CHAPTER I
INTRODUCTION

A. Research Background

The numbers of private supplementary tutoring show expeditious growth recently.[1] Tutoring becomes large in many Asian countries especially primary and secondary school students take private tutoring besides their formal education.[2] In Indonesia, private supplementary tutoring became one of education pathways reinforced in Law No. 20 of 2003 which explains that non-formal education has recognized and appreciated based on article 26 point 6 which states:

> "Hasil Pendidikan non-formal dapat dihargai setara dengan hasil program Pendidikan formal setelah melalui proses penilaian penyetaraan oleh lembaga yang ditunjuk oleh pemerintah atau pemerintah daerah dengan mengacu pada standar nasional pendidikan."[3]
> "Outcomes of non-formal education can be valued equal to outcomes of formal education after going through an equivalency assessment process by the relevant institution appointed by the government or local government with reference to the national education standard."

In the article above, it is emphasized that the role of non-formal education functions as a substitute, addition, and/or complement to formal education in order to support lifelong education.

Private supplementary English tutoring in Indonesia has different methods in teaching. The materials taught in private supplementary English tutoring is nearly identical to the materials taught in school. However, every course has its own method to be applied and the teaching activity is more extensive. In learning activities, private supplementary English tutoring provides various ways such as providing small-scale face to face class, online

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[1] Mark Bray, *Confronting the shadow education system; What government policies for what private tutoring?* (Paris: UNESCO International Institute for Educational Planning, 2009), 11.

[2] Mark Bray and Chad Lykins, *Shadow Education; Private Supplementary Tutoring and its Implications for Policy Markers in Asia* (Hongkong, The University of Hong Kong and Asian Development Bank, 2012), 1.

[3] Law No. 20 of 2003 on National Education System

tutoring, and short-term additional class at school or institution. For short-term additional class, the tutors usually invited by the school or institution around Indonesia. The classes are carried out for one week up to one month or more and conducted by several tutors based on the numbers of students.

Similarly, the materials taught must adhere to the curriculum established by the educational institution. The existence of the curriculum is a component of education which occupies a strategic position as its main role is to guide learning activities.[4] This is a difficulty for every teacher and tutor in terms of determining the best and most accurate strategy to apply based on the subject matter already covered in the curriculum. In opposition to the learning carried out by teachers in the school, the course manager determines the material delivered utilizing free and motivating presentation strategies in teaching. This is what makes the course learning more intense and enjoyable. All of this is done in an attempt to overcome students' lack of motivation, which is a typical problem faced by all teachers, whether English teachers in schools or English course teachers. Motivation can influence students' understanding during the learning process.[5] If students are motivated, they will be interested in what they are learning, and vice versa.

There are many predicaments faced by English course teachers while teaching. Apart from internal factors, constraints also often arise from external factors. One form of obstacles that arises from internal factors is from the teachers themselves in the form of the teachers' lack of experience when bringing or presenting a material. A teacher with low experience will tend to be more rigid and monotonous in delivering a material.[6] This causes students to feel bored because understanding cannot be absorbed optimally and those who feel that way will assume that English lessons are

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[4] Fuja Siti Fujiawati, "Pemahaman Konsep Kurikulum dan Pembelajaran dengan Peta Konsep Bagi Mahasiswa Pendidikan Seni", *Jurnal Pendidikan dan Kajian Seni*, Vol. 1 No. 1, (2016): 19

[5] Munaza Nausheen and Zia Ahmed, "Impact of Students' Motivation for Learning English on Their Achievement at Secondary Level", *Pakistan Journal of Social Science,* Vol. 39 No. 2, (2019): 694.

[6] Muhammad Akram, "Learning and Teaching English in Pakistan: Predicaments and Solutions", *International Journal of Educational Sciences,* 19(1), (2017): 13, DOI: 10.1080/09751112.2017.1377917

difficult to understand. In addition, from the external side, the problems faced come from things such as teaching materials and the characteristics of students who have different ways of understanding. English course teachers are required to be able to teach in various educational institutions that have a variety of teaching materials, so that the level of English proficiency possessed by students from one institution to another also varies. This makes the ability to provide teaching materials that are right on target and the ability to present material in an attractive and efficient manner to be the obligation that must be mastered by English course teachers. Besides that, limited time can also be problematic in achieving the target of teaching English.[7] Moreover, English and Indonesian have different characteristics, especially in pronunciation.

Every private supplementary English tutor has various experiences during teaching English like challenges, the way for teaching, and the way to solve the problems they face. Different way in teaching as disseminator, resource, facilitator, and supporter will influence the students' views and responds in understanding the materials.[8] The educator must have the good treatment especially in increasing students' motivation because many of them who learn English as a foreign language will have no great intention to learn it.[9] The final outcome of education is student improvement, any teaching approach ought to begin with recognition of the importance of educators in promoting student performance.[10] Therefore, the educators have to take up challenges to enhance students' performance. However, due to some reasons such as lack of time, energy, and confusion could be the impediments for

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[7]Muhammad Akram, 13.

[8] Ju Seong Lee, "Teacher as Change Agent: Attitude Change Toward Varieties of English Through Teaching English as an International Language", *Asian Englishes*, (2018): 13, DOI: 10.1080/13488678.2018.1434396

[9] Joanna Madalinska-Michalak and Bunyamin Bavli, *Challenge In Teaching English As a Foreign Language at Schools In Poland ans Turkey*, European Journal of Teacher Education, 41:5, (2018): 690, DOI: 10.1080/02619768.2018.1531125

[10] Naghmeh et al., "Evaluating novice and experienced EFL teachers' perceived TPACK for their professional development", *Cogent Education*, 6:1 (2019), DOI: 10.1080/2331186X.2019.1632010

educators. Thus, mastering teaching method and perceive coping strategies are necessary for English course teacher.

Yung states that in private supplementary English tutoring could cater students' needs such as reteaching the materials they don't understand while learning in regular school.[11] Some private supplementary English tutors may also help high achiever students to stay at the top and also help students with lack understanding to catch up their peers[12]. Hence, private supplementary English tutor is obligated to have efficient methods in language teaching. Richard analyzes that there are three components should be mastered as teacher expertise, they are content knowledge, pedagogical knowledge and ability, and discourse skills.[13] Thus, a private supplementary English tutor will face challenge while trying to fulfill students' goals.

Research about English course had been conducted by some researchers such as Rafsan and Husaina that found private supplementary English tutoring brings prospects for students' improvement in learning English.[14] Other researcher, Chan analyzed students' perception in private supplementary English tutoring that consist both positive and negative responses based on student's background and needs.[15] Yung and Chiu examined about factors affecting students in English Private Tutoring which included family background, tutors background, materials, and

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[11] Kevin Wai-Ho Yung, "Learning, Teaching, and Researching in Shadow Education in Hong Kong: An Autobiographical Narrative Inquiry", *ECNU Review of Education*, Vol. 2(I) (2019): 71, DOI: 10.1177/2096531119840871

[12] Yung, 71.

[13] Jack C. Richards, "Teaching English through English: Proficiency, Pedagogy and Performance", *RELC Journal,* Vol. 48(I) (2017), DOI: 10.1177/0033688217690059

[14] Rafsan Mahmud & Husaina Banu Kenayathulla, "Shadow education: patterns and scale of private supplementary tutoring in English in secondary education at urban Dhaka in Bangladesh," *Compare: A Journal of Comparative and International Education*, DOI: 10.1080/03057925.2017.1340827

[15] Vivien Nga Man Chan, "English Private Tutoring in Macao: Perceptions of Senior Secondary Three Students", *ECNU Review of Education,* Vol. 2(I) 44-63 (2019), DOI: 10.1177/2096531119840864

classmates.[16] Previous researches delivered about the effects of private supplementary English tutoring and students' perception, this research will present narratively about challenges faced by private supplementary English tutors and how they cope them. Furthermore, the objects of this research are coming from tutors who teach in various short-term classes throughout Indonesia while the previous researches only focus on tutors in one specific course. To fill the gap, this research aims to give recommendation to English teacher and pre-service English teacher about various challenges that might be faced by them while teaching in English class and the strategies to pass the challenges.

Preliminary research had been conducted before this study was carried out as a way to have accountable and suitable results. The objects of preliminary research are three English tutors who have experiences in private supplementary English tutoring specifically in short-term classes throughout Indonesia. The three English tutors are DF, D, and AV, they all are certified English tutors from Kediri with 4 to 5 years of experiences in private supplementary tutoring. Preliminary research contains two points which are 1) Context analysis; 2) Design of concepts framework. First, needs and context analysis was conducted by in-depth interview through WhatsApp in order to explore their experiences in private supplementary English tutoring, analyze challenges they have encountered, and how they arrange coping strategies as the solution. Second, design of concepts framework was summarized from the answers of the interviewee regarding experiences in private supplementary English tutoring particularly about challenges and coping strategies.

1) Context Analysis

At this phase, in-depth interview was carried out through WhatsApp with three private supplementary English tutors as the interviewee. The results show all of the objects were encountered numbers of challenges in private supplementary English tutoring. The first object, DF told a story that designing a suitable teaching method based on the students' characteristic is challenging for her. The second object, D said

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[16] Kevin Wai Ho Yung and Ming Ming Chiu, "Factors Affecting Secondary Students' Enjoyment of English Private Tutoring: Student, Family, Teacher, and Tutoring", *Asia-Pacific Edu Res,* (2020), https://doi.org/10.1007/s40299-020-00502-4

that students' lack of motivation is the challenge that always faced by her. The last object, AV explained about the challenges encountered by her which are forced students and lack motivation in class. Afterwards, the results about coping strategies show that the first object which is DF explained she always exploring various English teaching methods and using various teaching media. Second, D said that to motivate her students she used brainstorming while teaching in class so that the students will be refreshed and ready to learn. The third object, AV described about coping strategy used by her which is applying students-centered learning.

2) Design of Concepts Framework

Based on the content analysis, the experiences of private supplementary English tutors contained challenges and coping strategies. Challenges in private supplementary English tutoring and coping strategies used as the problem solver are varied considering that students' have different characteristic one another. Thus, this research needs to explore more about challenge and coping strategies in private supplementary English tutoring in order to achieve the research goals.

B. Research Focus and Scope

This research leads to the challenges faced by private supplementary English teacher and their coping strategies in various classes that will be served narratively. As the matter of fact, the match technique for this research is narrative inquiry since it emphasizes about human experiences.

C. Research Problems

Based on the research background, the research problems can be formulated as follows:
1. What are the challenges faced by private supplementary English tutors during EFL classes?
2. How do private supplementary English tutors devise the coping strategies?

D. Research Objectives

Based on the research statements, the research objectives are:
1. Describing challenges faced by private supplementary English tutors during tutoring EFL classes.

2. Explaining coping strategies to pass the challenges encountered by private supplementary English tutors during tutoring EFL classes.

E. Research Significances

This research is expected to be used theoretically and practically.

1. Theoretical Significance

This research is a narrative shaped of private supplementary English tutors' challenges and their coping strategies based on their experiences during tutoring English and it is expected to be the reference for English teacher and pre-service English teacher.

2. Practical Significances

a. For English teacher and pre-service English teacher

English teacher and pre-service English teacher could take the lesson from various matters presented in this research. It could help them to improve their ability by knowing various coping strategies.

b. For the researcher

This research can be used as a reference relating to English teaching experiences for further study.

F. Definition of Key Terms

Based on the research background, there are some key terms that we may find difficult to understand. They are:

1. Private Supplementary English Tutor

A private English teacher in non-formal institutions with a small

numbers of students.

2. Narrative

Etymologically, the word narrative is from Latin narrat ("related," "told"), narrare ("to tell"), or late Latin narrativus ("telling a story"), all of which are similar to Latin gnârus ("knowing"), derived from the ancient Sanskrit gnâ ("to know"). Thus, a narrative is a form of knowledge that catches the two sides of telling as well as knowing.[17]

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[17] Jeong Hee Kim, *Understanding Narrative Inquiry* (Kansas: SAGE Publication, 2016), 32.

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3. Coping

The word cope is derived from Latin "colpus" which means "to alter". In psychological paradigm, coping is defined as "dealing with and attempting to overcome problems and difficulties.[18]

4. Challenge

Challenge is described as something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability.[19]

G. Organization of Thesis

The organization of this thesis as follows:

1. The Complementary Page

The sections of this complementary page are: cover, approval page, declaration, abstract, motto, dedication page, acknowledgements, preface, contents' table, tables' list, and appendices' list.

2. The Body

Chapter I is introduction. This chapter describes about research background, research focus and scope, research problems, research objectives, research significances, definition of key terms and the organization of thesis.

Chapter II presents review of related literature. It covers the results in detail of theories related to this research.

Chapter III discusses research methodology used while conducting this research.

Chapter IV explains research findings and discussion.

Chapter V presents conclusion and recommendations.

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[18] Manoj Sharma, University of Nevada.

[19] Cambridge Dictionary

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