

# CHAPTER I

## INTRODUCTION

This study is about process of teaching English in Kak Seto Homeschooling Solo. This Chapter is divided into six parts, namely background of the study, limitation of the study, research question, objective of the study, significance of the study and research paper organization.

### **A. Background of the Study**

Homeschooling is a progressive movement around the country and the world, in which parents choose to educate their children at home instead of sending them to a traditional public or private school. Families choose to homeschool for a variety of reasons, including dissatisfaction with the educational options available, different religious beliefs or educational philosophies, and the belief that children are not progressing within the traditional school structure.

The homeschooling movement began growing in the 1970s, when some popular authors and researchers, such as John Holt and Dorothy and Raymond Moore, started writing about educational reform. They suggested homeschooling as an alternative educational option. According to the National Home Education Research Institute, there are now more than two million children being homeschooled in the U.S., with the percentage rapidly increasing by 7 percent to 15 percent each year. Homeschooling is legal in all 50 states and in many foreign countries.

Legal requirements for homeschooling in the U.S. vary from place to place. Some states have few or no requirements; others ask for portfolio reviews or standardized testing at certain intervals.

According to Holt (2006), author of the best-selling book *Teach Your Own*, the most important thing parents need to homeschool their children is "to *like* them, enjoy their company, their physical presence, their energy, foolishness, and passion. They have to enjoy all their talk and questions, and enjoy equally trying to answer those questions." For the majority of parents who homeschool, the only prerequisite is the desire to do so, along with a dedication to the educational process.

Do parents need an education degree or educational background? In almost all areas of the country, parents do not need an education degree to homeschool. Those with young children who have never attended a traditional classroom can begin a home education program when their child turns school age. At that time they will start adhering to the requirements in their particular state.

The process is slightly different for parents who have kids in school already and then decide to homeschool. They must first write a letter of withdrawal to the school principal or local superintendent. The letter should describe the parents' intent to remove a child from school to begin homeschooling. After the notification, parents continue to follow their district's specific guidelines.

Families that homeschool often combine certain subjects that are not necessarily grade- or age-specific, such as history, literature, and the arts. For example, children of various ages might study the same historical time period together, and then be given assignments that reflect specific age and ability. For studies in other subjects, such as math and reading, a homeschooling parent might tutor each child one-on-one to meet the student's individual needs. Meanwhile, depending on each child's age, the other students may be working on solo assignments or playing in another room.

Do homeschoolers follow traditional school hours or do they structure days differently? Homeschoolers organize their days in whatever way works best for them. Many begin their schooling early in the morning, as in a traditional school, but some opt to make less distinction between "school" and "home." If a child gets excited about a science experiment before bed, some parents follow the child's enthusiasm to see where it leads this becomes part of the school day as well.

The educational philosophy a homeschooling family chooses will significantly influence the structure of their days. Most of us are familiar with only one style of education the traditional system of textbooks, desks in rows, and standardized testing but a wide array of educational philosophies exists. These methods include Waldorf, Montessori, Charlotte Mason, classical, leadership education, interest-led learning, unit study, and more.

Homeschoolers have the freedom to blend ideas that best meet their children's needs.

This study choose Kak Seto Homeschooling Solo because this school has many programs that can make all of the student smart, creative, and cheerful. The programs are games, project class, distance learning, inspiring story, ect. The things that make this school interesting and different from the formal school is the unique way of theaching, such as inserting programs such as games into learning activities and much more learning programs that are not applied in formal school.

Based on the phenomena above, the research will conduct a study entitled **THE IMPLEMENTATION OF TEACHING ENGLISH IN KAK SETO HOMESCHOOLING SOLO : A CASE STUDY.**

#### **B. Limitation of the Study**

The study will be conducted in one of the special schools in the Surakarta that is *Kak Seto Homeschooling*, address at Jl. Nuri 2 No 2A Sidorejo, Kelurahan Mangkubumen, Kecamatan Banjarsari, Surakarta 57139. Phone: (0271) 721124. Fax: (0271) 721124. Mail: Solo [at] hsk.sch.id. The implementation of teaching English are as follows: (1) Learning objectives, (2) materials and (3) Teaching procedures.

#### **C. Research Question**

Based on the background of the study above, the study formulates the problem statement as : “How is the implementation of teaching English in *Kak Seto Homeschooling* Solo?”.

From the problem above, the study formulates the research questions to find out the result of the study as follows:

- a. What are the learning objectives of teaching English in Kak Seto homeschooling Solo?
- b. What are the materials of teaching English in Kak Seto homeschooling Solo?
- c. What are the procedure of teaching English in Kak Seto homeschooling Solo?

#### **D. Objective of the Study**

In general, this study aims to describe the implementation of teaching English in Kak Seto homeschooling Solo. Specifically, are to:

- a. To describe the learning objectives of teaching English in Kak Seto Homeschooling Solo.
- b. To describe the materials of teaching English in Kak Seto Homeschooling Solo.
- c. To describe the procedure of teaching English in Kak Seto Homeschooling Solo.

#### **E. Significance of the Study**

Based on the objective of the study above, this study is supposed to be able to give several significance for all side. Those significance are as the following:

1. Theoretical significance
  - a. The result of this study can contribute to the development of teaching English in homeschooling community.
  - b. The result of this study can be used as the reference for those who want to conduct a research on the process of teaching English in homeschooling community.
  - c. The result of this study can give information for local publisher regarding the materials or textbook for students in homeschooling.
2. Practical significance
  - a. The result of this study can be reflection for the teachers in teaching process.
  - b. The result of this study can help the teachers to improve the quality of teaching English.

#### **F. Research Paper Organization**

In order to make easier to be understood, this study is organized into five chapters.

Chapter I is introduction; the content of this chapter includes background of study, limitation of the study, research question, objectives of the study, benefits of the study, and research paper organization.

Chapter II is dealing with review of related literature. It discusses the underlying theory and the previous study in some of the related theories before.

Chapter III is research method. It deals with research method covering the type of the research, the subject of the study, the object of the study, the method of collecting data, the techniques of analyzing data, and the trustworthiness.

Chapter IV is finding and discussion about the learning objective, materials, teaching technique, and procedure in English teaching writing at *Harmony School* for Students with special needs of Surakarta.

Chapter V is the last chapter, it contains conclusion, pedagogical implication, and suggestion.

This chapter reports the introduction of the study. The following chapter presents the underlying theory and previous study.