A CASE STUDY ON THE IMPLEMENTATION OF TEACHING ENGLISH IN HOMESCHOOLING COMMUNITY SALATIGA

THESIS

Submitted as a Partial Fulfillment of the Requirements for
Getting Master Degree of Education in
Graduate Program of Language Study

By:
SITI AISYAH
ID No. S200160023

DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2018
PRIMARY SUPERVISOR’S APPROVAL FORM

The student submits the thesis for examination:

Name : Siti Aisyah
ID Number : S200160023
Department : Language Studies
Field of Study : English Education
Thesis title : A Case Study on The Implementation of Teaching English in Homeschooling Community Salatiga

Supervisor’s Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

Surakarta, January 8th 2018

Primary supervisor

Mauly Halwat Hikmat, Ph.D
CO-SUPERVISOR’S APPROVAL FORM

The student submits the thesis for examination:

Name:  Siti Aisyah
ID Number:  S200160023
Department:  Language Studies
Field of Study:  English Education
Thesis title:  A Case Study on The Implementation of Teaching English in Homeschooling Community Salatiga

Supervisor’s Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Universitas Muhammadiyah Surakarta.

Surakarta, January 8th 2018

Co-supervisor

Hepy Adityarini, Ph.D
APPROVAL OF THESIS FOR SUBMISSION

A CASE STUDY ON THE IMPLEMENTATION OF TEACHING ENGLISH IN HOMESCHOOLING COMMUNITY SALATIGA

Submitted by

SITI AISYAH

Has been examined by the board of examiners on 22nd January 2018. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The boards of examiners certify that the thesis is eligible for submission.

The Board of Examiners
Primary supervisor

Mauly Halwat Hikmat, Ph.D.
Co-supervisor

Hepy Adityawati, Ph.D.
Examiner

Muamaroh, Ph.D

Surakarta, 2th February 2018
The Director of Graduate School

Prof. Dr. Bambang Sumardjoko
STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled “A Case Study on The Implementation of Teaching English in Homeschooling Community Salatiga” is an original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

Name : Siti Aisyah
ID Number : S200160023
Department : Language Studies
Field of study : English Education

Date : January, 8th 2018
Signed :

[Signature]
Siti Aisyah
MOTTO

“... Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) Knowledge. And Allah is well-acquainted with all you do.”

(Qs. Al-Mujadila:11)

“A lesson is repeated until learned”

(Anonymous)
DEDICATION

This research paper is dedicated to:

Her beloved father, M. Tukul,

Her beloved mother, Sugiyem,

Her beloved sister, Sri Maryanti,

Her beloved family,

Her beloved friends,

Her beloved lecturers, and

Her almamater.
ABSTRAK


Kata Kunci : homeschooling, kurikulum, tujuan, materi, penilaian, prosedur pengajaran, integrasi, perspektif, pendekatan
This study is aimed to describe the implementation of teaching English in Homeschooling Community Salatiga (HCS). Particularly to gain the description of all aspects of teaching including curriculum, objectives, materials, assessment, procedures, the integration of teachers in language and content, teachers’ perspectives toward the integration of language and content in the classroom, and student’s perspectives of the implementation of teaching English in homeschooling-community. The type of this study is qualitative case study. The data were collected through observation, interview, and document analysis. The current study used descriptive analysis in analyzing the data. The results of this study show that the Accelerated Christian Education (ACE) curriculum is used and all materials were written in English. The objective of using English is not only to understand the material but also as part of their communication in classroom interaction. The school uses authentic assessment and the procedure of Teaching Learning Process can be divided into three; opening, TLP, and closing. The interviews with the teachers revealed that the success of teaching and learning process depends on the teachers’ qualification and the students’ ability. Besides, according to the students, they felt comfortable but they also mentioned their difficulties in understanding materials. In conclusion, the teaching of English in Homeschooling Community Salatiga (HCS) adopted CLIL (Content and Language Integrated Learning) approach in which the teacher focused on the content when teaching other subject and focused on grammar rules when teaching English subject.

**Keywords**: homeschooling, curriculum, objectives, materials, assessment, teaching learning procedure, integration, perspectives, approach
ACKNOWLEDGMENT

Assalamualaikum Wr.Wb.

Alhamdulillahirabbil ‘Alamin, all praises to Alloh S.W.T, the Most Glorious, the Most Merciful, Lord of the Universe, who gives a million blessing, miracle and uncountable gifts to the researcher, so she can accomplish her research paper entitled A CASE STUDY ON THE IMPLEMENTATION OF TEACHING ENGLISH IN HOMESCHOOLING COMMUNITY SALATIGA as the requirement for getting master degree of education in Department of English Study Post Graduate of Universitas Muhammadiyah Surakarta.

Peace is upon to Muhammad SAW., the Alloh’s last messenger, who will be the hero for all his followers in the life after. The writer realizes that this research paper would never be possible without other people’s help, so that the writer would like to extend her gratitude and appreciation to:

1. Prof. Dr. Bambang Sumardjoko, M. Pd., the Director of Graduate School of Muhammadiyah University of Surakarta.
2. Prof. Dr. Markhamah, M. Hum., the Head of Language Studies of Muhammadiyah University of Surakarta.
3. Mauly Halwat Hikmat, Ph. D., as the primary supervisor, for her suggestions, advice, support and encouragement in completing this thesis.
4. Hepy Adityarini, Ph. D., as the co-supervisor, for her continuous and valuable guidance, advice, support and encouragement in completing this thesis.
5. Muamarah, Ph. D., as the internal examiner, for her suggestions, advice, supports, and encouragement to make this thesis valuable.
6. All of the lecturers of English Language Study of Post Graduate, for precious knowledge and experience given to her,
7. The all teachers and principals of Destiny Institute Salatiga, for the helpfulness, suggestion, supports, and valuable conversation,
8. The all homeschooling students of Destiny Institute Salatiga 2017/2018, for the sharing, laugh, nice conversations,

9. The researcher’s beloved parents, bapak Tukul and ibu Sugiyem, for the love, pray, support, learn, advice, hugs, happiness, experiences given to her,

10. The researcher’s beloved sisters, Sri Maryanti, Astrid Daneshwari P, and Penti Dahlina, for the support, happiness, love, share, pray and laugh,

11. The researcher’s best friend in Undergraduate Program of English Department of IAIN Salatiga, Mar’atus Sholihah, thank you for being a sister, helpfulness, laugh, hugs, love, friendship, inspiration, support, and prays,

12. The researcher’s close friend, Mas Olick, thank you for being unforgettable friend, brother, the best partner, helpfulness, laugh, love, inspiration, support, and prays,

13. The researcher’s dearest friends in English Language Study of Post Graduate 2016, Mba Ary, Mba Enggar, Mba Hida, Mami Idar, Mba Tika, Mba Maliha, Mas Agung, Mas Patoni, Bang Dika, Mba Yunita, Mba Anin, Kak Rey, Mba Anis, Mba Desi, Dek Firda, Dek Irin, Dek Deby, Arga, Rezky, thank you for being brothers and sisters that I ever have, support, pray, laugh, valuable memories, and friendship,

14. All of the people, who cannot be mentioned one by one, thanks for everything.

The researcher realizes that this research paper is still far from being perfect, so all suggestions and criticisms for improving this research paper are accepted widely and happily. Hopefully, this research paper will be useful for the readers and prospective researchers.

Wassalamualaikum Wr.Wb.

Surakarta, January, 22th 2018

Siti Aisyah
Table of Contents

COVER ......................................................................................................................................................i
PRIMARY SUPERVISOR’S APPROVAL FORM ..................................................................................ii
CO-SUPERVISOR’S APPROVAL FORM ............................................................................................iii
APPROVAL OF THESIS FOR SUBMISSION .......................................................................................iv
STATEMENT OF AUTHORSHIP ..........................................................................................................v
MOTTO ....................................................................................................................................................vi
DEDICATION ...........................................................................................................................................vii
ABSTRAK ................................................................................................................................................viii
ABSTRACT ...............................................................................................................................................ix
ACKNOWLEDGMENT ............................................................................................................................x
TABLE OF CONTENT ..........................................................................................................................xii
LIST OF PICTURES ...............................................................................................................................xv
LIST OF TABLES ....................................................................................................................................xvi
LIST OF APPENDICES ........................................................................................................................xvii

Contents

CHAPTER 1 INTRODUCTION ................................................................................................................. 1
1.1 Background of the Study .................................................................................................................. 1
1.2 Limitation of the Research ............................................................................................................. 3
1.3 Research Questions ....................................................................................................................... 4
1.4 Research Objectives ....................................................................................................................... 4
1.5 Significance of the Research ......................................................................................................... 5
1.6 Research Paper Organization ....................................................................................................... 6

CHAPTER 2 UNDERLYING THEORY ..................................................................................................... 7
2.1 Homeschooling ............................................................................................................................... 7
  2.1.1 The Term of Homeschooling ................................................................................................... 7
  2.1.2 Legality of Home Schooling in Indonesia ............................................................................. 8
  2.1.3 Education Resources for Homeschooling ........................................................................... 9
2.2 The Notions of Approach, Method, and Technique in Language Teaching

2.2.1 Methods of Language Teaching ......................................................... 12
2.2.2 Approach to Teaching Other Subject through English .................. 13
  2.2.2.1 Content-Based Instruction (CBI) ............................................ 14
  2.2.2.2 Content and Language Integrated Instruction (CLIL) ... Error!
    Bookmark not defined.

2.3 Teaching and Learning Process ................................................................. 25
  2.3.1 The Notion of Curriculum ............................................................... 25
  2.3.2 The Notion of Objectives ................................................................. 25
  2.3.3 The Notion of Material ................................................................. 26
  2.3.4 The Notion of Assessment ............................................................... 28
  2.3.5 The Teaching and Learning Procedure ........................................... 34

2.4 Previous Studies .......................................................................................... 35

CHAPTER 3 RESEARCH METHOD .................................................................. 42
  3.1 Research type .......................................................................................... 42
  3.2 Research Subject .................................................................................... 43
  3.3 Research Object ..................................................................................... 44
  3.4 Setting, Time and Place .......................................................................... 45
  3.5 Data and Data Source ............................................................................ 46
  3.6 Technique for Collecting Data ............................................................... 46
  3.7 Technique for Analysing Data ................................................................. 47
  3.8 Trustworthiness ...................................................................................... 49

CHAPTER 4 FINDINGS AND DISCUSSION ................................................... 51
  4.1 Research Findings .................................................................................. 51
    4.1.1 The English curriculum used in homeschooling-community
        Salatiga ............................................................................................... 51
    4.1.2 The objectives of using English in teaching the content on
        homeschooling-community in Salatiga ................................................. 53
    4.1.3 The materials used for teaching English in homeschooling
        community in Salatiga ........................................................................... 54
4.1.4 The assessment used in homeschooling-community in Salatiga 58

4.1.5 The teaching and learning procedures in homeschooling classroom ........................................................................................................................................59

4.1.6 The teachers’ integration in the language and the content in homeschooling-class in Salatiga ........................................................................................................65

4.1.7 The perspectives of the teachers towards the integration of language and content in homeschooling-community Salatiga ........................................68

4.1.8 The perspectives of the students towards English learning in homeschooling-community Salatiga ...........................................................................................................74

4.2 Discussion ................................................................................................................................................................................................................82

CHAPTER 5 CONCLUSION, PEDAGOGICAL IMPLICATION, AND SUGGESTION ..............................................................................................................................................................................88

5.1 Conclusion ................................................................................................................................................................................................................. 88

5.2 Pedagogical Implication of the Study ........................................................................................................................................................................... 90

5.3 Suggestion .............................................................................................................................................................................................................. 92

BIBLIOGRAPHY

APPENDIXES
LIST OF PICTURES

Picture 4.1, PACE for Grade Level Conversion.................................................50
Picture 4.2, Example of PACE...........................................................................52
Picture 4.3, Example of PACE...........................................................................52
Picture 4.4, Example of Checkup Test.................................................................53
Picture 4.5, Self-test Example.............................................................................54
Picture 4.6, PACE Test Example........................................................................54
LIST OF TABLES

Chart 1: Anthony’s Diagram of Approach, Method, and Technique........10
Table 2.1 The Differences of Model of CBI.................................16
Table 3.1 Profile of Teachers..................................................39
Table 3.2 Profile of Students..................................................39
Table 4.1 Material Based on Student’s level...............................50
Table 4.2 The Content of English Material...............................51
Table 4.3 Teaching Procedure.................................................55
LIST OF APPENDICES

Appendix 1. Observation (field note)………………………………………
Appendix 2. Interview Transcripts…………………………………………
Appendix 3. Consent Forms………………………………………………
Appendix 4. pictures…………………………………………………………