

Chapter One

Introduction

This chapter discusses the information of the research. First, background of the study that explains information about a topic and why the topic deserves to be researched. Then, identification of the problem discusses the problems that exist on that topic. Third, delimitation of the problem defines which problems can be designated as research. The fourth are research questions that contain things that will be solved in the research. Next, research objectives state the goals to be achieved. Then, the significance of the research explains the benefits of research. The last is organization of the chapter that explains the systematic reporting of the research.

Background of the Research

English is a foreign language has played a significant role in the country's growth, especially Indonesia. English is utilized as media for communication, understanding some information and learn knowledge from other nations. Alrajafi (2021) stated that stated that in the present age, individuals are expected to possess the capacity to articulate thoughts and actualize their talents. Naturally, they must be facilitated by proficient communication platforms, and the world has a universally spoken language, namely English, which is mastered by nearly all individuals worldwide. English is seen as a challenging subject among Indonesian students. Based on structure, sound, and vocabulary, English is completely different from Indonesian Language.

English is becoming a compulsory subject for students in Indonesia, driven by the rapid development rate of work opportunities and the growing significance of attaining proficiency in the English language. For students who wish to continue their studies abroad, English language skills are a must. Students are not only required to be able to master everyday English, but also academic English. The requirements for registering to study

abroad are usually quite tough. students are required to take certain English tests, for example TOEFL and IELTS. According to Tamba, et al (2023) TOEFL test scores, which adhere to established criteria, can fulfill a range of selection prerequisites, including scholarships, job applications, university admissions, or graduation requirements. If a student's test score does not meet the specified minimum score requirements, you will automatically fail at the initial stage. As a result, Indonesia has made English a requirement for students from junior to high school

Speaking, listening, writing, and reading are all important aspects of learning English, in which all those skills must be learned and understood. People in non-English speaking country including Indonesia may find it difficult to comprehend all those skills due to a variety of factors. That it is infrequently used, that grammar such as tenses is rarely utilized, and that they lack the vocabulary necessary to acquire English. Hibatullah (2019) stated that, the potential difficulties with learning English, particularly in non-English-speaking nations, may be greater than in English-speaking nations. In order to solve this kind of difficulty, they should change their mindset that learning language is interesting and important for them to help them for communicating with others, so they will have relations with anyone from other nations.

Indonesian students have learned English for at least 6 years in Junior and Senior High schools, their proficiency is relatively low. This is due to several factors, including limited hours of English classes, curriculum design, and pedagogical practice in class. Oktaria, et al (2023) said that this condition makes students aware of the importance of English language skills, but there is a contradiction with the facts on the ground that there are still deficiencies due to lack of quality support, knowledge gained at school, and the high intensity of English language lessons at school. Therefore, many students have their own initiatives to learn more about English outside classrooms, and this phenomenon is regarded

as a good opportunity for non-formal education institution to provide English courses. As Oktaviana (2018) said that English course serves as an institution that enhances or supplements formal education. Most non-formal education provides a variety of teaching methods according to the needs and interests of students.

Kampung Inggris, Pare is a tourist attraction that offers an educational tourism experience, allowing visitors to acquire foreign language skills, particularly in English. *Kampung Inggris*, situated in Kediri, East Java, was initially founded in 1977. According to Akbar et, al (2023) One of the places in Indonesia that has an educational tourism concept is *Kampung Inggris*, Pare. As a form of non-formal education, *Kampung Inggris* Pare offers a variety of learning methods that are tailored to the needs of students. There are various methods and learning materials aimed to make actively practice their English skills, and these courses *Kampung Inggris* Pare are accompanied by an environment that supports learning so that students' progress in learning English can be maintained. Rumahak and Sya'idah (2018) said that English courses provide programs for learning grammar, speaking, listening, translation, writing, vocabulary, TOEFL, and other topics.

Based on the phenomenon mentioned in the previous paragraph, this study will take a close look at how English courses, particularly *Kampung Inggris* Pare, have developed. The conclusion of the study can be used as a guide by the English teachers in Indonesia as they implement the teaching and learning English approach.

Identification of the Problem

As a foreign language, English is studied by students from junior high school to high school. However, even though learning has been going on for six years, there are many problems experienced by students. The lack of time of English lessons in formal schools affects students' English skills, especially in schools that do not require students to speak English. This problem causes the intensity of students' English practice is lacking. In

addition, English lessons at school are usually conducted only two meetings a week. Ningsih and Rahmawati (2018) said that for English proficiency, the primary students only get 80 minutes per week, which is insufficient. Therefore, engaging in a less intensive English study program makes students less proficient in English. As a result of the lack of time of English lessons at school, students are not interested in deepening English, while the keys for learning English must be used every day to understand and they will be fluent in English. As Hibatullah (2019) said the problem faced by EFL students in learning English is due to the lack of exposure from the surrounding environment to speak English.

Learning English includes four basic skills such as speaking, listening, reading, and writing. Each skill must be taught to EFL students so that they can master English language sufficiently. Acquiring proficiency in the English language necessitates the utilization of specific methodologies for both learning and instructing it. If the instruction lacks engagement and expertise, it will result in comparatively low pupil proficiency. The occurrence of this phenomenon can be attributed to various variables, such as the restricted number of English class hours, the structure of the curriculum, and the pedagogical approaches employed in the classroom. In order to address this issue, numerous students opt to enroll in supplementary English courses or pursue non-formal education to enhance their English language skills. This study aims to investigate the methodology employed by one of English course at Kampung Inggris, Pare, Kediri, East Java.

Delimitation of the problem

Based on the problems mentioned in the previous section, this study only focuses on investigating the implementation of English teaching method and teaching process at one of the private English courses in *Kampung Inggris* Pare, Kediri, East Java.

Research Question

In this study, there are two research questions:

1. How are the teaching methods at *Kampung Inggris* Pare, Kediri?
2. How is the teaching process at *Kampung Inggris* Pare, Kediri?

Objective of the Study

The purpose of the study is to find out the teaching method and teaching process at *Kampung Inggris* Pare, Kediri.

Significance of the Research

This research has an opportunity to provide several benefits. The theoretical benefits of this hope are as follows:

For teacher

This research is expected to give benefits for English teacher not only teachers who teach in non-formal education such as courses but also the teachers who teach in formal school. The results of this study are expected as a reference for developing of teaching process for English teachers.

For researcher in future

The results of this study are expected to be able to become new knowledge about the teaching methods and teaching process of English language in non-formal education. For the future, other researchers are expected to conduct research on English teaching methods in *Kampung Inggris*, Pare with a longer duration of around 1 month. Then, other researchers are expected to conduct research on the teaching process outside the classroom.

Organization of the Chapter

This study is presented into five chapters. The first chapter describes the introduction of this research and contains several sub-chapters. The first is the research background. The researcher wants to know how English is taught to EFL in *Kampung Inggris*, Pare. Then

identification of the problems, some of the problems that occur when students study in formal schools are the very lack of English lessons which causes a lack of students in practice, then the methods and materials used are not in accordance with the needs of students, so they do not understand and their interest in learning English very less. The third is delimitation of the problems, from this problem the researcher focuses on studying three problems; the materials used in *Kampung Inggris Pare*, the learning methods, and the teaching and learning processes. Fourth, there are three research questions in this study; (a) How is the teaching method at *Kampung Inggris Pare, Kediri*? (b) How is the teaching process at *Kampung Inggris Pare, Kediri*?

The second chapter is a literature review. In this chapter, the researcher provides theories from experts to solve the problems in this study. Besides that, the researcher also provides several previous studies to support this research. The third chapter describes the research methodology. In this research, the researcher used descriptive qualitative method. This research conducted in *Kampung Inggris, Pare, Kediri, Jawa Timur*. Then, data collection techniques were carried out by interviewing 5 English tutors in the course. During the interview, the researcher recorded and record the information conveyed by the participants. Furthermore, the researcher showed the results of the interview to the participants to validate that the results are true.

Chapter four provides an explanation of the findings of this study. The results of this study were obtained from the coding results of the answers from the interviews with the participants.

Chapter five contains the conclusions of this study. After finding the results of this study, the researcher provided conclusions from the results of this study in this chapter.