**CONFIRMATION LETTER**

The authors acknowledge that the manuscript titled ‘HOW EXPERIENTIAL-TUTORIAL LEARNING DETERMINE PERCEPTION, SATISFACTION, AND LEARNING OUTCOME OF FOREIGN LEARNERS IN LEARNING INDONESIAN?’is our original work, that it is not currently under review by another journal and neither is it under consideration for publication somewhere else. I, the corresponding author, (on behalf of all my co-authors) confirm that no part of this MS is plagiarised in any form. Also, I undertake that we shall wait for the final decision by the journal editor before submitting the MS elsewhere."

In this paper, we report on the research findings related to the effectiveness of experiential-tutorial learning in Indonesian learning for foreign learners. The implementation of the experiential-tutorial learning could be described based on (a) the learning targets, (b) the Indonesian learning materials, (c) the cultural learning materials, and (d) the learning strategies. The effectiveness of the learning process was viewed from the learners’ perceptions and satisfaction in the learning. The effectiveness of the learning outcome, the study used assessment sheets to score the speaking ability of the learners. The scores were analyzed by linear regression analysis. The findings showed that experiential-tutorial learning was designed based on the needs of foreign learners in learning. The learning was significantly useful for foreign learners in learning the language. The implementation of experiential-tutorial learning had a positive impact on learners' perceptions, satisfaction, and learning outcomes. Learners had very positive perceptions with very high learning satisfaction because the learning experience was relevant to their preferences and expectations. Their high perception and satisfaction had an impact on their high learning outcomes, especially in their ability to speak. The findings of this study were useful for organizers of language learning programs, especially for developing language learning plans. For instructors or language learning tutors, the findings of this study could be an alternative strategy that could be applied in learning activities. Meanwhile, for other researchers who study the topic of language learning, these findings could be used as a reference and comparison in the development of the theoretical framework and the method of study.

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Thank you for your consideration of this manuscript.