CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher used some references from different sources based on some books, e-books, and the internet while writing this thesis and doing the study. In fulfilling the ideas of this study, some relevant information have been collected, they are as follows:

2.1. Teaching English

Teaching is an operation that links one with the other. Teaching provides learning activities with encouragement. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing knowledge or understanding, Brown, (2000: 7). Teaching cannot be defined a part from learning, because in essence teaching is directing to a better direction, from those who do not know be known, from those who cannot become able. Teaching is to direct and encourage learning, to enable the learner to learn, to set the learning conditions. According to Nasution (1990), teaching is organizing the best environment and connecting it with students so that learning activities occur. While Karo (1975: 10) notes that teaching is the process of moving someone's material to another, in order to learn, master, and improve the material, including knowledge, skills, or sciences, such as telling and showing students how to do something, complimenting and offering students treats when they did well and scolding or punishing them when they did wrong.

English is an important language and is used in almost every country in the world. It is important for a student to learn English even for a second language. Language as the most important factor in fluency in communicating requires someone to master it well. Without language, a person cannot communicate his thoughts and feelings. Mastery of language in an integrated manner includes the skills of speaking, listening, reading and writing is an important part to learners used to create a meaningful communication among human beings. Language learning is becoming increasingly important to be able to communicate well too. The meaning of communication is intended to understand and convey knowledge, emotions, feelings, and to use language to improve science, technology, and culture. The ability to communicate at the next level in a complete sense is the ability to speak. The goal of language teaching is how students can communicate using that language (communicative competence), and how students can memorize and master the vocabulary as much as possible through the vocabulary they can read, write, and speak is certainly a very important thing in teaching. Then, pronunciation is the first problem for students, since English is a foreign language, so they have trouble pronouncing English words as stated by Nurhayati (2015).

It takes imagination to teach English, and there are several different approaches, tactics, and techniques that can be applied and brought into the classroom. In teaching English, a teacher must be demanded to be creative and innovative in creating interesting learning methods, so that students can follow the lessons enthusiastically and not get bored and can understand the lesson well.

2.2. Kumon Method

According to “Kumon Instruction Manual” (1996) Chapter 1: General Code of Instruction, the Kumon Method is described as follows:

a. The Kumon Method of Education is a home-based education system that seeks to improve the academic potential of children so that they can become able members of society and increase their capacity for self-learning, making them more autonomous.
b. To achieve the greatest learning effect in the shortest possible period of time, the materials used in the Kumon Method were produced. The work sheets were not planned as an analysis of school work in order to do this. Instead, they were designed to include only the elements that are key to mastering advanced English in high school and beyond.
c. To allow children to develop naturally and without overexerting themselves, the Kumon Method materials were developed. The Kumon Method can be used to change their development by testing children's mastery of a learning focus, and applying repetition accordingly. The materials are, therefore, an ideal way to optimize the academic abilities of and child.
d. By using our materials, we strive to give as many students as possible the chance to learn. In addition, the more students that teachers meet, the more they can develop their teaching abilities. As teachers improve their trust and self-confidence, they will be able to develop their students to the full in accordance with the skill and talents of each one. (as cited in Micklethwait, 1999)

The Kumon Method is based on the theory of self-learning, defined by

Kwan et al. (2016:39). Students were individually trained and did not function in classes. Instead, worksheets of growing complexity have been resolved to achieve each student's final objective effectively (e.g., being able to handle high-school level math). With an example that showed the student how to solve issues, topics were added. The teacher would mark it after completion of a worksheet and allow the student to progress to the next level, had it been solved within the student's target time, which was set from the standard completion time and modified for time to correct any errors made. Successful self-learning has been evolving in this way, which in turn helps students set their own goals (often beyond particular subjects they study in the Kumon center), take on new tasks and achieve success in their lives.

The Kumon English program has two main goals: to improve the ability of each child to read in each child's lifelong habit of reading for both education and pleasure, to understand a wide range of language to nature. According to Kumon (2017), The purpose of the Kumon English as a Foreign Language Program (EFL) is to improve the ability to understand advanced levels of reading. As students advance, they program (EFL English) describe as "The curriculum was developed for non-native English speakers to cultivate the enjoyment of reading English by gaining self-learning skills while cultivating a clear ability to understand reading in the English language."

Kumon EFL curriculum has two main learning objectives:

a. To improve each student's ability to read and understand a wide variety of language.

b. To foster a life-long reading habit in each student for both education and enjoyment.

The curriculum of separate ability levels broken down into smaller blocks is the essence of the Kumon System. The goods cover the entire continuum from pre-school to university level. Preschool and early primary students flourish in small, manageable increments of development across the stages. It is our experience that achieving these targets would make the greatest contribution to school and job success, and that is why we are concentrating so strongly on improving basic knowledge and skills. Nonaka et. al. (2008:123) describes that In their systematic structuring of content according to skill level, the Kumon Process and materials are special, with each level further broken down into achievable steps. Students only move to the next level after knowing the previous step.

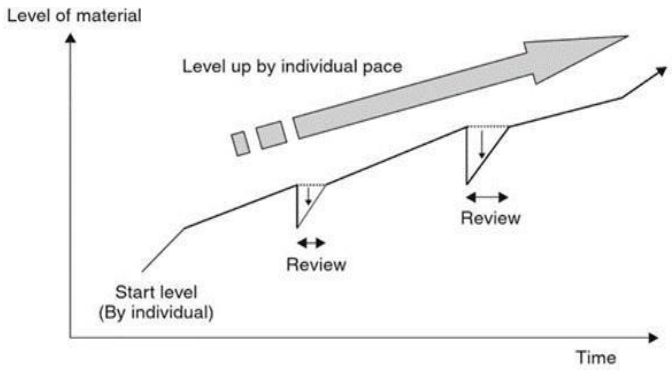

Figure: Self-learning system of the Kumon Method (Nonaka et. al, 2008:123)

2.2.1. The Principles of Kumon Method

According to Chee Seng, https://kumonbandarsunway.wordpress.com/how-kumon-works/, the principles of Kumon Method are as follows:

2.2.1.1. Individualized Learning

It enables each child to learn at his or her own tempo according to his or her abilities (regardless of age) and development. Individualized learning with a teacher is not one-to-one learning, it is when the child will study on his/her own without continuous teaching or supervision. In Kumon, there are no group classes. At their own speed, everybody does their own job. The kid has never been "left behind". He/she still studies at the "Just Right level" and strives to progress beyond the level of school grade. The purpose is always supremacy. Typically, this is measured by speed and precision. Children still feel a sense of accomplishment. He/she realizes she is working towards achieving his/her goals as he/she moves to the next step. The child has built confidence and independence. He/she is still motivated to get the "I did it!" feeling.

2.2.1.2. Self-Learning

In children, it nurtures freedom and trust. To learn this, kids need:

a. The ability to learn at their own speed and to progress. The teacher and parents must be careful not to micro-manage the learning experience of the child too much, because it can have the opposite effect.
b. A syllabus that enables them to effectively self-study. In a logical sequence, Kumon worksheets are carefully organized and

advance in small steps. So, with the guidance of suggestions and examples in the worksheets, kids can progress seamlessly to new topics and learn on their own.

c. Proper instruction from adults and motivation. The teacher and parents must closely monitor the studies of the child and provide the required assistance or correction when necessary.

d. Time to improve this skill for children. In the early stages of Kumon science, kids may also need oversight. The patience and active participation of parents during this time is highly important.

2.2.1.3. Advance Learning

Those who study at least 6 months prior to their grade level in school. Because of the many advantages that long-term advanced study offers, Kumon wants all students to become advanced students. For example:

a. It builds the ability of a child beyond the limits of education.

b. It builds confidence, skills in research and perseverance.

c. It creates a powerful self-learning ability that can be extended to several life pursuits.

2.2.2. The Techniques of Kumon Method

According to information@kumon.com.my, techniques of Kumon Method are as follows:

2.2.2.1. Individualized Learning

No both are are alike. Everyone has a different set of skills and the way they learn varies. Children in Kumon learn in their own

place. Children do not study a subject together with a class, unlike their day-to-day practice in regular school, and move on to the next subject with the same class. If he needs it, Kumon gives the child more attention on a particular subject and allows him to learn advanced material if the previous topic has already been mastered. The curriculum is customized to fit every student.

2.2.2.2. Easy Starting Point or Small Step

The child will start at a stage most comfortable for him after taking the Diagnostic Test. The Simple Starting Point is the name of this stage. He will most often find himself having a perfect score of 100% at this stage. For the next challenging stages, this will build his confidence and momentum. It will be the best time for the kid to be taught to focus and work on his own while at the Simple Starting Point. An simple beginning point ensures that:

a. The child's interpretation of the topic does not have any differences. Unfortunately, finding a previously undetected hole in the foundations is very popular and later leads to all sorts of problems.
b. From day one, the child creates confidence. Self-confidence, as we all know, is key to success in every area of life, and we ensure that children achieve success right from the outset.
c. A daily study habit is developed by children. This habit is difficult to incorporate with difficult work, but a quick, simple piece of work is manageable and will allow the child to get into a daily

Kumon study routine. In the coming months, this habit, along with proven understanding and increasing self-confidence, will provide the momentum your child will need to take on even more difficult work.

2.2.2.3. Self-Learning

Since kids have tremendous potential, we assume they will learn on their own. Through the nature of the Kumon worksheets, this is done. The Kumon worksheets offer examples and are structured in minute steps so that the child can find a little of the new and a lot of the familiar in each lesson. His talents are solidified this way and his mastery is assured. The teachers do not teach them, but rather encourage and assist with their learning only when they encounter difficulties. Rather than doing much of the work for him, they instruct the child to learn how to do his work on his own.

2.2.2.4. Beyond Grade Level

The curriculum is for students to progress smoothly beyond grade level while improving abilities for self-learning. It encourages trust and a healthy self-esteem, so that Kumon aims to help children develop good academic skills by encouraging them to progress through the "just-right" stage of learning above their school grade level. Children are able to progress above their school grade level on their own by learning at their 'just-right' level, without being expressly trained. The students of Kumon who study beyond grade level also find it easier to study at school.

2.2.2.5. Daily Study

The students report to the Kumon center for 30 to 45 minutes twice a week. They do their Kumon worksheets at home for the rest of the week. This is why it is important that the child has a daily time at home to learn. Children need to be taught to study every day, and they will benefit from this practice throughout their lives. Kumon aims to establish this discipline for them.

2.2.2.6. Repetition

In Kumon, mastery is established through practice. Worksheet repetition helps train the child to master each subject and achieve a perfect score before progressing to the next subject. This way, in each area covered in the curriculum, the child would have enough time to consolidate and succeed. This will help him to excel and build a strong base in his understanding of calculation and reading, as well as perseverance and motivation.

2.2.2.7. Standard Completion Time (SCT)

There is a Standard Completion Time (SCT) for each collection of worksheets (10 pages back-to-back) that has been thoroughly checked and is within the scope of the applicable student. It doesn't compete against the clock. The child is ready to move on to the next, if the SCT is achieved with the student functioning at a regular speed, writing correctly and neatly. The student would require a review if the worksheet is not done during the SCT. Remember: pace and precision are not only good

indicators of the mastery of the student, but also a way to carefully teach him to focus and do his job.

2.3. Development of Curriculum

2.3.1. Definition of Curriculum Development

It is an activity of producing a curriculum at the level of an educational unit or the process of linking one component to another to produce a curriculum. Curriculum development can also be interpreted as the activities of developing, implementing, evaluating, and refining curriculum.

The curriculum includes different participants in its development, particularly those who are directly or indirectly interested in the life of a planned education, starting with educational experts, subject matter experts, teachers, students, educational officials, practitioners and role models or other community members.

2.3.2. The Basis for Curriculum Development

Four key pillars in curriculum creation were suggested by Sukmadinata (1997), namely: (1) philosophical; (2) psychological; (3) socio-cultural; and (4) science and technology. For more information, the four pillars will be explained briefly below.

1. Philosophical Basis

In curriculum development, philosophy plays an important part. We are exposed to different philosophical streams, such as perennials, essentialism, existentialism, progressivism, and reconstructivism, much as in the Philosophy of Education. Concerning the thoughts of

Yulaelawati (2003), the following describes the contents of each of the philosophical schools, related to curriculum development.

a. Perenialisme more emphasis on eternity, ideals, truth, and beauty of a particular cultural heritage and social impact. Knowledge is deemed more vital and pays less attention to daily operations. Education that follows this philosophy emphasizes absolute reality, not bound to place, universal truth, and time. This stream is more past-oriented.
b. The value of cultural inheritance and the provision of information and skills for students to become useful members of society is stressed by Essentialism. Mathematics, physics, and other subjects are considered to be the foundation for living in society as an important curriculum substance. Professionalism is even more tailored to the past, similar to perennials.
c. As a source of information about existence and meaning, existentialism emphasizes the human. To understand a person's life, he must understand himself. Is this stream asking how I live in the world ? Whose experience is this?
d. The importance of serving individual differences is emphasised by progressivism, centering on students, variations in learning experiences and processes. Progressivism is the foundation for active students to be successful.
e. A further elaboration of progressivism is reconstructivism. The future of human society is illustrated in Reconstructionism.

Reconstructivism also promotes problem-solving, critical thinking, and the like, in addition to stressing individual differences as in progressivism. This flow is going to ask why logical thought, problems solving and doing something? Adherents of this flow emphasize effects and methods of learning.

Philosophical flow Perennialism, essentialism, existentialism is a philosophical flow that underlies the development of the Subject-Academic Curriculum Model. Meanwhile, the philosophy of progressivism provides the basis for the development of the Personal Education Curriculum Model. Meanwhile, the philosophy of reconstructivism is widely applied in the Development of Interactional Curriculum Models.

2. Psychological Basis

There are at least two fields of psychology that underlie curriculum development, namely (1) developmental psychology, and (2) learning psychology. Developmental psychology is the study of individual behavior about concerning its development. In development psychology, it is examined about the nature of development, development phases, aspects of development, tasks of individual development, and other matters relating to individual development, all of which can be taken into consideration and underpinning curriculum development. The study of human actions in the form of learning is learning psychology. Learning psychology explores the essence of the theories of learning and learning, as well as various other facets of individual learning behavior, all of which can be used as material for consideration and as guidance for the creation of the curriculum.

3. Socio-Cultural Foundation

In the group setting, students come from the community, receive both formal and informal education, and are also led to community life. Group life is both a base and a guide for education, with all its characteristics and its cultural wealth.

We do not expect that human beings will be separated from their culture through education, but rather that they will be able to better understand and develop the lives of their people through education. The aims, material, and education process must therefore be tailored to the needs, circumstances, characteristics, income, and development that exist in the community.

4. The Foundation of Science and Technology

A professional culture is required through lifelong learning and high-quality standards in this age of information. Therefore, for the good and survival of human beings, the curriculum should be able to accommodate and predict the pace of science and technology growth.

The development of science and technology directly has implications for curriculum development which includes the development of educational content/materials, the use of learning strategies and media, and the use of evaluation systems. Indirectly requires the world of education to be able to equip students to have the ability to solve problems faced as the influence of the development of science and technology. Also, the development of science and technology is also used to solve educational problems.

2.3.3. Principles of Curriculum Development

1. General Principles

a. Principle of Relevance

This principle is the most basic principle in a curriculum. The principle of relevance means that a curriculum must be relevant to the development of science and technology (IPTEK), relevant to the needs and characteristics of students, related to the specifications of the functionality of the community.

b. The principle of flexibility

The application of the principle of flexibility in the curriculum is that a curriculum must be designed flexibly or flexibly so that when implemented it is possible to make changes to suit existing conditions that are not predictable when the curriculum is designed.

c. Continuity Principle

Children's growth and learning process takes place constantly, uninterruptedly. This means that the sections, components, resources, and study materials are organized sequentially, not individually, but in accordance with the level of education, structure in the education unit, and level of growth, student development, each other has a significant functional relationship.

d. The principle of efficiency

The curriculum is easy to implement using simple tools and

requires low costs.

e. The principle of effectiveness

Although the curriculum principle is easy, simple, and inexpensive, its success must be considered in terms of quantity and quality because curriculum development cannot be released and is a translation of educational planning.

2. Special Principles

a. Principles regarding educational goals

b. Principles regarding the choice of educational content

c. Principles regarding the selection of teaching and learning process

d. Principles regarding the choice of media and teaching tools

e. Principles regarding the selection of assessment activities

Related to the previous explanation, as for specific principles that must be considered in developing the curriculum, among others: the principles of faith, values and noble character, mastery of national integration, ethical balance, logic, aesthetics, and kinetics, equality of opportunity, knowledge age and information technology, life skills development, child-centered, as well as a holistic approach and partnership.

2.3.4. Stages of Curriculum Development

According to El Sawi (1996) there are four stages of curriculum development :

1. Planing

   The planning stage lays the basis for all the phases of curriculum development. In this process, the steps include:

   a. Identify issue/problem/need

      The need for curriculum creation typically stems from the interest of one or more target groups about a major problem or issue. This section addresses some of the problems that need to be discussed in order to identify the problem and to establish a statement that will direct the selection of a curriculum development team's members. The problem statement also helps to broadly describe the nature of the curriculum material (what will be included).

   b. Form curriculum development team

      The members of the curriculum development team can be chosen once the nature and complexity of the problem has been broadly established. Topics discussed in this section include: (1) team members' responsibilities and duties, (2) a method for recruiting curriculum development team members, and (3) communication and teamwork concepts. The aim is to gain knowledge among the team members for the areas included in the scope of the curriculum content and build an effective team.

   c. Conduct needs assessment and analysis

      In the needs assessment process, there are two stages. The first is

method for performing an examination of needs. In relation to the define problem, a variety of strategies are aimed at understanding what is required and by whom. Techniques discussed in this chapter include: KAP - Survey of Knowledge, Attitude, and Practice; focus groups; and scanning of the environment. Analysis, the second component of this phase in the evaluation of needs, explains methods for using the data and the effects of the information obtained. Included are: ways of defining information and practice gaps; data trends; a method to prioritize needs; and the identification of the target group characteristics.

2. Content and methods

Phase II describes the expected results (what students will be able to do after engaging in curriculum activities), the material (what will be taught), and the techniques (how it will be taught). Includes steps:

a. State intended outcomes

If the problem is established, the curriculum team is developed, the needs evaluated, examined and prioritized, the next step is to refine and, if necessary, reaffirm the problem and improve the anticipated results or educational goals. As a result of engaging in the curriculum activities, an intended outcome states what the learner will be able to do. This section includes: (1) the concept of intended results, (2) the components of intended results (condition, performance and standards), (3) the examples of intended results, and (4) the description of learning behaviors.

b. Select content

In the curriculum creation process, the next task is to choose content that can make a real difference in the learner's life and eventually in society as a whole. At this point, the key questions are: "If the intended outcome is to be attained, what will the learner need to know? What knowledge, skills, attitudes, and behaviors will need to be acquired and practiced?"

c. Design experiential methods

The next step is to develop activities (learning experiences) to help the learner achieve acceptable desired results after the material is chosen. This section explores an experiential learning model and its components (i.e. information, sharing, method, generalization, and application). Additional topics include:

a) types of learning and activities suitable for each style;

b) a list of activity types (with descriptions);

c) a worksheet on activity design for facilitators; and

d) short discussions on conditions for learning and modes of delivery.

3. Implementation

a. Produce curriculum product

The actual development of curriculum materials starts after the content and experiential approaches have been settled upon. Included in this section: 1) recommendations for identifying and reviewing current materials; 2) requirements for evaluation; and 3)

ideas for the development of curriculum materials.

b. Test andrevise curriculum

This phase involves suggestions for selecting test sites and performing a formative assessment during the development stage of curriculum materials. There is a sample assessment form given.

c. Recruit and train facilitators

If sufficient preparation is not given for facilitators to enforce it, it is a waste of time to produce curriculum materials. A model three-day training curriculum is presented with recommendations for hiring suitable facilitators.

d. Implement curriculum

Without planning, successful implementation of newly created curriculum items is unlikely to occur. In this phase, strategies are addressed to encourage and utilize the curriculum.

4. Evaluation and reporting

a. Design evaluation strategies

Evaluation is a process in the model of curriculum creation as well as a particular stage. During curriculum development, two kinds of assessment, formative and summative, are used. Formative tests are used during the identification of requirements, product development, and testing phases. To assess and report on the performance of the curriculum, summative assessments are performed. This phase reviews assessment methods and recommends simple procedures for the development of accurate and reliable data. To direct the

summative evaluation process, a series of questions are asked and a sample evaluation format is suggested.

b. Reporting and securing resources

Providing the pay off (i.e. bringing the results into the hands of people who will use them) is the final element in an appraisal strategy. In this phase, recommendations are given on what and how to report to key shareholders, mainly funding and policy decision-makers, and a brief discussion about how to obtain additional programming resources.

2.3.5. The Role of Teachers in Curriculum Development

According to Sukmadinata (2006: 198) in terms of expenditure, curriculum development can be distinguished between those that are centralized and decentralized. In the development of curriculum, the centralization is uniform for all countries, regions, or levels of school type.

1. The role of the teacher in developing a centralized curriculum

In a centralized curriculum, the implementation of the curriculum depends almost entirely on the creativity, skills, sincerity, and perseverance of the teacher.

2. The role of the teacher in the development of a centralized curriculum

Schools or certain school organizations coordinate a standardized curriculum, in a region or city. This development of the curriculum is focused on attributes, needs, regional development and skills. There are many benefits and drawbacks of the centralized curriculum.

The advantages include:

a. The program is aligned with the community's needs and growth.
b. Curriculum, vocational, financial and administrative skills, in accordance with the level and capability of the school.
c. Arranged by the teachers themselves, so its implementation is very simple.
d. Schools (principals, teachers) are encouraged to improve themselves, find and build the best curriculum,so that there can be a kind of rivalry in the development of curricula.

Some weaknesses of this curriculum are:

a. Lack of uniformity This type is not quite accurate for circumstances requiring uniformity for the sake of national unity
b. The lack of the same criteria of assessment
c. There are difficulties if there are transfer students to school.
d. Assessments are difficult to administer nationally.
e. Not all schools (regions) are prepared to establish their own curriculum and implement it.

2.4. Teaching Strategies

A strategy is described in the world of education as "a plan, method, or series of activities designed to achieve a particular educational goal" (David, 1976). Likewise, in the learning process, a strategy must be built to achieve learning goals such that the targets are accomplished optimally. Without a strategy that is suitable, precise and precise, it is impossible for the goal to be achieved. Therefore, teaching methods are ways that a teacher can choose and use

to provide the learning material in order to make it easier for students to obtain and appreciate the learning material, which can eventually be learned at the end of learning activities.There are so many strategies that usually used by teachers to teach English, those strategies can be expressed through class activities, such as, direct teaching, using games, role play, brainstorming, group discussion, debates and etc. These activities emphasize on the pattern of communication and critical thinking, using some of these strategies can make students more active to communicating and interacting in English.

2.5. Learning Materials

2.5.1. The Nature of Learning Materials

Materials may be something that is used by teachers or learners to promote language learning, according to Tomlinson (1998:2). Richards and Renandya (2002:65-66) add that in most language programs, teaching materials may be a key component in the form of (a) printed materials, (b) non-print materials, and (c) materials comprising both printed and non-print sources. Tomlinson (2008:15) argues that materials are effective in encouraging learners to note authentic language characteristics when they are exposed to promote and speed up the learning of language. Therefore, through spoken and written texts, materials can include exposure to authentic use of English with the ability to engage learners cognitively and effectively. In addition, Richards and Renandya (2002: 66) state that some teachers use teaching materials as their primary resource for teaching, since the materials provide the basis for the lesson content, the balance of skills taught, and the types of students taking part in language practice.

2.5.2. Criteria of Good Learning Materials

Some ideas of good learning materials are suggested by Hutchinson and Waters (1987:107), such as; (i) good materials do not teach, they enable learners to learn; (ii) good materials will include interesting texts, fun activities involving the reasoning abilities of learners, opportunities for learners to use their current knowledge and skills, and content that can be coped with by both learners and teachers; and (iii) good materials should have a consistent and concise framework for the unit that will direct teachers and learners through different activities in order to optimize learning opportunities.

In Richards (2001: 263), Tomlinson (1998) suggests that good materials can impact, help learners feel secure, help learners build confidence, require and encourage self-investment of learners, introduce learners to authentic language, provide learners with opportunities to use the target language to achieve communicative purposes, take into account that the positive effects of teaching are typically delayed, take into account that students vary in affective attitudes, allow a quiet time at the beginning of teaching, optimize learning ability by facilitating intellectual, esthetic, and emotional engagement, do not rely too much on supervised practice, and provide input on outcomes.

2.6. Learning Media

2.6.1. Definition of Learning Media

It is possible to view the media as an introduction. In Arsyad Azhar (2011: 4), Robert Hanick describes the media as something that carries data

between the source and the recipient of information. In Arsyad Azhar (2011: 4), Kemp and Dayton still suggest that the role of the media in communication is as a sender (transfer) that transmits the message from the sender to the receiver of the message or information (receiver).

In Arsyad Azhar (2011: 4), Gagne and briggs argue that learning media is any medium or physical instrument that can present the message and inspire learners to learn, such as books, movies, videos, and so on. Azhar Arsyad (2011: 3) indicates that learning media are graphic, photographic or electronic instruments for visual or verbal knowledge recording, processing and reconstruction. It can be inferred from that explanation that the leaning media are as graphical, photographic or electronic instruments for recording, processing and reconstructing visual or verbal knowledge that can encourage learners to learn.

2.6.2. Function, Using, and Benefit of Media in Learning

Teaching as a medium to support teaching that also influences the setting, circumstances, and the learning environment is developed and styled by the teachers as one of the key functions of the media. Arsyad Azhar (2005: 15-16) explains that the use of teaching media in the orientation phase of teaching would help the learning process and the efficiency of delivery and content of the subjects at the time, as it also raised the motivation, interests of students and also helped students to increase comprehension, present interesting and reliable data, ease of data, and compress knowledge.

Levied and Lentz (1982) suggest four learning media functions,

especially visual media, as follows:

1. The visual media attention feature is at the center, which draws and guides the attention of students to focus on the material relevant to the meaning of the visual or text shown accompanying the subject matter.
2. In learning a text with an image, the affective role of visual media can be seen from the enjoyment of students.
3. From the results of the analysis, the cognitive role of visual media can be shown that the visual symbol or picture promotes the achievement of the objective of recognizing and remembering knowledge or messages found in the image.
4. The learning media's compensatory effect can be seen from the findings that visual media that provide the context for understanding the text allow students who are poor in reading to organize and remember details in the text.

According to Kemp and Dayton (1985), utility or the contribution of learning media is as follows:

1) It is possible to standardize the submission of instructional messages.
2) Learning can be more engaging.
3) By incorporating learning theory, learning can be more interactive.
4) It is possible to shorten the timing of the training.
5) It's possible to boost the level of learning.
6) Whenever and wherever necessary, the learning process will take place.
7) It is possible to boost the positive attitude of students towards learning materials and the learning process.

8) The role of the teacher shifts towards

In general, the advantage of media in process learning is smooth interaction between teacher and student before activity learning is more efficient and successful. Specifically, according to Kemp and Dayton, certain media profit from knowing that:

a. It can be homogenized to offer course material.
b. More comprehensive learning process and drawing.
c. A more engaging process of learning.
d. The quality of energy and time.
e. To maximize the result of learning for quality students.
f. Media will allow any program to do the process.
g. A positive attitude between content and learning process can be promoted by the media.
h. Changing the instructor in a more optimistic and productive way.

2.6.3. Classification and Characteristic of Learning Media

According to Rusman (2012:173), it is possible to identify educational media as follows:

a. The media, by its existence, can be divided into:
    a) Auditory media, i.e. media that can only be heard or media that has only sound components.
    b) Visual media, which can only be used alone, does not constitute an aspect of sound.
    c) Audio-visual media, sound media, and photographs also include components that can be seen.

b. Based on the ability of its reach, the media can be divided into:

   a) The media has the ability to cover a wide and simultaneous spectrum.

   b) The media has the ability to cover space and time in a restricted way.

c. Depending on the form or method of use, the media may be divided into:

   a) Media are projected.

   b) There are no media predictions.

2.6.4. Criteria of Selection Media

Nana Sudjana and Rival (2010:4-5) should pay attention to the following issues in the criteria for selecting educational media:

a. The accuracy of learning targets

b. Supporting the content of the material for the lesson

c. Ease of media acquisition

d. Skill in the teachers' use

e. Time available to use it

f. In line with the level of thought of students

Learning media selection requirements according to AzharArsyad (2011:75) are the following:

a. In line with the objectives to be accomplished,

b. Right to support facts, concepts, principles, or generalizations of learning material

c. Practical, scalable, and lasting

d. The teacher used it skillfully

e. Objectives for grouping.

f. Performance in technical terms

2.7. Evaluation

There are two main goals of language program assessment, according to Weir and Roberts (1994): 1. Accountability for the service, 2. Developing program. Accountability refers to the degree to which the quality of their work is accountable to those participating in a program. Accountability-oriented assessment generally analyzes the results of a curriculum at significant endpoints of an academic period and is normally carried out for the benefit of an outside audience. Development-oriented assessment is intended to maximize a program's efficiency as it is being implemented. The various uses of assessment are referred to as formative, illuminative, and summative assessment.

a. Formative evaluation

Evaluations should be carried out as part of program creation to find out what is going well and what is not, and what concerns need to be resolved. Formative assessment focuses on current program creation and enhancement. The following are some common questions linked to formative evaluation:

a) Has enough time been invested on concrete goals?
b) Have the placement assessments put students in the program at the correct level?
c) How well will the textbook be received?
d) Is the curriculum used by teachers appropriate?
e) Do teachers or learners have issues with some part of the course?

f) Is the curriculum enjoyed by students? What can be done to boost their motivation, if not?

g) Are students having enough work from practice? Will we raise or decrease the workload?

h) Is the material's pacing adequate?

b. Illuminative evaluation

Illuminative assessment tries to find out how various elements of the program operate. It gives a greater understanding of the teaching and learning processes that exist in the curriculum. The following are some questions that could be raised within this assessment:

a) How do students execute group-work assignments?

b) What kind of error-correction techniques are being used by teachers?

c) What kinds of options are employed by teachers while teaching?

d) How do teachers, while teaching, use lesson plans?

e) What kind of patterns of teacher-student interaction usually occurs in classes?

f) For various kinds of texts, what reading techniques do students use?

g) How do students during a lesson understand the intentions of the teacher?

h) Which students are the most or least involved in a class?

Block (1998) mentions the role of illuminative assessment in recognizing the meanings of language courses attended by learners and how learners make sense of their lessons. He recommends that teachers periodically interview learners to find out how they understand what a course is going on.

c. Summative evaluation

Summative evaluation attempts to make recommendations about the importance of various elements of the program. It is concerned with assessing the efficacy of a program, its effectiveness, and its acceptability to some degree. It is performed after the introduction of a program and aims to address the following questions:

a. How successful has the course been? Did it attain its aims?
b. What have the students learned?
c. How well have students and teachers received the course?
d. Have the materials performed well?
e. Were the targets adequate?
f. Were the assessments for placement and accomplishment sufficient?
g. Was the time spent with each unit adequate?
h. How suitable were the methods of teaching?
i. What issues arose during the course?

Criteria for effectiveness need to be established in order to determine if a course is successful. There are several distinct measurements of the efficacy of a course and each measure may be used for various purposes.

2.8. Previous Studies

In deciding the topic for this research, the researcher gets the inspiration from the previous studies. The previous studies was conducted by Yunaifah Yuni (2012) investigate study on Kumon Method used in English Instruction. Descriptive research with a qualitative approach is the research design that is used in this research. In particular, this thesis addressed the features of the Kumon

System that stressed the technique of self-learning, making Kumon distinct from other methods. The procedures of the Kumon Method, the role of the teacher in the English instruction of the Kumon Method, the role of the student in the English instruction of the Kumon Method, the influence of the Kumon Method, and the shortcomings of the Kumon Method. The result of the study revealed that with some teaching methods, the kumon method has a similar function or technique: (1) Direct method, where the student is given real object or image to demonstrate the meaning of some word, (2) Audio lingual method, where the teacher tutors the student one by one, (3) Group Language Learning, where the student listens to their CD and tape recording material. The different between the previous study and this study is this study investigates the practice of teaching English in Kumon includes the curriculum development, the teaching strategies, the learning materials, learning media, and the evaluation do by the tutor.

Aisyah Tissafahma A (2016) in her journal, she discussed the elements of EFL (English as a Foreign Language) Program teaching-learning process and study conditions in Kumon Kadipiro, Yogyakarta. Besides, this study discusses the solutions to the EFL Program teaching-learning challenges in Kumon Kadipiro, Yogyakarta. The result of this study shows that most of the elements in Kumon Kadipiro, such as instructors, assistants, EFL Program's materials and facilities in Kumon Kadipiro have contributed positively toward to the students studying progress in EFL Program. However, an instructor and assistants are needed to improve the motivation to the students in EFL Program's materials; in order to minimize the challenges. The challenges are the students are not consistence to do worksheets, and could not pronounce appropriately. Her thesis

helps the researcher to know the references about teaching learning process in other Kumon Learning Centre as it helps the researcher to analyze the application of Kumon Method in Teaching English at Kumon Course Tulungagung.

Azalia (2017) investigates study of Kumon Method in teaching English at Kumon learning centre Setiabudi Medan and how effective is Kumon Method in improving student's reading comprehension. The result of this study is At Kumon, student continuously get opportunities to develop his reading comprehension skills through listening to the CD regarding to the CD Textbook, reading aloud, doing the worksheets, and Oral Reading Check. The students also given SPE which means Smile, Praise, Encourage increasing student's motivation to learn. The calculation of placement test shows that the student's total score is 68,5, which is categorized as a "GOOD" score with grade B. The calculation of post test shows that the student's total scores of post test is 91, which is categorized as an "EXCELLENT" score with grade A. Based on the result of both tests, it can be concluded that Kumon Method is contributive and effective to improve students achievement in learning English, especially student's reading comprehension skills. The different the previous study with this study is this study investigate the practice of teaching English in Kumon Course Tulungagung. So based on this previous study, the researcher want this study conduct in a right way to find the practice in teaching English in Kumon Course Tulungagung.