

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Definition of Formal and Non-formal Education

Education comes in various types based on how it works and the goals, it can be divided into formal, non-formal, and informal.¹ They have their own different characteristics but formal and non-formal are similar to each other. Informal education comes from the environment where the child grows such as family and neighborhood while formal and non-formal education are delivered by a teacher.² Formal education is a hierarchical, structured and sequential learning process, including general academic studies, various full-time educational institution programs, technical and vocational training.³ Whereas non-formal education is a learning process that takes place in an organized way outside the school system or formal education, whether it is carried out separately or as an important part of a broader activity aimed at achieving certain students' goals.⁴ By the definitions, it can be concluded that both formal and non-formal education have similarity i.e. structured organization. However, they are distinguished by the concept.

Formal education is regulated by The Ministry of Education where the curriculum is arranged and required to be followed throughout the class. This education leads to acknowledged credential such as undergraduate degree which often recognized by the government. Considering the structural and intelligible process, the teachers of formal education are obligated to be trained as professionals in some way.⁵

¹ Sudjana and Djudju, *Pendidikan Non-formal: Wawasan, Sejarah Perkembangan, Filsafat & Teori Pendukung serta Asas*. (Bandung: Falah Production, 2004), 14.

² Sudjana and Djudju, 15.

³ Sudjana and Djudju, 22.

⁴ Saleh Marzuki, *Pendidikan Nonformal*, (Bandung: Remaja Rosdakarya, 2012), 136-137.

⁵ Sarah Elaine Eaton, "Formal, non-formal, and informal learning: What are the differences?," *The University of Calgary* (2010), 1.

Besides, non-formal education is may or may not be guided by the curriculum arranged by The Ministry of Education. Non-formal education is permitted to compile their own curriculum based on the field that they put focus on. Even though it does not result in a degree, non-formal education is highly enhanced individual capacities. The teachers of non-formal education are qualified but not required to be professionally trained as long as they have good understanding about the field.⁶ Therefore, the teachers of non-formal education are often called tutors.

2. Differences of Formal and Non-formal Education

Formal and non-formal education apply the organized learning process but they still have the different management to present the education. Based on Sarah⁷, here are the differences between formal and non-formal education:

Table 2.1 Difference Between Formal and Non-formal Education

Categories	Formal	Non-Formal
Purposes	1) Long-term & general 2) Credential-based	1) Short-term & specific 2) Non-credential-based
Timing	1) Long cycle / preparatory / fulltime	1) Short cycle / recurrent / part-time
Content	1) Standardized / input centered 2) Academic 3) Entry requirements determine clientele	1) Individualized / output centered 2) Practical 3) Clientele determine entry requirements
Delivery System	1) Institution-based, isolated from environment.	1) Environment-based, community related.

⁶ Sarah Elaine Eaton.

⁷ Sarah Elaine Eaton.

Categories	Formal	Non-Formal
	2) Rigidly structured, teacher-centered and resource intensive	2) Flexible, learner-centered and resource saving
Control	1) External / hierarchical	1) Self-governing / democratic

The formal education system consists of levels of education from elementary school to high school and university. This type of education is carried out through the school as a whole and recognized nationally and internationally. The purpose of formal education is to train humans to be fit and healthy as well as beneficial for themselves, their families, communities and society.⁸ Non-formal education aims to develop specific intellectual and technical skill, thus non-formal education institutions are focused on one specific goal to reach. In order to retain the specific skill, each of non-formal education institutions has its own curriculum that doesn't related to the ministry of education. In spite of being unrelated to the ministry of education, the certificate of non-formal education is still used in society.

3. Types of Formal and Non-formal Education in Indonesia

a) Formal Education

Based on Law No. 20 of 2003, formal education is formed in several levels which are primary education, secondary education, and higher education. Furthermore, the levels of formal education are separated in distinct institutions. All of formal education institutions are required to obey the curriculum determined by the ministry of education. Forms of formal education institutions as follows:

1. Kindergarten
2. Elementary School

⁸ Law No. 20 of 2003 on National Education System

3. Junior High School
 4. Senior High School
 5. Vocational School
 6. Higher Education (University, Academy, Polytechnic, and Institute)
- b) Non-formal Education
- Explanation about types of non-formal education also stated on Law No. 20 of 2003 which separated into:
1. Early Childhood Education
 2. Life Skills Education
 3. Literacy Education
 4. Course and Training⁹

4. Private Supplementary English Tutoring (PSET) in Indonesia

Based on the research conducted by Zhang and Bray, tutors are described as people who helps students to carry the academic load of formal classroom. Private supplementary tutoring is a private class which provides additional explanation about subjects that has been taught in formal education. The forms of private supplementary tutoring are varied, some tutoring is held one-to-one either in the tutor's or tutee's house and other tutoring is provided in small group, large class, or huge lecturer.¹⁰ In Indonesia, there are large numbers of private supplementary tutoring, approximately 10.808 private tutoring providers in 2022.¹¹ Historically, private supplementary tutoring in Indonesia was recognized since 1976 with the name "*Program Luar Sekolah yang diselenggarakan Masyarakat*" (Community Organized Out of School Program).¹² As the time goes, private

⁹ Yoyon Suryono and Entoh Tohani, *Inovasi Pendidikan Nonformal* (Yogyakarta: Graha Cendekia, 2016), 67.

¹⁰Wei Zhang and Mark Bray, "Mapping and Analyzing Private Supplementary Tutoring: Approaches and Themes", *ECNU* Vol. 2 (2019), 4.

¹¹ Fikri Yanda, et al., "Private Tutoring during Crisis: Lessons Learned from a Private Tutoring Provider in Indonesia", *Journal of Nonformal Education* Vol. 8 No. 2 (2022), 263.

¹² Fikri Yanda, et al., 264.

supplementary tutoring was adjusted with Law No. 20 2003.¹³

There are various subjects taught in private supplementary tutoring including English. Private supplementary English tutoring in Indonesia mostly located in Pare which nicknamed as “Kampung Inggris”. Besides Pare, other cities in Indonesia also provide private supplementary English tutoring to support the environment. Private supplementary tutoring has the same goal which is to educate students and help students to reach the better peak in education.¹⁴ Based on the research conducted by Wachda, et al., it shows that private supplementary tutoring in Indonesia gets more positive response more than the negative and neutral response.¹⁵ Thus, we can conclude that private supplementary tutoring has positives impacts in students’ development.

5. Challenges in Private Supplementary English Tutoring (PSET) in Indonesia

As tutors who assigned to teach English subject, there will be some challenges emerged while teaching. Michalak and Bavli found major obstacles in teaching English as foreign language which are:

a) Students’ Motivation to Learn

Students’ motivation denotes the backbone in learning process. Students with low motivation to learn often feel stressed to understand the materials while students with high motivation appear enjoyed the class. It shows how students’ motivation forms major barrier to the effectiveness in learning English.

b) Students’ Emotional Inhibitions

Learning foreign language including English often being a sensitive matter because students are

¹³ Fikri Yanda et al., 264.

¹⁴ Siti Umi Fadhilah and Farida Hanum, “The Role of Private Tuition Classes as a Supplementary Agency in the Indonesia Education System”, *Atlantis Press Advances in Social Science, Education and Humanities Research* Vol. 398 (2019), 261.

¹⁵ Wachda Yuniar Rochmah, et al., “Unraveling the Disruptive Innovation in Indonesia’s Tutoring Field Using Text Mining”, *School of Economic and Business Telkom University, Bandung, Indonesia* (2021).

not used to it. Many students experienced anxiety, shyness, fear of failure, and prejudice about English while trying to learn. Those unsatisfactory experiences make students are reluctant to learn and practice their English skill.

c) Teaching Large Classes and Differentiation

The environment such a large class with heterogeneous students firmly influenced teaching and learning activities, class with wide spectrum of skills makes teaching more challenging because teacher must find the right way to deliver the knowledge equally.¹⁶

Tutoring English is similar with teaching English because they both required to explain materials related to English. Thus, challenges faced by teachers are also faced by tutors.

6. Coping Strategies in Private Supplementary English Tutoring (PSET) in Indonesia

As the matter of fact, tutoring in every field including English consist challenges and coping strategies. When challenges are occurred, there are coping strategies as the run-out. A study conducted by Isidor, Percy, and James found some coping strategies used by English Second Language Teachers namely:

a) Learner-centered Teaching

Learner-centered learning is an approach that requires teachers' focus on learners and their development more than the transmission of contents, encouraging the learners to construct their knowledge actively, and putting responsibility in learning process on the learners. Beside that, learner-centered learning also allows the learners to interact and develop their communication skills as they are given opportunities to identified and present the materials during class lesson.

¹⁶ Joanna Madalińska-Michalak & Bünyamin Bavli, "Challenges in teaching English as a foreign language at schools in Poland and Turkey", *European Journal of Teacher Education*, 41:5 (2018), 695-697.

b) Motivating The Learners

Learners' motivation drives learners to pay more attention in participating English activities. Motivation as a goal-directed approach will stimulate and guide learners to hard work and better performances. Language learning is a complicated process because of various factors, thus motivate the learners is critical.

c) Applying Teamwork

Teamwork is the ability of people in work together to reach specific purpose, applying teamwork in class will make learners assist each other and exchange ideas to create problem solving for the materials discussed. Teamwork is an important strategy in order to drive innovative English teaching and impact learning outcomes.

d) Using Different Resources

Teaching resources are important to prevent students from getting bored and losing interest in class. As a teacher, keeping the lesson enjoyable is obligatory. Different resources should be in line with students' understanding levels and needs for meaningful learning outcomes.¹⁷

B. Theoretical Framework

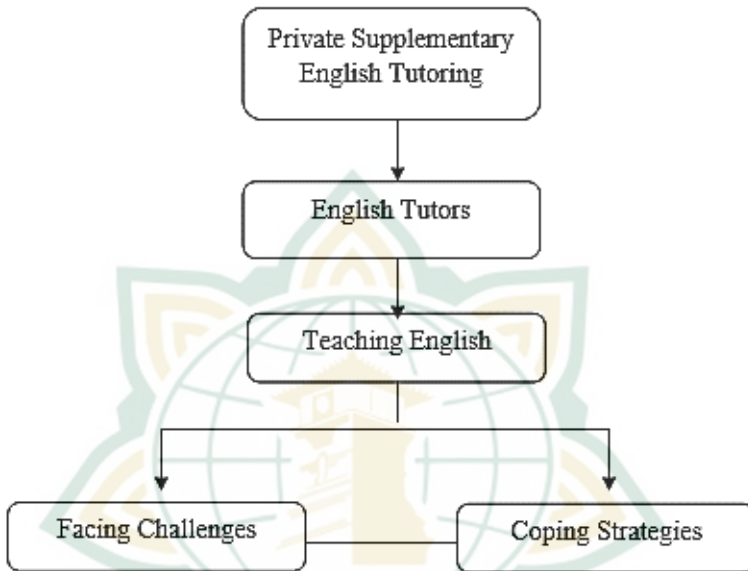
Private supplementary English tutoring is one of the ways to enhance students' understanding about English subject. By joining the course, students are expected to get more itemized materials about English. With this high expectation, the tutors are pressured to fulfill it. In order to fill students' expectation, there will be some obstacles faced by the tutors.

Teaching English could be difficult because not all students understand the root, as a tutor it is compulsory to convey the materials as interesting as possible but also understandable. This research attempts to uncover narratively about the challenge of private supplementary English tutors

¹⁷ Isidor Haufiku, Percy Mashebe, James Abah, "Strategies Used by English Second Language Teachers to Cope with Teaching Challenges", *English Language Education Reviews*, Vol. 3 No. 1 (2023)

and how they cope with it. To conduct the research, the researcher designed concept map below:

Figure 4.1 Theoretical Framework



C. Previous Studies

Research that specifically studies about private supplementary English tutor in teaching short term EFL classes is infrequently conducted, therefore the researcher had difficulties in finding the suitable research. However, this study can be supported by similar studies which discussed about tutoring in various classes.

The first study is titled “Teaching English in Shadow: Identity Construction of Private English Language Tutors in China” by Tao Xiong, et al.¹⁸ This study investigates the identity construction of private English tutors in China using content analysis and discourse analysis. The researchers found that most of private English tutors are highlighted as underdog and salesperson, therefore private English tutors often use

¹⁸ Tao Xiong, et al., “Teaching English in Shadow: Identity Construction of Private English Language Tutors in China”, *Discourse: Studies in the Cultural Politics of Education*, (2020) DOI: 10.1080/01596306.2020.1805728

tutoring as the milestone of their career. This research focuses on the same field as the current research, the difference is that the current research focuses on tutors' experience using narrative inquiry as the research method.

The second study by Jonathan, et al. titled "A Spoonful of Success: Undergraduate Tutor-Tutee Interactions and Performance"¹⁹. This study focuses on the relationship between tutor-tutee interactions with tutee's performance. This research found that tutor-tutee relationship has an indirect impact on the independent study skills. It shows that a healthy, trusting, and sustained relationship between the tutee and tutor creates a foundation for skill development. While this study focuses on both tutor and tutee, the current study focuses on tutor's experience only.

Another study which done by Anas Hajar titled "Exploring Year 6 Pupils' Perceptions of Private Tutoring: Evidence from Three Mainstream Schools in England"²⁰. The study aimed to investigate students' experiences and perceptions on private tutoring. It was found that most of students feel helped by tutors in improving their self-esteem and developed attentiveness in class that lead them into successfully pass school examination. The difference is while this study investigates students' experience and not specifically aimed at English Private Tutoring, the current research focuses on tutors' experiences and only centered at English Private Supplementary Tutoring.

The next study is conducted by Annisa Daud titled "Students Taking English Private Tutoring in Correlation to Their English Achievements"²¹. The researcher identifies the relation between achievements that achieved by students who have taken English private tutoring and students who have not. It was indicated that there is significant relation between

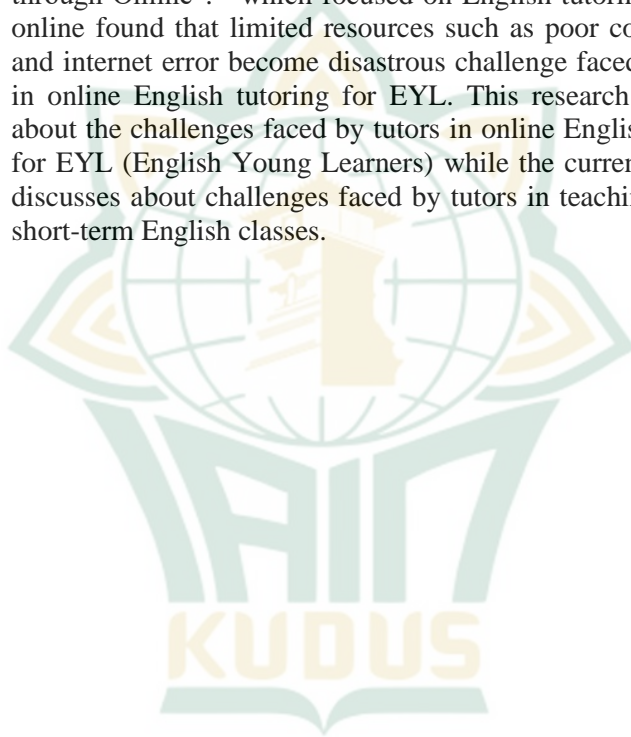
¹⁹ Jonathan Marx, et al., "A Spoonful of Success: Undergraduate Tutor-Tutee Interactions and Performance".

²⁰ Anas Hajar, "Exploring Year 6 pupils' perceptions of private tutoring: evidence from three mainstream schools in England", *Oxford Review of Education*, (2018)

²¹ Annisa Daud, Thesis: *Students Taking English Private Tutoring in Correlation to Their English Achievements*, (Malang: Universitas Islam Malang, 2021)

attending English private tutoring and achievements in English skill, students showed better score when they take additional English lesson in private tutoring. This research focused on the relation between English private tutoring and students' achievement while the current research is aimed to explore the experiences of English tutors in teaching English.

A study by Nahdhiyatun Kamilah and Sonny Elfiyanto titled "Challenges Faced by English Tutors in Teaching EYL through Online".²² which focused on English tutoring through online found that limited resources such as poor connectivity and internet error become disastrous challenge faced by tutors in online English tutoring for EYL. This research discussed about the challenges faced by tutors in online English tutoring for EYL (English Young Learners) while the current research discusses about challenges faced by tutors in teaching various short-term English classes.



²² Nahdhiyatun Kamilah & Sonny Elfiyanto, "Challenges Faced by English Tutors in Teaching EYL through Online", *ELLITE*, Vol. 8 No. 1 (2023)