

CHAPTER I

INTRODUCTION

This chapter presents and introduces the background of the research, formulation of research question, the purpose of the study, the significance of the study, scope and limitation, and definition of key terms. This section is created as an introduction to the analysis to be performed.

1.1. Background of the Research

Education is one of the many aspects in human life that can not be divided. Through education a person can further develop their ability and be able to explore the potential that exists in him. Besides that education is also seen as one aspect that has an important role in preparing and shaping a generation that is smart and achievable. Education is also useful for the intellectual life of the nation. If education in a country is developed so automatically the country will become a developed country as well.

The world of education has a very important strategic role to print human resources who are ready to face free competition. Education is able to produce quality human capital, have a broad and advance outlook to achieve the desired goals. Education itself can be done in the classroom or outside the classroom.

Education in Indonesia basically aims to educate the life of the nation, and every citizen has the right to get a proper education, in accordance with the 1945 constitution at fourth paragraph that reads: "Then to form an Indonesian

state government that protects the entire Indonesian nation and promotes public welfare, educates the nation's life and participates in the world order based on freedom, eternal peace and social justice". With the physical, social and cultural environment that is constantly changing requires them to continuously learn to be able to face and be able to keep up with the times. The learning process they want can take place at any time and wherever they are.

Pursuant to the Law of the Republic of Indonesia No 20 of 2003 on the national system of education, "Education is a conscious and planned effort to create a learning and learning atmosphere so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills required by themselves, society, nation, and country".

Law No 20 of 2003 on the national education system of the Republic of Indonesia, Article 1(10) of the Education Unit is a community of Education Services coordinating education in formal, non-formal and informal networks at all levels and styles of education, Paragraph (11) formal education is a standardized and tired channel of education consisting of basic education, secondary education, higher education, paragraph (12) informal education is a channel of family and environmental education, and paragraph (13) non-formal education is a structured and tired channel of education beyond formal education.

Non-formal education as a national education subsystem that is part of out-of- school education also includes other forms of education as long as the education is held outside the formal education subsystem that is related to efforts to meet the learning needs of the community, such as lifelong education. It is

also mentioned in the Republic of Indonesia Law number 20 of 2003 article 26 Paragraph (2) relates to the roles of non-formal education in order to improve the ability of students with a focus on the mastery of knowledge and practical skills and the development of professional attitudes and personalities. "Coombs and Ahmed (1974:8) define that "non-formal education is any structured, systematic, educational activity carried out outside the formal system structure to provide unique subgroups in the community, adults as well as children with selected styles of learning." It means that non- formal education is just like every educational activity outside of the formal system. Furthermore, Tight (1996:68) states that "acknowledging the importance of education, learning and training that takes place outside recognized educational institutions" is non formal education.

With the reforms made by the government in the field of education, non-formal institutions such as tutors must always be ready to compete in improving the standard of national education. In the management of tutoring institutions needed people who are truly capable and have strong commitment in providing services in accordance with their potential, so that tutoring institutions can develop and be able to compete in non-formal based education to date.

The problem currently faced is about the community's trust in formal education, namely schools, many people or parents who are still not satisfied with children's learning at school. This is evidenced by the large number of tutoring institutions that have appeared in various cities in Indonesia with a lot of students.

English as one of the subject that are considered difficult by students and also the demand for mastery of English which is increasing both in education and work makes parents think of students looking for additional lessons outside of school. Language has its own internal system that is rules using language and understanding language (Nurhayati, 2021: 1). By the high parent's demands on educational quality in school, especially in English as a foreign language, so to solve the problem they put their child in Kumon Course. The demand for mastering English in school, and the high competition between students to continue their education to higher and better quality schools, so they choose Kumon Course as the answer to help them achieve their desires. It is in line with Lightbrown & Spada, (2006) in Nurhayati (2016) that the quality and quantity of children's language will depend on their environment of language around them. This is evidenced by the spread of Kumon classes from the islands of Sumatera, Java, Kalimantan, Sulawesi, Bali, and Lombok. More than 150.000 students are currently studying the Kumon method in more than 800 classes scattered in major cities in Indonesia. (Batampos, 04-11-2019)

According to Kumon Group (2017), Kumon Course is a tutoring institution that uses the Kumon method. Mr. Toru Kumon developed the Kumon Method in 1954. He was born in Japan's Kochi Prefecture. He became a school teacher after graduating from Osaka Imperial University (Faculty of Science, Department of Math). In 1958, he founded the Osaka Institute of Mathematics, which in 1983 became the Kumon Institute of Education Co., Ltd. He spent the rest of his life refining the Kumon method and making it open to more people around the world. He died in Osaka on July 25, 1995 at the age of 81, because of

pneumonia. Toru Kumon, a high school math teacher, began providing his son, Takeshi, then a second grader in elementary school, with education focused on the notion of self-learning in 1954. He wrote for his son various calculation issues on loose-leaf paper. The origin of the Kumon method was this. Based on the history, at the first time Kumon has been just for Mathematics, but now it is applied in language, especially in English. Kumon English is not different with Kumon Math, because both of them are used to improve children's potential by self-learning along with self-discipline.

According to Kumon Group (2017), Kumon method is a way of learning individuals. Each student advances with their own abilities; the tutor gives support to each student in developing independent learning abilities. In Kumon method students start the training from the right level, a level that can be done by the students easily without mistakes. This start level is determined individually. The most important thing in helping students to develop their academic abilities is excitement in learning. Therefore the starting point for each student is to ensure that students can do their tasks and get perfect grades with their own abilities. Students will find a joy and satisfaction when they can reach the target with their own abilities. Kumon worksheets are designed with small step changes so students can progress smoothly at a pace that's appropriate for them. In Kumon method, it's important for students to work on their worksheets independently. Students come to Kumon's class 2 times a week and the rest of the day they do their worksheets, so students can develop good study habits. Kumon worksheets are neatly designed so they are able to understand for themselves how to solve the problem. When student entering a new topic they

will get an example and explanations to encourage them to learn on their own and move forward with their own abilities. If students continue to learn at a level appropriate to their abilities, they will pursue learning material that is equivalent to their grade level and even beyond it. Studying material above the grade level is not only useful in academic but also helps to develop confidence and positive attitudes. The relationship between social maturity and learning above the classroom level is seen as one of the important advantages of the Kumon method. The purpose of Kumon method is to help students feel the experience of the joy of learning and progress with their own abilities. Kumon also helps students to have a passion for learning and build strength to face problems that will be needed in the future. Through independent learning, students will have a strong academic foundation, increase intelligence, and improve concentration. Besides that, it will grow a sense of initiative in students who will further enhance their creativity.

Kumon course has been established in Indonesia since 1993 and has produced thousands of outstanding students. In Tulungagung, Kumon course has been established since 2009 and also has produced an outstanding student both at school and at the Olympic level. This is proven in the KCD (Kumon Class Diary) which is published every 2 months, where every student who excels will be shown in the bulletin. Kumon course, students are able to go beyond their grade level in school, so that they are able to understand and work on the problems above their grade level in school, this will make them feel confident in their abilities. Beside that, some of Kumon Tulungagung students were also sent as school's representatives to take part in the Olympics in English and they often

won.

In this case, the researcher will observe the practices of teaching English in Kumon Course Tulungagung and focused on what the development of curriculum, teaching techniques or strategies, learning materials, learning media, and evaluation used in Kumon Course Tulungagung. The researcher take these topics to know the practice of teaching English in Kumon Course Tulungagung in more depth, not only focusing on the Kumon learning method. By knowing broadly about the curriculum, teaching strategies, learning materials, learning media, and evaluation programs in Kumon Course Tulungagung, researcher can conclude that Kumon Course Tulungagung is a quality and recommended English language education institution, So, the researcher give this research a title **“Practices of Teaching English in Kumon Course Tulungagung”**. The researcher wants that after this research get the result, the parents did not hesitate to enroll their children following Kumon Course because it has been proven that Kumon has a good and appropriate learning method.

1.2. Formulation of Research Question

1. How is the development of curriculum in teaching English used by Kumon Course Tulungagung ?
2. How are the teaching strategies in teaching English used by Kumon Course Tulungagung ?
3. How are the learning materials in teaching English used by Kumon Course Tulungagung ?

4. How are the learning media in teaching English used by Kumon Course Tulungagung ?
5. How do the tutor of Kumon Course Tulungagung do the evaluation in teaching English ?

1.3. Purpose of the Research

1. To know the development of curriculum in teaching English used by Kumon Course Tulungagung
2. To know the teaching strategies in teaching English used by Kumon Course Tulungagung
3. To know the learning materials in teaching English used by Kumon Course Tulungagung
4. To know the learning media in teaching English used by Kumon Course Tulungagung
5. To know the evaluation in teaching English used by Kumon Course Tulungagung

1.4. Significance of the Research

By this research, the researcher hopes that it will give the contribution for:

1. For the teacher

It can help teachers to get information about new methods, namely the Kumon method and teaching practice in Kumon. After that, the teacher has a choice of new methods in teaching English to their students.

2. For writer

Give information about Kumon as a new method of teaching English and know the practice of teaching English in Kumon Course such as development of curriculum, teaching strategies, learning materials, learning media, and know the evaluation in teaching English in Kumon Course.

3. For the future researcher

For the future researcher, they can learn the study and get the inspiration to find the similarity topic and they can find more complete and perfect data from this research according to the era.

1.5. Scope and Limitation of the Research

This research aims to describe the practice of teaching English in Kumon Course Tulungagung. Especially in English class and it is includes:

1. The curriculum development used by the institution
2. The teaching strategies
3. The learning materials
4. The learning media
5. And the evaluation of students progress in English class

1.6. Definition of Key Terms

1. Teaching English

Teaching English is a process of transferring knowledge from the teacher to the student about English language either it will be their first language or to

be their second language.

2. Kumon Method

The Kumon Method is an original method of education which does not equate students to each other. At the "just-right" level, based on individualized guidance and analysis.

3. Development of Curriculum

In order to create positive changes in the educational system, curriculum development is characterized as a planned, purposeful, progressive and systematic process.

4. Teaching strategies

Teaching strategies are a generalized lesson plan that involves the layout of the learner's desired behavior in terms of instructional objectives and an overview of expected techniques required to implement the strategy.

5. Learning materials

Teaching materials are the materials which the tutor may use to help students learn a foreign language through visual or audio perception.

6. Learning media

Learning media is a graphical, photographic or electronic medium for recording, processing and reconstructing visual or verbal knowledge that can inspire learners to learn.

7. Evaluation

Evaluation is concerned with the evaluation of teaching efficacy, teaching strategies, methods and techniques. It gives the teachers feedback on their teaching and the learners about their learning.