning activity, learning media, students' learning outcome, and teachers' teaching performance in shadow education has an average positive experience.⁶ On the other hand, shadow education has a good impact on students' academic. In studies, found that shadow education helped students with their studies, such as making them happy and helping them understand English and prepare for exams.⁷

As we know, there are four kind of skills to mastering English. Speaking, listening, writing, and reading. According to Krashen and Terrell, reading contributes to overall language competence and supports the development of all four skills, which means that reading plays a major role in becoming proficient in English. Through reading, English learners can expand their knowledge, improve their vocabulary, and gain access to a wider range of information.⁸ By reading a lot

⁵ *Ibid.*, pg. 62

⁶ *Ibid.*, pg. 62

⁷ Nada Nur Azizah & Joko Nurkamto & Kristian Adi Putra "EFL Learners' Engagement and Its Academic Effects In Shadow Education: Phenomenological Study", *International Journal of Educational Research & Social Sciences*, Vol. 5, No. 2 (April, 2024), pg. 276., DOI: <https://doi.org/10.51601/ijersc.v5i2.788> .

⁸ Delfia Herwanis & Rahmanita Zakaria & Ari Renaldi, & Irna Sari "The Comparison Between Sq5r and Fix-Up Strategy in Reading Comprehension for EFL Secondary Level Learners", *JOLLT Journal of Languages and Language Teaching*, Vol. 9, No. 3 (July, 2021), pg. 336., DOI: <https://doi.org/10.33394/jollt.v9i3.3845> .

of English texts, over time someone become familiar with the vocabulary, grammar and expressions used in English. This helps expand the variety of vocabularies and grammar when speaking or writing.

Reading is about understanding what you read.⁹ Having a low comprehension in reading, is also a barrier for student to mastering English. They will mistake from getting information, because they didn't understand the meaning of the text. When a reader doesn't understand what is being read, reading the text does not have any benefit. If the readers can read the words but they don't understand what they read, they are not completely reading. It could be because many of them lack the basic knowledge necessary to comprehend a word, such as how a word combines with other words. It's hard to understand the passage and even harder to know what it means.¹⁰

In Indonesia, the Merdeka curriculum, is used for all educational levels, including primary, secondary, and senior level education. In this case, I would like to specify the scope into junior high school level. One of the learning outcomes at this level is that, phase D, learners are able to read and respond to texts that contain

⁹ Aisyah Wahyuningtyas & Ujang Suparman, & Tuntun Sinaga, "The Comparison Between Field-Dependent and Field-Independent Students in Reading Comprehension Achievement at The First Grade of SMAN 3 Kotabumi", *U-Jet: Unila Journal of English Language Teaching*, Vol. 11, No. 3. (2022), pg., 215-220. DOI: <https://doi.org/10.23960/UJET.v11.i3.202206> .

¹⁰ *Ibid.*, pg. 336.

structures that have been learned independently, then able to evaluate main ideas and information in various genres, and then able to identify the purpose of texts and make inferences. It is stated in the decision of the Head of the Education Standards, Curriculum and Assessment Agency of The Ministry Of Education, Culture, Research and Technology Number 008/H/Kr/2022 Concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education in the Independent Curriculum. In this case, I would like to focus on one of the junior high school in Kepulauan Riau. I would like to see how this implementing in school.

Based on the experience gained by researcher when conducting teaching practice at SMPIT Al-Madinah Tanjungpinang from July until September 2023. Some students in one of the researcher's classes stood out. They're participative during the classes, and active when the researcher need an answer. The researcher found that, they had taken a courses, so the researcher wanted to know if courses make them smart. The researcher wanted to involve other classes to find out if taking a course makes you smart.

So, researcher interested in researching topic **“The Impact of English Courses as Shadow Education on Reading Comprehension of Junior High School Students”**

B. Formulation of the Problem

Based on the background above, the researcher formulates problem of the study as follows:

1. Is there any difference on reading comprehension of students who actively joining, passively joining, and never joining English courses in SMPIT Al-Madinah?
2. How do actively joining, passively joining, and never joining English courses significantly impact reading comprehension tests of SMPIT Al-Madinah students?

C. Objective and the Significance of the Study

1. Research Objective

Based on the problem of the study, the objective of the study is:

- a. To find out whether there are significance difference on reading comprehension of students who actively joining, passively joining, and never joining English courses in SMPIT Al-Madinah.
- b. To know how do significantly impact of joining English courses on students reading comprehension of SMPIT Al-Madinah students.

2. Research Significance

This study seeks to make two important contributions:

- a. In terms of application, it offers a framework for assessment that advances educational science, especially in areas that affect students'

academic progress. The results have the potential to direct the creation and effective use of strategies meant to improve human resources.

- b. The research findings should, in theory, help English teachers by providing assessments and insights to help students' skills grow.

It is intended that this beneficial influence will enhance educational activities in English classes and school classrooms.

D. Relevant Research

Before doing the research, the author had known several research studies with previous study titles.

1. With the aim is to find out if students take an English course learn more vocabulary than those who don't. For the method of this study is quantitative research with Ex-Post Facto design, with the number of population is 40. And the result is, between the students who join English courses and those do not join English courses in tenth grade of SMAN 1 Pangkalan Bun, there is no significant difference of their English vocabulary mastery. Although there are many similarities between this research and my study, particularly in terms of the method and design, there are also differences. However, there are difference between this studies with my study is that, this study analyzing the significance difference in students vocabulary mastery, while my study analyzing the significant difference in students reading comprehensions. Also

the samples of this study is universities student, while my study using junior high school student as a samples. ¹¹

2. This study is to find out what kind of use there is for English as a foreign language (EFL) in shadow education (SE) in Indonesia, it would also look at how shadow education affects academic performance in Indonesia. This study used qualitative approach to understand EFL learners' experiences of shadow learning in Indonesia. Information was collected through watching people and talking to them. The data were analyzed using coding, and then shorted into themes and categories during the process of making sense of interpreting the results. The study found that students were interested in, excited about, and involved in SE, when the students participated in SE, it was found that SE had a positive impact on their academic performance; For example, SE made them feel satisfied and helped them understand English and prepare for exams. Researchers have described how English learners' behavior, emotions, and thinking are involved in shadow education. However, they have not measured the relationship between this engagement and specific academic outcomes, like reading comprehension scores. Furthermore, most research on this topic doesn't look at how people's participation in a course (being active, passive, or not attending) affects their academic performance. Not many studies have talked

¹¹ Muhammad Budi Tama, *A Comparative Study Between The Students Who Join English Course And Those Who Do Not Join English Course In Mastering Vocabulary At Tenth Grade Of SMAN 1 Pangkalan Bun*, skripsi tidak diterbitkan, (Palangka Raya: IAIN Palangka Raya,2014), pg. 4.

about how deliberate practice—which is when you train in a focused way that gives you feedback—affects reading skills in the context of shadow education. Also, important factors that make it hard to understand the results, such as motivation, tutor quality, reading habits, and how well the curriculum matches what is being taught, have rarely been statistically controlled. My study fills in these gaps by using a "what happened after the fact" design that uses numbers to compare how well students understood the text, based on how often they were involved in class activities. This is all based on the idea of Deliberate Practice Theory. This study is similar to my research on EFL learners' engagement and its academic effects in shadow education. Both studies look at English private courses as a type of shadow education in the Indonesian EFL context and examine their potential role in helping students do well in school. They also talk about how important things outside of the regular school curriculum are for students' success. This includes things like how motivated students are, the quality of the teachers, and how intense the learning is. They also recognize that students take different courses, and these differences can affect how well they do in school.¹²

3. The objective of this study is to analyse student's perception of English language teaching held by students of shadow education in comparison to those who attend schools. This study uses interviews with students to find out more

¹² *Ibid.*, pg. 269.

about their experiences and what they think. The students taking part were all at secondary school and had already done the English education program. The people taking part are secondary level students who have lots of experiences with shadow education. This study found that student's perceptions of shadow education were generally positive, covering aspects such as, teaching materials, learning outcomes, teaching activities, teacher performance, and learning media. Discusses students' views on learning English in private language courses as part of shadow education. This study used a descriptive qualitative approach. That means it looked at what students thought about why they went to classes, what good things they got out of it, and what problems they had. Most students see their English courses as helpful for improving their English skills. However, there are problems, like cost and time. This study is similar to my research because both focus on shadow education in English language learning and use students as the main source of data. However, there are some key differences in how they do their research. The previous study was qualitative, relying on students' subjective perceptions, whereas my study is quantitative. It uses an ex-post facto design and a One-Way ANOVA statistical test to examine the effect of course participation on students' reading comprehension skills. My study puts students into three groups: active, passive,

and non-participants. And my study did not make a distinction between these types of participation.¹³

4. This study was designed to describe and explain the role of private tuition classes as another educational option in the Indonesian education system. Their research tried to find out how private tutoring affects students' grades, the problems they face, and how it fits into the bigger picture of unregulated educational activities in Indonesia. To do this, the authors used a method that included a review of existing literature and collected information through interviews and observations at some tuition centers. They looked at past studies, policy papers, and real-world experiences to understand different parts of private tutoring, like how easy it is to get, how well teachers are trained, if the curriculum matches what students need, and how it affects people's economic situations. The study did not use statistical hypothesis testing. Instead, it focused on thematic analysis to understand the role and impact of tuition classes from educational and sociological perspectives. Although there have been many studies on private tuition classes in Indonesia, most of them are just descriptions and do not provide specific real-world evidence on students' reading comprehension. Previous research usually looks at participation in two ways (attending versus not attending) and rarely looks at differences in participation patterns, such as active, passive, and non-participation, through

¹³ *Ibid.*, pg. 62.

quantitative analysis. My study fills that gap by comparing reading comprehension among the three groups at SMPIT Al-Madinah Tanjungpinang. It uses a design that looks at what happens after the fact (ex post facto) and the Deliberate Practice Theory (Ericsson et al., 1993) as its analytical framework.¹⁴

5. This study looks at how private tutoring affects student's English skills. This research is different from previous studies because it looks at how private tutoring affects English communication skills. This study used quantitative research method and questionnaire. The information for this study came from 47 English students at the University of Islam Malang. The information was collected using an online questionnaire on Google forms. The data is analyzed using a statistical test called Pearson's correlation coefficient. And the result of the study is, there is a clear link between how well students do in English private lessons and how well they do in English classes at school. The value of the link is 431, and the level of significance is 0.003. This shows that the two things are linked. So, the study concluded that, students who took English private tutoring classes did better on English skills achievement tests than those who didn't. The previous study and the present research have several things in common. They both look at the connection between students' involvement in English private tutoring, which is a type of shadow education, and their English performance.

¹⁴ Siti Umi Fadhilah & Farida Hanum, "The Role of Private Tuition Classes as a Supplementary Agency in the Indonesia Education System," Proceedings of the 2nd International Conference on Social Science and Character Educations (ICoSSCE), Yogyakarta, 2020, pg. 263.

They emphasize the significance of English as a crucial skill for academic success. Each study compares groups of learners who take part in extra English classes with groups who do not, trying to find out if these classes make a difference in how well the learners do. Both also use a quantitative approach to analyze the data and contribute to the understanding of how supplementary education influences English proficiency in the Indonesian context. Even though they are similar, there are some clear differences. The earlier study focused on students' vocabulary skills and compared those who attended private tutoring with those who did not. My study focuses on reading comprehension and separates students into three groups based on their participation: active, passive, and non-attending. My study uses the Deliberate Practice Theory as its theoretical framework and an ex-post facto design with One-Way ANOVA analysis, while this research used a simpler comparative design without this theoretical framework. This difference shows there is a research gap. Earlier studies have not looked at how people's different levels of involvement in private tutoring or the quality of their practice, in terms of focus and feedback, affect their English skills, especially reading comprehension. My research tries to fill this gap by exploring how different levels of participation in English

courses relate to students' reading comprehension outcomes within the framework of Deliberate Practice Theory.¹⁵

E. Systematic Discussion

Systematic discussion in this research consist of 5 chapter, there are:

Chapter I: Introduction, discusses the background of the study, formulation of the problem, objective of the study, significance of the study, relevant research, and systematics discussion.

Chapter II: Literature review, discusses the theoretical framework, including the definition of reading comprehension, English course as shadow education.

Chapter III: Research Methodology, discusses research method, that consists of research type, research design, population and sample, research instrument, data collection, and data analysis.

Chapter IV: Presentation Analysis of the Data. Discusses data presentation, data analysis, and results as well as overall conclusion from the analyzed data.

Chapter V: In this chapter, the researcher presents the conclusions of the research. Including suggestion for the next researcher.

¹⁵ Annisa Daud, *Students Taking and Not Taking English Private Tutoring in Correlation to Their English Achievements*, skripsi tidak diterbitkan, (Malang: University Islam Malang, 2021), pg. 1

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