CHAPTER I
INTRODUCTION

A. Background of the Study

English course is one of non-formal education that aims at developing education. Non-formal education is as perfection of formal education because it provides learning chance for students who need to study more as conducted in Pare, Kediri.

Pare, Kediri, is one of the famous English learning places in Indonesia. Beside a fine place to improve English, it has a lot of supporting facilities like bookstores, internet cafes, and many others. As an alternative place to learn English, Pare offers more affordable and intensive courses. For spending holiday, Pare serves exiting educative holiday programs, including English areas.

Pare as “Kampung Inggris” is a good place to be observed because some reasons, such as: there are many English courses, many English areas, various learning methods, many visitors, many banners, and many program choices.

The first reason, there are many English courses. There are about 50 English courses in Pare. The development of Pare image, Tulungrejo, and Palem villages, Kediri, as a well-known “Kampung Inggris” cannot be separated from the role of Muhammad Kalend. Born on February 20, 1945 with a wife Siti Fatimah and three children, Mr. Kalend is the founder and director of Basic English Course (BEC), the first English course built in Pare. Though Mr. Kalend’s educational background is not English, his skill is undisputable.
The second reason, various learning methods. Mushrooming English courses in Pare, it shows that English institution completed with some learning methods. These affect many students coming to Pare for learning English. The methods used are suitable as program and level. The English teachers at the courses have developed their creativity in teaching-learning process. The writer’s assumption that if the English teachers apply various methods, the students will enjoy the learning.

The third reason, many program choices. The students who come to Pare, they can choose programs, which they like. Each course has provided some programs. For example, Mahesa Institute provides Grammatical Structure I, Grammatical Structure II, Free Translation, speaking I & II, Active Speaking, General English Courses (GEC), and TOEFL Preparation. The English courses in Pare have simple classrooms and limited learning facilities, but they have some interesting program choices.

The forth reason, there are many English areas, such as environment of language courses in boarding houses or English camps. Besides, many students use English as a tool to communicate everyday. For example, in Inns and public places. This phenomenon has effects for native society of Pare, so that small of people need to know English terms. For example, Pak corn, this name is used by a person who sells corn to boarding houses every afternoon.

The learning process that concerned with students, real interaction, and understanding of language studied by children are same as learning to their mother unconsciously that they are studying language. The other effects of
process in learning language in Pare are small of old persons know familiar English term used by students, such as, students who have finished in their study and they would go home, they are called \textit{students forever}; students want to do conference, the native of Pare calls it as \textit{meeting}, etc. The processes are called \textit{acquisition process} (being acquired) as Lightbown (1995).

\textit{The fifth reason, there are many banners.} The writer finds many banners that invite students to speak English, For instance, \textit{no English no service, English Area, English Camp}, etc. The number of boarding houses is named using English. Moreover, students who do not communicate with English at special English courses or English areas cannot pass on studying.

Refer to socio-cultural competence, this phenomenon shows that communication with English automatically, they revise attitude in new culture. This context of situation involves correlation among participant (speaker, listener, writer, and reader). The topics told are suitable as factors that cover in knowledge list that imply in socio-cultural competence. Related to this problem how they communicate. In reality, they are in Indonesian culture, which cannot be separated with habit and culture of Java.

\textit{The sixth reason, there are many visitors.} Two villages are made by students to enrich language ability so that become noisy places. Institutions of language are the longer the more, while boarding houses are the longer the narrower. This phenomenon shows that visitors from Java and others such as, Jakarta, Kalimantan, Lombok, Sumbawa, Bima, etc.
The English Curriculum of each program has been regulated and based on humanistic philosophy because it depends on interesting and learner’s need. Besides, the goal of curriculum in Pare is great, which it emphasize on meaningful communication from the learner’s point of view, authentic tests, communicative tasks, outcomes that are negotiated and not predetermined need and interesting for learners. It is as Neill (1977) statement that the goals of the humanistic curriculum pursue the growing and development of the learners according to their needs and interests. Each individual is unique with his/her own intellect, emotions, and attitude. He must be allowed to grow as a fully-functioning, responsible, self-actualized, active, independent, realistically oriented, and problem-centered human being. The main goals of this type of curriculum will be great emphasis on meaningful communication from the learner’s point of view, authentic test, and communicative task, outcomes, which are negotiated and not predetermined. In this sense, perception is important because the students learn what they believe. It is important, necessary, or meaningful for them (in Dubin and Olshtain, 1994).

Therefore, the students are interested in studying in Pare because the curriculum is based on humanistic philosophy. Surly, the material will be good and suitable according to learners. For example, the first level is Elementary Speaking Education; its materials are how to pronounce the alphabet, telling personal identity, daily activities, describing person, time, direction, numbers, etc. The second level is secondary speaking education involved chain story, simple
presentation, simple debate, listening to the music, discussing and solving problem, etc.

Pare is located at an altitude of 125 meters above sea level has air that is not too hot. Various kinds of snack and good food and price can be found easily in this small town. Various infrastructure and facilities of city life can also easily found hotels, hospitals, ATM, internet cafe air-conditioned 24 hours, etc.

Pare district became famous throughout the world because this is where the world-caliber anthropologist, Clifford Geertz - who was then still a doctoral student-doing field research, which was then written as a book entitled “The Religion of Java”. In the book Geertz, Pare disguises under the name "Mojokuto". In Pare, the anthropologist often discussed and consulted with Mr. S. Sunuprawiro (late), then became a journalist Java Pos. Mr. Sunu is one of the speakers who helped anthropologist in completing his book.

A friendly attitude of native people makes Pare comfortable to stay and learn English. This leads Pare to be an English society, popular as “Kampung Inggris” (Kampung of English). The existence of “Kampung Inggris” brings advantages, which are gotten not only by people, which visit to Pare, but also by societies living around. The phenomenon of “Kampung Inggris” gives advantages such as increasing in the sector of education, social, and economy encouraging between many tribes of Indonesian. Many English courses have accumulated resident. They can increase their income through boarding house business, bicycle rentals, food stalls and course places.
This description explains that Pare has unique feature compared other districts. That is why, English courses integrated with English area in Pare are very essential to be observed. Therefore, my title is “THE TEACHING-LEARNING PROCESS OF ENGLISH AT ENGLISH COURSES: AN ETHNOGRAPHY STUDY IN PARE, KEDIRI, EAST JAVA”.

B. Problem of the Study

Based on the background above, the writer focuses on “how is the teaching-learning process of English at English courses In Pare?”

Subsidiary of the problem in this research paper refers to these following questions:

1. What are learning objectives of teaching English at the courses?
2. What are kinds of syllabus used at the courses?
3. What are the materials used at the courses?
4. What are the methods used at the courses? This includes the following questions:
   a. What is teaching procedure?
   b. What are classroom activities?
   c. What are teacher’s roles?
   d. What are student’s roles?
   e. What are teaching media used?
5. What are the evaluation models?
6. What are the strengths and weaknesses of teaching-learning process at the courses?
C. **Objective of the Study**

1. To describe learning objectives of teaching English at the courses.
2. To describe kinds of syllabus used at the courses.
3. To describe the materials used at the courses.
4. To describe the methods used at the courses.
   a. Teaching Procedure
   b. Classroom activities
   c. Teacher’s role
   d. Student’s role
   e. Teaching Media
5. To describe the evaluation models at the courses.
6. To describe the strengths and weaknesses of teaching-learning process at the courses.

D. **Benefit of the Study**

   This paper has some benefits, which can be useful for the writer and for others; there are two kinds of benefit, namely: theoretical and practical benefits.

1. **Theoretical Benefit**
   a. For researcher, the study improves the researcher’s knowledge of teaching learning process in order to get effective in teaching English.
   b. For other researchers, result of the study can be used as reference for students who want to conduct a research in teaching-learning process.
c. For English teacher, the result of the study may be useful for English teachers in their profession of teaching English.

2. Practical Benefit

a. For policy maker, especially related to teaching of English, The result of the research can make consideration to establish the non-formal education especially English course and give permission if the people will establish non-formal education such as, English courses or English dormitory.

b. For English teacher, the result of this study can be reference to evaluate their teaching practice of English and to improve some weaknesses that will encourage them to make something better. It can prompt the students to learn English.

E. Research Paper Organization

The writer organizes the research paper into five chapters in order to make the reader understanding the content of the research paper as follows: chapter I is introduction. It consists of background of the study, problem of the study; objective of the study, benefit of the study, research paper organization. Chapter II is review of related literature. It consists of the notion of learning language, the notion of language teaching, teaching English as a system and Non-formal education. Chapter III is research methodology. It deals with type of the research, description of setting, data and source of data, the data credibility, method of collecting data and technique for analyzing data. Chapter IV is research finding and discussion. Chapter V is conclusion and suggestion.