THE IMPLEMENTATION OF TEACHING ENGLISH IN KAK SETO HOMESCHOOLING SOLO : A CASE STUDY

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree in Department of English Education

By :

DENIS DARUSSALAM
A320140261

DEPARTMENT ENGLISH AND EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2020
APPROVAL

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PUBLICATION ARTICLE

By:
DENIS DARUSSALAM
A320140261

Approved by the Consultant
School of Teacher Training and Education
Muhammadiyah University of Surakarta
2020

Consultant,
Hepy Adityarini Ph.D
NIDN. 0611117701
ACCEPTANCE

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by:
DENISDARUSSALAM
A320140261

Accepted and Approved by the Board of Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta
On February 2020

Team of Examiners
1. Hepy Adityarini,Ph.D.
   (head of Examiner)
2. Dra. Muamaroh, M. Hum., Ph. D
   (Member I of Examiner)
3. Drs. Djoko Srijono, M.Hum
   (Member II of Examiner)

Dean

Prof. Dr. Ir. Harun Joko Prayitno, M. Hum
NIP. 19650428 199303 1 001
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Denis Darussalam
A320140261
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Abstrak


Kata Kunci: homeschooling, tujuan, materi, prosedur, pendekatan, game.

Abstract

This study aimed to describe the implementation of teaching English in Kak Seto Homeschooling Solo, particularly to gain the description of the learning objectives, the materials, the procedure of teaching English. The subject of this study were an English teacher and 33 students at Kak Seto Homeschooling Solo. This study was a descriptive qualitative research. The data were collected through observation, interview and document. The result of the study showed that the learning objectives of teaching English at Kak Seto Homeschooling were to improve the students’ English communication skill in their daily activities and to introduce the kinds of text such as descriptive, narrative, report, recount and procedure text. The materials used by the teacher for teaching English to junior high school students of Kak Seto Homeschooling Solo were adopted from syllabus and lesson plans. The material that used by the teacher is in the form textbook. The teaching procedures of English teaching and learning at Kak Seto Homeschooling Solo consisted of three steps, namely pre-teaching, while teaching, and post-teaching.

Keywords: homeschooling, objective, material, procedure, approach, games.
1. INTRODUCTION
Recent statistics show that 1.5 million homeschooled children in the United State in 2007. This increased significantly from 1.1 million children in 2003 and 850,000 in 1999. In Indonesia, many parents who prefer homeschooling for their children rather than going to regular school. What exactly is homeschooling? This term is often known as a term of home education/ home-based learning. Homeschooling is an alternative education which is organized by families that aims to develop children in accordance with their respective potential.

The amendment of the Indonesia legislation 1945 orders an importance as national education an follows; “Each citizen has a right to get an education. Each citizen must follow basic education and government obliged to finance”. (Sumardiono, 2007, p. 53). According to Sumardiono (2007, p. 53) to implement the mandate of constitution 1945, there has been made legislation no. 20/2003 that regulates the system of national education. Based on the legislation, the definition of education worshiped by system of national is aware and planned effort to realize teaching and learning condition in order children can be active to develop their deep skill to have religious spiritual power, self control, personality, intelligence, good morality that are needed by themselves, nation and country.

So far there has been no research on homeschooling in Solo, therefore researcher want to examine it in Kak Seto Homeschooling that focuses on the process of learning English (learning objective, materials and teaching procedure).

2. METHOD
This study adopted descriptive qualitative research. In descriptive qualitative research, statistic is not necessary in examining and exploring the facts. Thus, any calculation and numeration will not be required in this research type. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that
qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to learn (Denzin and Lincoln, 2005, p. 3).

The descriptive qualitative research is used to analyze the data because the aim of the study are to describe the process of teaching English in Kak Seto Homeschooling Solo. This study intends to conduct a descriptive qualitative research regarding to the process of teaching English in Kak Seto Homeschooling Solo.

3. FINDING AND DISCUSSION

3.1 Learning Objective at Kak Seto Homeschooling Solo

3.1.1 Teachers’ Perspective On The Objectives For Teaching English

The data collected through interview with one English teacher of Kak Seto Homeschooling who teaches the ninth grade students in junior high school. The interview process aimed to collect information regarding the data of learning objectives at Kak Seto Homeschooling. During the interviews, the teacher was asked about the objective of the ninth grade students were taught English.

a. To Improve the Students’ English communication skill in Their Daily Activities

The teacher of home schooling stated that the main objective of teaching English was training the students to use English in their daily activities. The students enriched their vocabularies in order to improve their English skills, especially speaking and writing. The teacher often made a fun learning by inviting them to study by using some funny games, so the students could enjoy the learning activities in the class. It is shown as:

Kalau tujuan bahasa inggris tiap kelas itu berbeda-beda ya, kalau untuk kelas 7 itu tujuannya lebih ke fun learning. Biar anak suka bahasa inggris kita ajak senang-senang, kita ajak bermain, jadi tujuannya komunikasi mereka bisa terarah. Untuk tujuan lain mungkin bisa untuk komunikasi sehari-hari karena disini kalau jam bahasa inggris ya ngomongnya pakek bahasa inggris walaupun tidak secar terus menerus. (Teacher N, December 11th 2018)
b. To Introduce Kinds of Text

The learning objective for the eighth and ninth grade of home schooling was to introduce the kinds of text especially procedure, narrative and report text. The procedure texts were about how to make a food/drink and how to use something. Moreover, the teacher also gave materials about the kinds of short functional text, such as announcement, short message, and advertisement. It is shown as:

\[\text{Nah untuk kelas 8 itu kita lebih banyak ke teks, jadi agak mulai perkenalan menuju kelas 9 dan kelas 9 kan kita fokusnya untuk ujian nasional. Nah ujian nasional di sekolah non formal itu kan tidak ada listening, jadi untuk ujian hanya berupa teks jadi saat mengajar ya terfokus ke teks. (Teacher N, December 12th 2018)}\]

c. Students’ Perspective On The Objectives For Teaching English

The data collected through interview with students of \textit{Kak Seto Homeschooling} who students in junior high school. The interview process aimed to collect information regarding the data of learning objectives at \textit{Kak Seto Homeschooling}. During the interviews, the student was asked about the objective of the ninth grade. It shown as:

\[\text{karena Bahasa inggris penting, bahkan nanti sma masih digunakan, dan mungkin nantinya setelah lulus juga biasa berguna. (Student R, INT2)}\]

3.1.2 Materials for Teaching English at Kak Seto Homeschooling Solo

The materials aimed to collect any information regarding to the materials for teaching English at \textit{Kak Seto Homeschooling}. The documents consisted of the syllabus and lesson plan. The students of Kak Seto Homeschooling learnt the same materials as the formal school’s students did. This non-formal school used the old curriculum namely School-Based Curriculum which includes English as one of the subjects. Those materials had the same level as same as the formal school gave. The textbooks which were used in this homeschooling were also the same like the formal school used. That is why there is no difference of the materials between the non-formal and formal school. This study found that the teacher taught the students about two topics, namely procedure text and report text which were included in the following documents:
3.1.3 Syllabus

As far as the study concerned, there is no syllabus which is designed specifically for the non-formal school or homeschooling. The syllabus which was used in Kak Seto Homeschooling is similar with the syllabus used in formal school. This homeschooling still used the School-Based Curriculum which was can be called as the old curriculum. However, there were some materials which were slightly changed. Based on the findings of document review, the researcher found two topics of materials in the syllabus which was used by this homeschooling for ninth grade students of junior high school. The first syllabus was about procedure text which explain the steps of how to make a food/drink.

3.2 Discussion

Based on the findings of the research, the learning objectives of teaching English at Kak Seto Homeschooling are to improve the students’ English communication skill in their daily activities and to introduce the kinds of text. This supports the learning objectives theory by Rohwer and Wandberg (2005) that there are two important and distinct learning objectives, namely content objectives and language objectives. The objective of this research is related to the language objectives in which improving the students’ English communication skill such as vocabulary, reading, listening, speaking and writing.

The finding of the research is in line with the previous finding by Aisyah (2018). The previous finding found that the objective of teaching English was to understand the materials and also as part of their communication in classroom interaction.

The finding of the research is in line with the previous finding by Bohan (2012). The previous finding found that the may students like be free and and this project will we find just on the homeschooling, and becouse of that the students will have feel so good.

Based on the findings of the research, the data which were related to the materials of teaching English were collected from documents including syllabus and lesson plans. The syllabus which were used by the English teacher adopted
School-Based Curriculum or KTSP 2006. The materials which were taught in this homeschooling were similar to the formal junior high school. However, there were some materials which were slightly changed.

Based on the syllabus and lesson plans analysis, most of the materials which were taught by the English teacher focused on the texts. The texts included descriptive, recount, narrative, procedure, and report texts. The materials were also in the form of expressions and short functional texts such as announcement and advertisement. However, the materials less focused on the listening ability.

This finding supports the materials theory by Tomlinson (2010) that materials can be anything which is deliberately used to increase the learners’ knowledge and experience of the language. The current research’s finding found that the English teacher used the textbook and also pictures mostly as the materials. The finding does not correspond to the previous finding by Aisyah (2018). The previous research found that the English teaching materials focused on the grammar rules. Moreover, the Homeschooling Community Salatiga (HCS) used Accelerated Christian Education (ACE) curriculum to be implemented in the English teaching and learning process.

Based on the research findings, the teaching procedures of English teaching and learning at Kak Seto Homeschooling consisted of three steps, namely pre-teaching, while teaching, and post-teaching. The pre-teaching steps were the beginning of the class including some activities such as greeting, praying, brainstorming, giving motivation and reviewing the previous materials. The while teaching steps were the main activities which consisted of the teaching and practicing processes that the teacher had to do the brainstorming activity, explaining the materials, and then asked some questions related to the materials. The post-teaching steps were the last activities in which the teacher evaluated the students’ comprehension about the materials by giving exercise or asking some questions and closed the meeting by reciting hamdallah, greeting, and also telling the next material.

The finding of the current study supports Brown’s theory (2005) about teaching and learning procedures that teaching shows or helps someone to learn
how to do something, giving instruction, guiding in the study something, providing with knowledge, and causing to know or understand. This finding is in line with the previous finding by Aisyah (2018). The previous researcher found that the procedure of teaching learning process could be divided into three, namely opening, teaching learning process (TLP), and closing.

4. CONCLUSION
Based on the result of research of the Implementation of Teaching English in Kak Seto Homeschooling Solo: A Case Study, the researcher draws the conclusion as follows: There are two learning objectives of teaching English at Kak Seto Homeschooling Solo especially for the junior high school as follows: To improve the students’ English communication skill in their daily activities. To introduce the kinds of text such as descriptive, narrative, report, recount and procedure text. The materials which are used by the teacher for teaching English to junior high school students of Kak Seto Homeschooling Solo are adopted from syllabus and lesson plans. The syllabus and lesson plan which are used by the English teacher apply School-Based Curriculum or KTSP 2006. Most of the materials which are taught by the English teacher focus on the texts, but less focus on listening skill. The teaching procedures of English teaching and learning at Kak Seto Homeschooling Solo consist of three steps, namely pre-teaching, while teaching, and post-teaching. In every meeting, the English teacher applies the same activities on each step.

BIBLIOGRAPHY


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