
THE VIEWPOINTS OF INDONESIAN PUPILS REGARDING ELT IN SHADOW EDUCATION

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Abstract

The escalating demand for shadow education in Indonesia gives rise to concerns regarding the calibre of instruction provided in institutions. Therefore, the purpose of this research is to compare how students perceive English language instruction in institutions and shadow education. This research employs semi-structured individual interviews as a methodological approach to gather comprehensive data regarding the experiences and perceptions of students. Students at the secondary level who possessed substantial experience with the English shadow education program comprised the participants. Students' perceptions of shadow teaching encompassed a variety of facets, including instructional materials, learning outcomes, instructional activities, instructors' instructional performance, and educational media, according to this study. In practical terms, the student's viewpoint regarding shadow education was predominantly favorable. Moreover, in light of the findings of this research, policymakers and education authorities must consider curricular and methodological reforms immediately to improve the efficacy of English instruction and the academic achievements of pupils following their preferences, needs, and concerns regarding shadow teaching.

Keywords: ELT in Indonesia, Shadow Education

INTRODUCTION

Shadow education also referred to as private instruction in other fields, is an international enterprise that has garnered considerable interest from scholars and policymakers. The perception that private supplementary instruction constitutes "shadow education" is a prevalent occurrence (Bray & Silova, 2006). Moreover, shadow education refers to a supplementary form of private instruction that operates in conjunction with traditional schooling, operating in the background or "shadow" of the established school system (Bray, 2014). A considerable number of students across the globe employ private tutoring services. A considerable proportion of secondary school students, exceeding 50%, in several Asian countries such as Thailand, Bangladesh, China, Japan, and Singapore, as well as South Korea, receive some form of private tutoring (Bray & Lykins, 2012). Notably, in Indonesia, private tutoring and shadow education are differentiated by their administration structures; shadow education is administered by private institutions with a well-defined organizational framework.

Conversely, private tutoring is under the ownership of autonomous individuals. Shadow education is also referred to as private tutoring or the paid services that students utilize to supplement their in-person education outside of regular school hours, according to Bray (2009) and Yung and Bray (2017). In numerous Asian contexts, so-called cram schools operated by enormous tutoring firms employ lecture-style instruction (Chung, 2013; de Castro & de Guzman, 2014; Yung, 2019). Similar to Indonesia, the prevalence of shadow education is on the rise each year. A total of 113 shadow education licenses were issued in Central Java, Indonesia, by the Directorate of Courses and Training of the Ministry of Education and Culture (MoEC), according to statistical data from 2009. It

increased to 162 shadow education institutions in 2017; its seventy percent growth over the previous nine years is extremely significant. Shadow education expands and progresses in metropolitan areas and regional capitals.

Despite the increased recognition of shadow education research in recent times, the sub-category known as Private tutoring in English (PT-E) has not garnered significant scholarly interest (Coniam, 2013; Hamid, Sussex, & Khan, 2009; Yung, 2014). In an era characterized by globalization and the expansion of the English language, where proficiency in the international language is linked to upward social mobility and mobility, ELT in shadow education research is crucial (Seargeant & Erling, 2013). Moreover, the policy's recognition of the importance of English is corroborated by the progressive and expanded incorporation of English into academic curricula worldwide (e.g., Hamid, 2010; Baldauf, Kaplan, Kamwangamalu, & Bryant, 2012). To tackle this issue, the article investigates the perspectives of students regarding English as a second language (ELT) in shadow education in Indonesia, a developed nation situated in Southeast Asia with a population of 270 million. These investigations give rise to concerns regarding education as a whole and English language teaching, which is an essential component of the national curriculum.

Therefore, it is necessary to conduct a critical analysis of students' perceptions to comprehend how and why they perceive the efficacy of ELT in shadow education (Isbahi, 2023). In a system dominated by private tutoring, it explicitly challenges secondary school students' perceptions of how tutors aid them in acquiring English proficiency. This is an essential domain for examination since students' learning is profoundly influenced by their participation in tutorial sessions, which often ensue after mainstream ELT classes, and because beliefs influence behaviour. Nevertheless, students evaluate instructors based on their

criteria, and their assessments may be influenced by the broader academic milieu in which they operate. Moreover, the article's implications urge policymakers and school administrators to consider curricular and methodological reforms as soon as possible to improve the efficacy of English instruction and ensure that students' learning outcomes are by their preferences, needs, and concerns. With the following research questions in mind, I investigate students' perceptions of ELT in shadow education in the present study:

- (1) What was covered in shadow education English classes?
- (2) In shadow education, what impact did students' perspectives on ELT have?

Throughout the years, the national curriculum of Indonesia has undergone numerous revisions. Unsurprisingly, this results in modifications to the domains of education, learning, and assessment (Retnawati, Hadi, & Nugraha, 2016). Therefore, before implementing the new curriculum, educators—who are the principal agents of student education—must acquire a comprehensive understanding of it while concurrently honing their abilities (Muth'im, 2014) to cultivate a positive and purposeful learning atmosphere for students. Teachers are required to possess knowledge of the curriculum's content, activities during the planning stage, and evaluation procedures that align with the curriculum focus, in addition to the standards outlined in the curriculum syllabus (Handler, 2010). In addition to English language curricular policy education and training in teaching techniques, instructors should be instructed on its significance (Rafique, Sultan, Ahmad, & Imran, 2018). It is essential because the success of a new curriculum implementation is contingent on the preparedness and optimal execution of the instructors (Rumahlatu, Huliselan, & Takaria, 2016). The most recent curriculum utilised to enhance the education system in Indonesia is the 2013 curriculum (K-

13), which commenced in July 2013. The K-13 curriculum fosters the development of dedicated, inventive, religious, and impassioned citizens among the populace of Indonesia. The approach emphasizes pedagogical design (taught curriculum) and experiential learning (experienced curriculum), which is tailored to the socio-cultural circumstances and abilities of the students (Widodo, 2016). It is intended to function in the twenty-first century (Tantra, 2013). Despite experiencing several modifications, the English language continues to be a compulsory subject in Indonesian curricula (Hawanti, 2014). The English language teaching (ELT) profession in Indonesia is confronted with a novel challenge as a result of the transformation of the national curriculum. They are required to take into account an exemplary lesson plan, an engaging and purposeful teaching and learning process, and an evaluation of learning outcomes. The development of a lesson plan is of the utmost importance as it encompasses all the learning activities, objectives, and assessment procedures (Ediger, 2002). Lesson planning for ELT students in grades K-13 must reflect fundamental and core competencies. Affective, cognitive, and psychomotor competencies are categorized as the core competencies, which also consist of knowledge, skills, spiritual attitudes, and social attitudes. In addition, instructors are required by the current curriculum to implement a scientifically grounded learning cycle and actively involve students in the process of teaching and learning. Observing, inquiring, investigating/experimenting, associating, and communicating comprise the cycle. ELT K-13, finally, gave precedence to cognitively demanding tasks. Evaluation, in which process and product-based assessment are prioritized while formal assessment is used to determine students' competence (Widodo, 2016).

LITERATURE REVIEW

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In Indonesia, English is considered a foreign language (EFL). English is the primary foreign language in Indonesia, and its instruction has been confined to secondary institutions for an extended period. Conversely, English is now incorporated as a subject in the primary school curriculum, commencing in the third grade of elementary school, as per the 1994 revised curriculum. Except for government and private elementary institutions, English teachers would be exclusively employed in urban areas. Rural primary schools persistently omit English as a subject from their curricula on account of a dearth of adequately qualified educators. The average weekly English class lasts for two hours. In Indonesia, the reorientation of ELT objectives in recent years has been especially significant. In 1967, a ministerial decree mandated English instruction in secondary schools with the following objectives: provide students with a "working knowledge of English" that would enable them to read English-language reference materials and books, introduce Indonesian culture to international audiences, comprehend lectures delivered by foreign lecturers, engage in communication with individuals from other countries, and participate in oral examinations alongside foreign lecturers (Huda (1993:113-114). The emphasis of the 1994 English curriculum appears to be more pronounced on the development of speaking and listening abilities in primary schools, as well as speaking and reading skills in secondary schools, compared to previous policies. As Dardjowidjojo (1996) pointed out, "Indonesia had to pay rather dearly for the success of having a national language since the success turns out to have been achieved at the expense of having a deficient ability in English ."While some have ascribed this "low ability" to a "flip-flopping" in English language teaching methodology (from a grammar-centered approach to communicative teaching), Dardjowidjojo (1996) attributes it to a dearth of student motivation, students'

pessimistic attitudes towards English learning, and a shortage of teachers with adequate language proficiency.

Further, Sadtono (1976) posited that the primary factor would be an absence of motivation to acquire proficiency in the English language. However, he additionally concluded that "sociologically speaking, the Indonesian people at the moment do not perceive any immediate use or benefit from learning English." According to a survey (see Huda 1993), this perception is shifting. As a result of globalization and regionalization, English is currently regarded as a business language that is advantageous for both professional and personal purposes.

The 'non-native' English-speaking world, where English is regarded as a critical linguistic asset (Bourdieu, 1977; Hamid, 2016), has only recently attracted the attention of researchers to the learning environment outside the classroom, where ELT in shadow education is regarded as a critical means to academic performance and English language accomplishments. Three classifications apply to the scant research examining ELT in shadow education. Certain studies acknowledge the significance of English as a Second Language (ELT) in shadow education; however, they do not examine ELT participation in shadow education or academic outcomes directly (e.g., Bray & Kwok, 2003; Hamid & Baldauf, 2011; Lee, 2010; Park, 2009; Park & Abelmann, 2004). The second group of studies focuses on the impact of ELT in shadow education, specifically examining test results for English as a second language and other subjects regarded as academic achievement indicators (e.g., Lee, Kim, & Yoon, 2004; Park, Byun, & Kim, 2011; also see Bray, 2013; Bray & Lykins, 2012). Based on our review of the literature, only a limited number of studies qualify for the third category, which focuses primarily on ELT in shadow education.

Separate samples of Saudi secondary school pupils and their parents were interviewed by Alotaibi (2014) to gain a better understanding of their perspectives regarding the motivations for private English tutoring. According to him, the challenges associated with private English tutoring include the arduous nature of the English language, inadequate teaching methods, social pressure, fluctuations in student comprehension levels during the academic year, a lack of English proficiency from previous years, frequent absences from class, large class sizes, and teaching loads heavy on English. Then, according to their academic success or challenges, parental decision, and perception of the value of private tutoring services, children enrol in such services, according to the findings of William's (2018) research. Furthermore, he suggested that policymakers and institutions of higher education undertake comprehensive investigations into these matters and establish robust regulations to improve the routine educational experiences of students. In order to obtain an unbiased evaluation of the causal relationship between English Language Teaching (ELT) in shadow education and students' English proficiency, it is critical to consider the social and personal factors that influence students' inclination to engage in ELT in shadow education. Inadequate research on ELT in shadow education in Indonesia served as an additional impetus to investigate secondary school students' perspectives on ELT in Indonesia.

RESEARCH METHOD

The research for this study was carried out at a renowned center for shadow education in a province of Java. The research sample consisted of four students who were enrolled in the ELT program through shadow education. The participants have extensive experience with shadow education and are secondary school students. They range in age from 15 to 17 years. Individual, semi-structured interviews are used to collect in-depth information on the experiences and perspectives of students for this study. This facilitates the investigation of unanticipated inquiries from students regarding topics of interest and differing viewpoints. By utilizing qualitative interviews and engaging in self-reflection regarding my assumptions, experiences, and emotional investment during the fieldwork, I aim to establish a close rapport with the participants. As a result, interviews represent the most suitable approach for amassing comprehensive data about the experiences and thoughts of students. A small-scale research study will employ purposive sampling. Purposive sampling was employed to ascertain and initiate communication with students who fulfilled the predetermined criteria of the research. The criteria comprise the following: The pupil is required to participate in ELT shadow education and attend secondary school students for a minimum of four semesters.

The data collection took place over the course of one month in December 2022 at one of the shadow education institutions in Central Java, Indonesia. Every interview was carried out in person and recorded audibly. The proceedings were initiated in Bahasa Indonesia and subsequently transcribed into English. Every pupil was allotted between 30 and 60 minutes for the interview session. The interview queries centered on the subsequent facets of the personal experiences of the participating students throughout their learning activity: 1) instructional

and learning activities (Wei & Guan, 2021); 2) the intended result of instruction and learning (Loyalka & Zakharov 2016; Yung & Bray 2007); 3) instructional and learning media; and 4) the performance of the instructor (Bray et al. 2018). 5) The target language, and (6) Obstacles to learning. Also included in the data sets utilized for the analysis are memoranda and reflective notes. Thematic analysis is an application of data analysis. Thematic analysis is a qualitative data analysis approach that involves systematically examining a given set of data to detect, interpret, and communicate recurring patterns (Braun & Clarke, 2006).

Furthermore, the triangulation of sources is employed to establish credibility. As outlined by Creswell (2007), triangulation encompasses various components such as investigators, sources, methods, and hypotheses that serve to substantiate evidence. I utilized source triangulation to ensure the validity of the data in this investigation. The purpose of source triangulation is to supplement the data findings with participant interviews and provide them with an opportunity to provide feedback on the findings. The purpose of this methodology is to ascertain the precision of the qualitative discoveries.

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RESULTS AND DISCUSSION

This section provided an overview of the findings derived from the conducted interviews. In two sections, the research concerns are addressed in detail. Following elucidation of the teaching program, learning materials, learning techniques, and assessment practices as they pertain to shadow education as a whole, the students' attitudes or perceptions towards English language learning at shadow education were discussed. Their perspectives on ELT in shadow education encompassed teaching and learning activities, learning outcomes, instructional media, the instructor's performance, the language employed, and the difficulty they encountered while studying English in shadow education.

ELT Materials Covered in Shadow Education

This section was limited to the curriculum, instructional materials, methods of instruction, and evaluation methods utilized in shadow education. We restricted our investigation area to these regions because the information we were seeking was only accessible in those locations. All the programs offered,

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beginning with the shadow education program, are comparable to the school and national curricula. For instance, in the instructional class division, the students were categorized according to their academic standing in their respective institutions. Thus, the curriculum for shadow education spanned from primary to secondary school. Additionally, at the secondary level, classes were divided according to the programs or priorities pursued by students. Social science and natural science were the subjects covered.

Furthermore, the instructional materials utilized in shadow education, specifically in English language teaching courses, exhibited resemblances to both the school and national curricula. The instructional materials utilized by educators are tailored to the preferences and requirements of the pupils. When students require a dialogue to address inquiries about their academic assignments, the instructional materials available at that moment will exclusively concentrate on debating those inquiries. It is consistent with the principle that shadow education serves to prepare students for examinations. About the content at hand, shadow education typically entailed lectures on grammar and strategies for licensing grammar assessments. Thus, English proficiency is not required as a means of communication; however, theoretical English instruction is vital. Nevertheless, in instances where students were not required to engage in discussions pertaining to school assignments, the instructor would furnish learning materials predicated on competencies compiled by institutions adhering to the most recent curricula. The majority of instructors would instruct their pupils on topics or materials that assisted them in preparing for the final examination or test of their school. This is intended for students in the twelfth or ninth grades. The teacher's curriculum or instructional materials, on the other hand, surpass the national curriculum by one year. This is supported by the

presence of instructional resources such as workbooks, teacher's guides, and other materials created by shadow education providers. These resources are typically tailored to a single grade or developmental level, and as such, they are advantageous for both remedial and advanced or accelerated learning. Consequently, numerous students embraced this development (Aurini & Davies, 2004; Kim, 2016).

In addition, the curriculum utilized bore a resemblance to the national curriculum, while the instructional approaches implemented in shadow education are essentially identical to those utilized by traditional school instructors. The teacher-centered learning approach consists of lectures followed by discussions or question-and-answer periods with the instructor. The findings from the interviews carried out with English instructors at shadow education indicated that lecturing constituted the predominant teaching method. Occasionally, however, the instructor assigns an assignment to the class. These assignments are associated with the examination. A prior investigation conducted by Kim and Jung (2019) defined a shadow education curriculum as an extracurricular program offered by educational institutions, designed to enhance students' academic performance in formal education. The provision of shadow education is predicated on three primary elements: individualized success, individualized learning environments, and instructional strategies tailored to the learning styles or requirements of each student.

Furthermore, the evaluation implemented in shadow education was predicated on the outcomes or progress made by the students. Frequently, shadow education administers trials that serve as culminating evaluations. Nevertheless, certain ELT instructors administered exams or practice

examinations as a means of assessing students' comprehension of the present subject matter or topic. The selection process for grade twelve secondary-level pupils is carried out at six-monthly intervals. In contrast, a monthly practice test is administered to all other pupils, serving as an additional assessment of their English comprehension. Additionally, preparation for the school and national final exams for grades twelve, nine, and six was incorporated into the audition process. The results of each student's audition would be disclosed shortly after the tryout. The findings will be disseminated to guardians to enable them to be informed of and oversee their child's progress.

Students' Perspectives on ELT in Shadow Education

Perspectives on Teaching Materials, Teaching, and Learning Activities

According to the findings of the interviews, students appreciated the instructor's English instruction in class because she presented the material in a straightforward, entertaining, and intellectually stimulating manner. The curriculum will also adhere to the guidelines set forth by the national curriculum at the school. Weekly, meetings typically last between sixty and ninety minutes for the duration. Typically, instructional and learning endeavors commence with the instructor elucidating the subject matter live before the class, followed by collaborative assignment completion, discourse, and evaluation. Teachers could effectively involve students in learning and teaching activities. As one of the sources in the learning activity, the teacher is responsible for fostering a pleasant learning environment for the students in the classroom. As such, she or he designed a conducive learning environment to help students comprehend the material. One of the responsibilities of educators is to adjudicate and determine the most suitable approaches for instructing and learning activities. Gadjamowidcz

(2012) stated that various types of methodologies may be implemented: There are four types of instructional methods: (1) word-based, including lecture, story, talk, description, discussion, and work with the textbook; (2) observation and assessment-based, including display and measurement; (1) practical activity-based, including laboratory and practical classes; (2) activating methods, including staging, teaching games, and theatrical presentations. These methodologies empower learners to not only acquire knowledge but also effectively apply it in practical situations. The flexibility and relaxation of the learning activity in PT-E are a result of the students' perspectives. Students found it simpler to comprehend the instructional material that instructors imparted due to its detailed and communicative delivery. Educators employed word-based strategies throughout the instructional and learning process in shadow education. This environment promotes student comfort and enjoyment of learning. This was supported by Scarfo and Littleford (2008), who stated that students are more likely to learn when they are permitted to manipulate, investigate, and experience a variety of new materials in an enjoyable environment. In addition, there are a number of student needs that can serve as a foundational or novel innovation for educators when designing learning activities and the most effective method of instruction—namely, in accordance with student needs—so as to maximise the achievement of learning objectives. The results of interviews revealed that students favoured the audio-visual media-based learning method for enhancing their reading and speaking abilities. In general, a teacher should incorporate media into their most effective lessons. Learning can be enhanced and comprehension of materials can be improved. Teachers and pupils alike benefit from the utilisation of media in order to accomplish educational objectives. The findings primarily indicated that students anticipated that their instructors would make optimal use of instructional

media. To increase student engagement in the educational exercise. The optimal production of audio-visual media can be achieved in a learning environment, both physically and mentally (De Porter & Hernacki, 2000). This assumes significance as it has the potential to motivate students to enhance their abilities throughout the instructional and learning process.

Approaches to the Outcome of Teaching and Learning

Concerning English learning outcomes, the vast majority of students expressed contentment with their English scores at school, noting a significant improvement compared to their previous performance. Satisfaction was achieved as a result of the students' improved comprehension of the subject matter and simultaneous improvement in their English proficiency due to the instructor's clear and comprehensive explanations in PT-E.

Notwithstanding their diverse educational backgrounds, the majority of students reported an improvement in their grades as a result of English language study. The efficacy of shadow education in improving students' academic performance has been demonstrated in numerous nations, such as Canada (Davies & Guppy, 2010), South Korea (Lee, 2007; Park, 2008), Japan (Mori & Baker, 2010), Bangladesh (Nath, 2008), and Sri Lanka (Pallegedara, 2011). According to the research cited by Carr and Wang (2015, p. 1), the implementation of after-school programs or private tutoring has a beneficial effect on "enhancing students' academic achievements, fostering a fairer educational system, and safeguarding students' mental health." Mustary (2019) conducted additional research that examined the effects of shadow education on students residing in Bangladesh. Seventy percent of the respondents concurred that shadow education had improved students' academic performance. Based on the findings of the present

studies, the data suggests that the inclusion of shadow education has a beneficial impact on students' academic performance and grades.

Perspectives on Teaching and Learning Media

The students' perspectives on the learning media employed during tutoring follow. The media utilized by educators consists of question practice application platforms and LKS texts obtained from institutions and schools, as indicated by the interview results. In addition, exercises and inquiries are generated by the application platform after every material presentation. This hybrid learning platform, which combines online and offline instruction, was proposed by the PTI.

To enhance the diversity of learning materials, students advocated for the instructor to incorporate supplementary platforms, including audio-visual media and tunes, in addition to textbooks, during the PT-E instructional process. Since it is common knowledge among English instructors that boredom is the worst adversary, the learning environment must be stimulating, and the entire process must undoubtedly be enjoyable, to prevent it. Instructors are regarded as imaginative and pioneering when it comes to employing media, particularly audiovisual media. According to Bavaro (1989), cited in Mutar (2009), audio-visual aids play a crucial role in the acquisition of technical English as a Foreign Language (EFL) due to their ability to motivate and stimulate learners. Madhuri (2013), who discovered that audio-visual aids for students can enhance speaking abilities by a factor of several hundred, is another author who supported the study.

Perspectives on Teacher's Teaching Performance

The interviews yielded a significant number of favorable testimonials from students regarding the teacher's pedagogical approach. This is supported by the

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data, which indicates that students perceive their instructors to be flexible, courteous, direct, and lucid when elucidating the instructional materials throughout the classroom exercise. Students feel more at ease throughout the learning process as a result. However, some students criticize the instructor for occasionally telling stories because it rapidly bores them and reduces their ability to concentrate, even though teachers have their teaching qualities.

Students anticipate that instructors will maintain their pedagogical zeal and incorporate novel approaches into their classroom-based learning and instruction. Positive performance and effective use of language by the instructor increase student engagement throughout the teaching and learning process. To remain abreast of the latest developments, instructional methodologies, and pedagogical approaches within the realm of education, educators must perpetually improve their professional standing. Maintaining contemporaneity and applicability is without a doubt critical to fulfilling the academic requirements of pupils and supporting them in reaching their utmost capabilities. The grades at which students learn are profoundly influenced by the actions or inactions of the instructor. Consequently, we must emphasize the correlation between the efficacy of a teacher and the academic success or failure of their students. A positive correlation has been observed between teacher performance in teaching and learning activities and student learning outcomes, with higher teacher performance corresponding to more favorable student learning outcomes, according to Palupi (2014). The student's educational environment will be impacted by the level of involvement exhibited by the instructor. Then, the outcomes of student learning will manifest as behaviors that promote student acceptance of education. An Analysis of the Language Employed by the Instructor Students appreciated how instructors conveyed information and engaged in discourse by employing a

bilingual approach, utilizing both Indonesian and English. Teachers utilize two languages during the learning process, specifically when explaining the material, conducting question-and-answer sessions, and facilitating discussions, according to the findings of student interviews. Students unquestionably benefit from the practice, as they perceive the instructor as assisting them in enhancing their mastery of vocabulary through the auditory presentation of new vocabulary.

Numerous studies have examined the topic of English as a medium of instruction, and there are some theoretical justifications for the necessity of instructors employing English when instructing English. Simply put, pupils would never acquire knowledge of a target language if they were not exposed to speakers of that language. Language acquisition is aided by the instructor's use of English during instruction, which is a target or foreign language being learned. This is supported by a study by Littlewood (1986), which suggests that a child constructs his knowledge of the norms of his first language during the acquisition process by engaging in habit formation processes, including imitating, reinforcing, and repeating the speech of family members.

Perspectives on the Learning Challenges

The challenge that the majority of students encounter is the requirement to master English vocabulary; therefore, they still require assistance translating each sentence when solving problems in English. However, students must also develop greater self-assurance when speaking English while studying. Despite the aforementioned obstacles, students attempt to resolve them through tutoring while learning English by, for instance, completing numerous practice queries and annotating the instructor's explanation.

The individuals engaged in self-evaluation and assessment. In a broader

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sense, student self-assessment pertains to the provision of instruction to learners on how to critically analyze their work to enhance it (Rolheiser & Ross, 2000). The importance of pupil self-evaluation in language learning, particularly English, cannot be overstated. The personal convictions of students will have a substantial influence on whether they opt to forgo or pursue further academic instruction in a particular subject. This is logical given that self-evaluation fosters independent, critical thought to cultivate learners who are actively engaged and self-regulatory, as opposed to mere automatons (Stiggins, 1997; Wiggins, 1993).

CONCLUSION

Shadow education is an alternative supplementary tuition service that operates in conjunction with conventional schooling, functioning in the "shadows" of the established educational system. In Indonesia, there has been a proliferation of shadow education institutions. This is consistent with the eagerness of students to learn in shadow education, which has numerous positive effects on their education; thus, this study provides evidence for this. They were narrowing in on the objectives of the study to uncover the viewpoints of EFL students regarding shadow education. The outcome demonstrated, in theory, that the instructional strategies, materials, programs, and evaluation methods employed in shadow education are identical to those found in the national curriculum. The overall impression that students have of shadow education is one of positive experiences in practice. Specifically concerning instructional practices, learning materials, student achievements, and instructors' pedagogical effectiveness.

This study employed a particular methodology to investigate the viewpoint of EFL students regarding shadow education. Similar to any research endeavor,

there are limitations. Education stakeholders and EFL practitioners should seek to comprehend the viewpoint of EFL students regarding shadow education in English to develop educational policies and more effective teaching strategies. The results may serve as a foundation for additional research, including an examination of the viewpoints held by education stakeholders, parents, and educators regarding language acquisition in shadow education.

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