

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



**Submitted as a Partial Fulfillment of the Requirements for
Getting Master Degree Language in Education**

By

SITI AISYAH

S200160023

**DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2018

APPROVAL

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

PUBLICATION MANUSCRIPT

Written by

Siti Aisyah

S200160023

Has Been Approved By

Primary Supervisor



Mauliy Halwat Hikmat, Ph.D

Co- Supervisor



Hepy Adityarini, Ph.D

APPROVAL OF PUBLICATION MANUSCRIPT FOR SUBMISSION

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

Submitted by
Siti Aisyah
S200160013

Has been examined by the board of examination on January 22nd 2018. All feedback, correction and suggestion recommended by the examiners have been considered and revisions have been accordingly made by the student.

Boards of examiners certify that the thesis is eligible for submission.

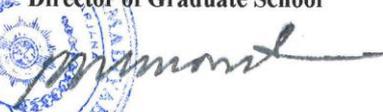
Board of Examiners

1. Maully Halwat Hikmat, Ph.D.
(Primary Supervisor)
2. Hepy Adityarini, Ph.D.
(Co-Supervisor)
3. Muamaroh, Ph.D.
(Examiner)


.....)


(.....)


(.....)

Surakarta, January 22nd 2018
Director of Graduate School

Prof. Dr. Bambang Sumardjoko, M.Pd.

STATEMENT OF AUTHORSHIP

I hereby confirm that the publication article is an original and authentic work written by myself and it has satisfied the rules and regulation of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and sources of information have been fully referred and acknowledged accordingly.

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

Surakarta, January 22nd 2018

The Writer



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

ABSTRAK

Studi ini bertujuan untuk mendeskripsikan penerapan pengajaran bahasa Inggris di komunitas homeschooling Salatiga. Khususnya untuk memperoleh penjelasan tentang semua aspek dalam pengajaran yang meliputi kurikulum, tujuan, materi, penilaian, prosedur, integrasi guru dalam bahasa dan konten, perspektif guru terhadap integrasi antara bahasa dan konten, dan perspektif siswa dalam implementasi pengajaran bahasa Inggris di komunitas homeschooling. Jenis penelitian ini adalah kualitatif studi kasus. Data diperoleh melalui observasi, wawancara, dan analisis dokumen. Penelitian ini menggunakan analisis deskriptif dalam menganalisis data. Hasil dari penelitian ini menunjukkan bahwa sekolah menggunakan kurikulum *Accelerated Christian Education* (ACE) dan semua materi ditulis dalam bahasa Inggris. Tujuan dari penggunaan bahasa Inggris tidak hanya untuk memahami materi tetapi juga bagian dari komunikasi dalam interaksi di kelas. Sekolah menggunakan penilaian autentik dan prosedur pembelajarannya dibagi tiga; pembukaan, proses belajar mengajar, penutup. Hasil interview dengan guru mengungkapkan bahwa kesuksesan belajar mengajar tergantung pada latar belakang pendidikan guru dan kemampuan siswa. Selain itu siswa mengungkapkan bahwa mereka merasa nyaman sekolah di HCS namun mereka juga menyebutkan kesulitan-kesulitan mereka dalam memahami materi. Kesimpulannya, pengajaran bahasa Inggris di Homeschooling Community Salatiga (HCS) mengadopsi pendekatan CLIL (Content and Language Integrated Learning) dimana guru fokus pada konten ketika mengajar mapel lain dan fokus pada tata bahasa ketika mengajar bahasa Inggris.

Kata Kunci : *homeschooling, kurikulum, tujuan, materi, penilaian, prosedur pengajaran, integrasi, perspektif, pendekatan*

ABSTRACT

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

1. Introduction

In Indonesia, there are many people who start homeschooling for their children. In Salatiga there is community of homeschooling. The name of community is "Destiny Institute". It is located at Aliwijayan Street, No. 34 Pengilon, Salatiga, Central Java. It was established by the homeschooling families who live around Salatiga. The teaching and learning process conducted in the building of Destiny Institute. It was because most of parents are entrepreneur who were very busy and did not have enough time to pay attention to their children. Based on the preliminary observation, the process of teaching and learning in that community use bilingual method. The books in all subjects are written in English.

The teaching of other subjects through English means that the teaching learning process of subject is conducted in English including the materials and the assessment. It can be called bilingual. There are two kinds of approach in teaching other subject through English namely; Content-based Instruction (CBI) and Content and Language Integrated Learning (CLIL). Brinton, Snow and Wesche (in Sanchez, 2001, p.115) defines content-based instruction as "the integration of

content with language-teaching aims”. It involves the teaching of academic subject matter and second language skills. The students, thus, receive curricular information and do their academic task in the TL and, at the same time, acquire the L2/TL in a very natural way.

CBI sometimes comes under names such as immersion, bilingual instruction, sheltered instruction, or acronyms such as EAL (English as an Additional Language), CLIL (Content and Language Integrated Learning), SEI (Structured English Immersion), and etc. For this case, Content and Language Integrated Learning (CLIL) is closely related to the teaching other subject through English. However, this community is new and unique in Salatiga. Most homeschooling process is conducted at home, but here the teaching and learning process is conducted in the community. Something like school but not formal school. So, the aim of this study is to describe the implementation of teaching English in Homeschooling Community Salatiga (HCS). The objectives of this study are to gain the description of the implementation 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.

2. Underlying Theory

2.1. Homeschooling

Homeschooling is a type of education which typically occurs in the home with the child’s parents or guardian serving as the primary educator (Cogan, 2010, p.19). According to Ray (2016, p.1), Homeschooling is parent-led home-based education; home education—is an age-old traditional educational practice that a decade ago appeared to be cutting-edge and “alternative” but is now bordering on “mainstream” in the United States. Since homeschoolers have a choice of the method they want to use to provide their child with the education and curriculum that is right for them, this makes the child’s education customized to each child. Homeschooling is

parent driven with the curriculum chosen, purchased, and instructed by the parent.

2.2. *CLIL (Content and Language Integrated Learning)*

Other approach of teaching other subject through English is CLIL. The belief underlying CLIL is that teaching subjects through English provides a better preparation for professional life than teaching English as a subject empty of content. There are, too, clear motivational advantages in teaching English for a well-defined purpose which is perceived as relevant by the students. Coyle, Hood, and Marsh (in Cenoz, 2015, p.11) define CLIL as "...a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language". The definition of CLIL refers to 'an additional' language and not only to English and this could be any language other than the first language, including foreign, second or minority languages.

In addition, Deller and Price (2002) differentiate the use of language between the language class and the content class. In the language class the four skills (reading, listening, speaking and writing) are part of the end product and are also a tool for introducing new language and practicing and checking linguistic knowledge. In the content classroom the four skills are a means of learning new information and displaying an understanding of the subject being taught. So the language is a means to an end, rather than an end in itself, and the structure and style of the language is often less colloquial and more complex.

2.3. *Teaching and Learning Process*

In this part, the aspects of teaching and learning process including the curriculum, the objectives, the material, the assessment, and also teaching and learning procedure. Teaching and learning are different definitions, because teaching is a learning facility. Brown (2005, p. 7) explained that teaching shows or helps someone to learn how to do something, giving instruction, guiding in the study something, providing with knowledge, causing to know or understand. In teaching, the teachers used a technique to share the

knowledge in learning process. According to Fauziati (2014, p.13) the classroom activities are integrated into lessons and used as the basis for teaching and learning.

3. Research Method

This study adopted descriptive qualitative case study. The research subjects in this study were 5 teachers who have bachelor degree with different major and 8 students in all levels. 4 teachers who were interviewed have experienced teaching in formal school except T₁. There were 5 students' transferred from formal school while 3 students had been in HCS since level. The object of this research is all aspects of the teaching English that is implemented in the homeschooling-community in Salatiga including the curriculum, objectives, materials, assessment, procedure, integration language and content and also perspective of the teacher and student.

The data were collected through observation, interview, and document analysis. The observation was used to gain the data concerning teaching learning procedure and the teacher's integration. The interview was used to collect the data concerning with the curriculum, objectives, teacher's perspectives, and student's perspectives. The document analysis was used to gather the data related to the materials and assessment. The data were analyzed through rereading, coding, and drawing conclusion.

4. Results

4.1 The English curriculum used in HCS

The curriculum used in Destiny Institute is A.C.E or Accelerated Christian Education. Based on the interview on October 6th 2017, Mr. Ke as a curriculum division said that all subjects or materials are taught based on Bible point of view. He said that only 7 subjects are taught in Destiny Institute, they are Math, English, Science, Social Studies, Word Building, Literature, and Bible Reading:

“A.C.E curriculum is contains of individual learning based on Bible. It’s basically everything taught on the subject. There are seven subjects in learning; Math, English, Social Studies, Science, Word Building, Bible Reading, and the last is Literature. Everything taught based on Bible point of view.”
(Ke, Int.rec, T₅)

Based on the interview results, the reason why Destiny Institute tend to use or implement A.C.E curriculum isto suitthe need of their who cannot join in a big class, and considered as student with special need, and the need of the parents who are looking fora character building curriculum.

4.2 *The objectives of using English in teaching the content on HCS*

Based on the observation and interview, the objectives of using English in teaching the content in Destiny Institute can be divided into five, those are; to make the students easy in understanding the material when they are reading, to make English as their habits, to make English as a communication language in their activity, and to make students better in English and to prepare the students in future studies in another country.

4.3 *The materials used for teaching English in HCS*

Based on the document analysis, the materials used in Destiny Institute depend on the number of the book in each level. The book is called PACE. Something like module for learning. There are 5 classes in Destiny Institute that is explained in the following table:

Table 4.1Material based on Student’s Level

No.	Student’s Level	The name of class	Grade in Formal School	Book Number
1.	Level 1	Joyful	Grade 1 to 4	1001-1048
2.	Level 2	Fightful	Grade 5 to 6	1049-1072
3.	Level 3	Love	Grade 7 to 8	1072-1084

4.	Level Credit	Hope & Passion	Grade 9 to 12	
----	--------------	----------------	---------------	--

For the subjects, Math, English, Word Building, Science, Social Studies are for Joyful class. And after finishing the Joyful class, the students were given additional subjects such as Literature and Creative Writing. Bible reading is only in the book number 1013-1048 and it is taught based on the student's English ability. In English material, there are two subjects; English and Word Building. The English materials will be explained more details in the following table:

Table 4.2. The Content of English Material

No	Book's Number	Aspect of skills	Example of English Content
1	1001 – 1012	Speaking	Phonetics
2	1013 – 1024	Speaking	Vowel, homophone
		Grammar	Auxiliary verb, modals, proper noun, simple preposition
		Writing	Abbreviation,
3	1025 – 1036	Writing	Cursive writing, compounds words
		Speaking	Homophone, rhyming
		Vocabulary	Antonym
		Grammar	Possessive, preposition
4	1037 – 1048	Writing	Punctuation (declarative, etc), capital letter, quotation mark, friendly letter
		Grammar	Verb, adjective, pronoun, adverb
5	1049 – 1060	Writing	WH Question, punctuation
		Grammar	Noun (common, proper, subject, object), verb (regular, irregular), possessive

		Reading	Diagram (space), WH Question, dictionary
6	1061 – 1072	Writing	Cursive writing, improve sentence, letter outline
		Vocabulary	Heteronym, homonym, antonym
		Grammar	Direct indirect speech, tenses, phrase and clause
		Reading	Dictionary, diagram
		Speaking	Vowel, pronunciation

4.4 *The assessment used in HCS*

There are 3 kinds of tests in Destiny Institute; checkup test, self-test, and PACE (*Paket Accelerated Christian Education*) test. The assessment has been included in the PACE (material's book). There are 3 checkups or mini test in each book. The checkup test is given to know the student's comprehension in understanding each chapter on the material. After the students finish their checkup, they do self-test in the last chapter of the book. In self-test, the students must achieve or comprehend 90% of all materials in each book. If they cannot achieve they will not move to PACE test. And in the PACE test, the score must be 80% then they can move to the next number of the book. The final score is obtained from the results of three accumulated tests.

4.5 *The teaching and learning procedures in homeschooling classroom*

Based on observations that were conducted in September 5th – 14th 2017, the researcher as observer sat in the class to see the teaching and learning procedure in the class. The class was quite active and the students also spoke English with their teacher or supervisor. Every student had responsibility on their own subject. Every day the students decide their goals in PACE book. They have their own decision to study what they want. The teacher or the supervisor just guided them to achieve their goals in each day

and helped them understanding the material. Every student had 2 flags. The first is Christian flag, and the second is Indonesian flag. Christian flag was used to all the things that was related to the learning while Indonesian flag was used to all things that were not, such as go to toilet, get out from the class, etc. The procedures of teaching and learning process in Destiny Institute can be explained in the following table.

Table 4.3. Teaching Procedure

No.	Procedures	Time	Activities
1.	Opening	08.00 – 08.30 am 08.30 – 09.00 am	Morning Devotion, Praise and worship <i>Khutbah</i> , the teacher explained verse on Bible and explained the meaning to build the students’ character. The students set their goals for learning and consulted the goals to the teacher or supervisor
2.	Teaching Learning Process (TLP)	09.00 – 09.45 am	The students did what their goals in learning or doing PACE. Private consultation based on each subject with the supervisor. The supervisor gave explanation to each student based on their need. The students did the test or memorized the vocabulary.
3.	Closing	09.45 – 10.00 am	The supervisor checked the students’ goals and gave the sign to the student’s book. One of students asked all students

			to stand up. Then checked them one by one, after that led them to pray and say thank you to their supervisor.
--	--	--	---

4.6 The teachers' integration in the language and the content in HCS

Based on the data findings from observation and interview, the teachers' integration in the language and the content in the process of teaching and learning can be divided into five categories.

1. *The teacher's instruction.*

In Destiny Institute, all the materials are written in English. In the teaching and learning process, the teachers use English when they gave the instruction to the students and explained the materials.

2. *The teacher's explanation*

When explaining the material, sometimes they used Indonesian language in the certain terms that cannot be explained in English. For example when the students studied about Math or Science, then they had difficulties in understanding the content, the teacher would explain it in Indonesian language.

3. *The teacher's explanation on other subject*

Based on the observation in the teaching and learning process, the teacher's integration of the language and the content can be seen in the process of teaching and learning process. The teacher focused on the content when explaining Math or other subjects.

4. *The teacher's explanation on English subject*

The teachers focused on the content rather than the language when they explained the materials, but they focused on the language when they taught English subject. When the teacher taught English, he/she focused on the grammar and the language itself such as the word

“is” is used for one thing/person, then “are” is used for many things/people.

5. *Teacher’s difficulties*

In integrating language and content, sometimes teachers have difficulties in explaining the materials. If their background of study is English education, it will be easy for them to explain the content in English. But, if their background of study is Math, Physic, or other subject, it will be little bit hard for them to explain in English.

The teachers as like Ms. Am and Ms. Yi had different opinion about the integration of the language and the content. According to Ms. Am, to integrate the language and the content was very easy because all the materials and of course the vocabularies had already been written in English. So, it was easy for the teachers and also the students to use English.

“If in Destiny, the material is in English. So it is easy for the teachers and the learners or the students to use the English. So we know the vocab, like that. So, *ya* I think it is point plus *ya buat* Destiny. All of the vocabulary that we learn is already written in the book. *Jadi untuk mengintegrasikannya sangat gampang sekali* (so, it is easy to integrate). It will different if we use the material from Indonesia and we teach in English, *pasti* student *akan...eee...misalnya; pengurangan atau pembagian gitu, akan beda cara mereka mengerti, mengaplikasikannya..* (will..ee..for example; subtraction or division, it will different for them to understand and apply it)”
(Am, int.rec, T₂)

4.7 *The perspectives of the teachers towards the integration of language and content in HCS*

1. *The differences of teaching English subject and teaching other subject through English*

The responses to the interview questions regarding to this theme, four interviewees discussed about the differences between teaching

English subject and teaching other subject through English which can be divided into two responses; Material Difference and No Difference.

Three teachers (T₂, T₃, T₄) had the same opinion. They mentioned that there was difference when they taught English subject and other subject through English. The difference is of course in the material. When they taught English, they taught about the grammar, speaking, reading, listening, and also writing, but when they taught other subject through English, grammar is not really needed as long as they can explain in English and the students can understand. Furthermore, T₄ mentioned that when teaching English subject, the content is only about linguistic and literature, but in teaching other subject through English, they will not use English as deeper than teaching English subject.

“Of course there is some differences. If we learn, *entah itu...let's talk about learn language ya..* Indonesian maybe, or Germany, or Spanish or English itself *pasti kita akan fokus grammarnya* (we will focus on grammar). But if we use English to explain the other material, grammar not really needed for that. So as long as we can speak, we can explain, like that. *Kalau misalnya belajar bahasa kita pasti belajar grammarnya, tatanannya,* (If we study about language, it is absolutely learn about grammar, structure,) subject, predicate, object, and we develop the vocabulary also but teaching other subject through English, *kita fokusnya ke* (we focus on) material, like Math, we focus on the content” (Am,int.rec, T₂)

However, interviewee Da (T₁) who had more than 10 years teaching experience and she had ever taught in English course thought that there was no difference between teaching English subject and teaching other subject through English.

2. *The effectiveness of using English in the teaching and learning process for other subject*

The responses to the interview questions regarding to this theme, all teachers asserted that using English is effective for two reasons; Student-Based Ability and Material-Based Ability.

There were three teachers who had the same opinion (T₁, T₃, and T₄). They said that the effectiveness of using English in the teaching other lesson is depends on the student's ability. If the students have good ability in English, it will be easier for teacher to use English and it will be effective. But it cannot be effective if the students were transferred from public school then they do not have English habit before, they will have difficulties in understanding the materials.

Besides student's ability, interviewee Am mentioned that using English for other lesson would be effective if the material is written in English. If the materials are written in Indonesia then the teacher explains in English, the students will get difficulties in understanding the material.

“Because in Destiny basically we use English all the time and then the material also written in English, so of course we explain in English. It will different with the other school, public school maybe, that the material, the book in Indonesia and the teachers speak in English. *Lebih effective kalau materinya written in English* (more effective if the material is written in English)”
(Am, int.rec, T₂)

3. *The difficulties in using English through other subject*

The responses to the interview questions regarding to the difficulties in using English through other subject, can be classified into Student's Comprehension, Teacher's Education Background, and Student Smarter than Teacher.

All teachers had different opinion. Ms. Da (T₁) commented that the difficulties came from student's ability and also students transferred from formal school who were not really good in English. Meanwhile, Ms. Yi (T₃) talked about the teacher's education background. If the teacher is not an expert in particular subject, of course it will cause difficulties in explaining the subject. In addition, Mr. Fe mentioned the difficulties were only when the student's comprehension of English is not good and it can make him explain over and over.

“My difficulties is only when my student’s comprehension of English is not that high, that so I have to explain them over and over and over. So that the difficulties.” (Fe, int.rec, T₄)

4. *The solution to the challenges faced by the teachers*

Based on the interview responses, the teachers stated the strategies to solve the problems in the teaching learning process, these are; Mix the Language (T₁), Check Many Resources (T₂), and Change the Teaching Strategy. (T₃ and T₄)

4.8 *The perspectives of the students towards English learning in HCS*

The responses of the interview result generated data which focus on the perspectives of the students towards English learning in homeschooling-community Salatiga. Four main themes are emerged:

1. *Student’s feeling*

Based on the interview result, the responses to the questions regarding to the student’s feeling can be classified into three categories; Positive Response, Negative Response, and Neutral Response. Four students (S₂, S₃, S₄, S₇) gave the positive response because all of them said that they felt fun and enjoyable in homeschooling although they should learn and practice English. They felt comfortable because their teacher was not only a teacher but also a supervisor and also they can get international certificate to make them easy study aboard.

There are three students (S₁, S₅, S₆) who gave neutral response. They felt confuse and hard to learn in homeschooling because the curriculum was totally different but they could follow and enjoy the rules. They felt fun but hard to do everything in PACE. Beside positive and neutral response, there was only one student who gave the negative response. She had experience in formal school before and she just compared the learning style between homeschooling and formal school. She felt stress because so many PACES that should be done in the time target and sometimes in holiday she still had to do the PACE.

2. *English Practice*

Based on the interview result, the responses to the questions regarding the English practice in homeschooling can be categorized into three levels; Less Practice, Good Practice, and Very Good Practice. Many students commented that English practice in homeschooling was still average because most of the time they spoke *Bahasa* with their friends but sometimes English with the supervisor. There are five students (S₁,S₃,S₄,S₅,S₈) who said that using English as part of communication was still less practice with their friends. They said that English practice mostly happened between students and supervisor, but between friends, they still speak in *Bahasa*.

Besides, there are two students who said that English practice in homeschooling is quite good. Dn (S₆) who are 17 years old and she is in the fourth level, she often practices with teachers and friends in daily conversation. So, she said that English practice is good. Furthermore there is only one student, Ga (S₇) who said that English practice in homeschooling was very good because his supervisor always force the students to speak English.

3. *The difficulties in English learning*

Based on the interview result, the responses to the questions regarding to the difficulties in English learning can be categorized into three points; PACE Difficulty, Language Difficulty, No Answer. For PACE difficulty, there are four students who have difficulties in mastering English lesson. Dn (S₆) told that she has difficulties in managing the time and also mastering the lesson, while Ni (S₈) told about the target. She said that in 3 months she must finish 21 PACES. It was difficult for her to do her PACES because if she could not reach the target, she would be left behind.

Meanwhile, in the Language Difficulty, there are three students who have difficulty in understanding the English words or vocabulary. Jk (S₃) and Jo (4) said that they felt difficult in learning English because

English is not their habitual yet. But they tried to speak English regularly. Br (S₅) who had experience in formal school and still in the first level told that he had difficulty in learning English words. Sometimes the words are oddly and the written is unclear. So, it will make him difficult to understand.

4. *The Implementation of English Learning*

In the implementation of English learning, most students talked about The Differences between Homeschooling and Formal school, The Strategy of Teachers, and also The Benefits that They Can Get from Homeschooling.

The differences of English learning in homeschooling and formal school can be seen in the responses of S₆ and S₈. Dn (S₆) explained that English is more complicated in homeschooling than formal school. The teachers in formal school only teach the students but in homeschooling, teachers can be a supervisor and friend. Similarly with Ni (S₈) who explained that learning English in homeschooling is deeper than formal school. In formal school, the English learning is most about the aspect of self-introducing while in homeschooling they learn all aspects in English including part of speech.

“For me the implementation English is... English is more complicated than formal school, because...*ee... gimana sih, kalau disekolah lain kan guru cuma ngajarinya* (...*ee*..how is it, if in informal school the teacher just teaching). In here the teacher also help us to build the character and... *apa istilahnya*...(what we call...) personally gitu. Such as guidance, friend, and I feel comfort” (Dn, int.rec, S₆)

In the strategy of teachers, most of students talked about how the teachers guided them to achieve their goals in learning. Jk (S₃) asserted that the teachers asked the students to decide their target, if they could not reach their target, they could do the PACE at home, and if there was difficulty, the students just rose the flag and the teacher would come to

help the students. Besides, Br (S₅) explained about how the teachers helped the students to do the PACE. He told that the teachers asked the students to change the Indonesian sentences into English. The teachers would teach and help the students in doing it. Frequently, the teachers gave them support and encouraged them to do the PACE and also helped them when they got difficulties as Dn and Ga said. The last is benefit that the students get from homeschooling. Here, most students declared that in homeschooling they can improve their English, they can continue their study in other country and also they can learn the God's character. It can be seen in the response from Dn (S₆). However, most of students said that the implementation of English learning in homeschooling is really good.

5. Discussion

In terms of curriculum, this study found that the curriculum adopted in Destiny Institute used ACE (*Accelerated Christian Education*) which is the international curriculum based on Bible. If we refer back to the definition from Cogan (2010), he asserted that homeschooling is a type of education which typically occurs in the home with the child's parents or guardian serving as the primary educator. On the contrary, this study found that the process of teaching and learning does not occur in the home but in the class and use the same curriculum. Homeschooling is parent driven with the curriculum chosen, purchased, and instructed by the parent. As explained in the Introduction section, HCS was initiated by a group of parents who committed to provide homeschooling education for their children. However, they realized that the homeschooling can be conducted in one location. Therefore, HCS building was established to serve the education for students but has its own curriculum. The objectives in using English as their instruction to teach the content match the objectives of curriculum. The materials and assessment were based on the curriculum used in Destiny Institute.

From theoretical perspectives, the findings of this study are in accordance to the theory of CLIL (Content and Language Integrated Learning) from Deller

and Price (2002) in which the theory explains that the teacher uses language (it can be foreign language) to teach both language and contents. Every teacher has different way in integrating the language and the content. 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. Overall, based on the data findings through observations and interviews, the process of teaching and learning in homeschooling-community used CLIL approach.

Compared to the previous studies, the process of teaching and learning in Destiny Institute used individual learning in which the students decide the goal of learning and learn by themselves. It means that the learning focuses on the student-centered not teacher-centered. This case is related to the several research as cited by Kampen et.al (2016, p.3) who asserted that several researchers have investigated the nature of CLIL pedagogies as innovative and student-centered. There is inconsistency between the teachers and the students' perspectives regarding to English practices. The teachers assumed that the teaching learning process had been conducted 100% in English, the students thought the opposite. The awareness from the teachers when they were interviewed, are probably one of the reasons why they tend to consider that the English learning and practices in homeschooling is good. In other words, there is subjectivity point of view from the teachers because they also have important positions in Destiny Institute.

6. Conclusion

The implementation of teaching English in Destiny Institute can be seen from the system, the curriculum, the material, the teaching and learning process, and also teachers and students collaborated and supported each other. The obstacles in the implementation of teaching English subject or teaching other subject through English mostly happened when the students did not comprehend the material or the content. The teachers explained more and sometimes mixed their language to

make the students easy to understand. Teacher's education background is also one of the obstacles because the qualification of teachers of the subjects other than English does not equip them with English skill. To some extent, HCS has similarity with formal school and common homeschooling. Both HCS and other homeschooling use customized curriculum to meet student's need and encourage independent learning. In terms of the setting, both HCS and formal school use classroom for conducting the teaching and learning process.

Acknowledgements

This paper is based on result of Siti Aisyah's thesis (2018). Thank you very much for all participants who contributed in the data collection process.

Bibliography

- Brown, H.D. (2005). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall
- Cenoz, J. (2015). *Content-based instruction and content and language integrated learning: the same or different?*. *Language, Culture and Curriculum*, 28:1, 8-24, DOI:10.1080/07908318.2014.1000922.
- Cogan, M.F. (2010). *Exploring Academic Outcomes of Homeschooled Students*. *Journal of College Admission*, n208 p18-25 Sum 2010.
- Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- Deller S and Price C. (2002). *Teaching Other Subjects Through Homeschooling*. Oxford: Oxford University Press.
- Fauziati, E. (2014). *Method of Language Teaching English as a Foreign Language (TEFL)*. Surakarta: Era Pustaka Utama
- Kampen. (2016). *Content and language integrated learning in the Netherlands: teachers' self-reported pedagogical practices*: Leiden University–ICLON, Leiden, Netherlands
- Madrid, D.Y, and Sanchez, E. (2001). *Content-Based Second language Teaching: Present and Future Trends in TEFL, 101-134*. Universidad de Almeria: Secretariado de publicaciones.

Ray, D. B. (2010). *Academic Achievement and Demographic Traits of Homeschool Students: A Nationwide Study*. Academic Leadership the Online Journal. [http://www.academicleadership.org/article/Academic Achievement and Demographic Traits of Homeschool Students A Nationwide Study/homeschool](http://www.academicleadership.org/article/Academic_Achievement_and_Demographic_Traits_of_Homeschool_Students_A_Nationwide_Study/homeschool))