

CHAPTER I

INTRODUCTION

In this chapter, the writer will present about background of study, research question, scope and limitation of the study, purpose of study, and the significant of the study.

A. Background of Study

English course is the place that used by the students or the learner to study about subject which they do not get in formal education. English course is important for students as additional knowledge place that they do not find in the school. Remembering that English course almost like a formal school which both of them have learning method for teaching learning activities and have same purpose to improve students' English improvement. There are several methods that used by the researcher to prove that learning method can improve students' skill. According to Ali, S. S. (2019) the using of problem base learning can improve students' critical thinking and they can be brave to speak up and discuss with their partner.

Learning method is always used by teacher or tutor in the college and it uses to give the way of study for students. According to Oxford Dictionary, learning is the acquisition of knowledge or skills through study, experience, or being taught and method is a particular procedure for accomplishing or approaching something, especially a systematic or established. Landøy A., Popa D., and Repanovici A. (2020) also state that method as the way of the teacher do for the trainee which is didactic and to assemble the system process in several modes of performance in the learning process. Learning method is controlled by the college in private course to make the effective way for students and it can help the teacher to do learning and teaching activities.

Learning method is divided into the two kind of categories, the categories are learning method in formal

education and learning method in non-formal education. learning method in formal education is the learning method which determined by the teacher and the formal school to help the students enhance their academic performance. Formal schools also use cram school as the strategy to increase the students' school in English skills (Chou, 2017). Learning method is also used by non-formal education, learning method in non-formal education is determined by the owner of the college and non-formal education is used to help students who do not understand about the material from their school. Non-formal education also gives additional lesson to improve their skills in English. According to Arslan S, Mirici İ, and Öz H (2020), shows that study in non-formal education has connection about teachers' knowledge and the behavior, it can influence learning process positively for students in face-to-face training program.

Using learning method in non-formal education institution can be found in English Course. There are some researches about learning method that used by English courses to increase students' skill. The reader can find some ways in different places in course of colleges with the different ways. According to teachers in a private language school in Phnom Penh Cambodia, the teacher uses literature- and text-based can evaluate in English for Specific Purposes (ESP) (Cunningham, 2015).

But Apriliyanti (2017), show that in some cases find that not all learning method can help students to improve their English achievement, for example, learning method is not accordance with students' condition, students have deep difficulties in English grammatical, students will be interest and understand if they are taught by certain teacher, students are not focus on the learning activity because they are not interest with the next material, and 43% students choose to study with their school's teacher, 36% students choose to study with their English course's tutor, and 21% students

choose neither study with their school's teacher nor English course's teacher.

Wichadee (2018), show that the teachers use blended learning, face-to-face classes and digital literacy have an impact on the course success, from those three variables that used by the English course at one of university in Thailand. The result findings also appear that the students are satisfied with instructor, interactivity and course design, and the mean score of performance was higher than the criterion.

For example, according to Güner Berkant & Baysal (2017), demonstrate that according to the teachers use Allosteric Learning Model (ALM) in Turkey in social and educational sciences and foreign language teaching related to ALM can help the students to understanding about the learning topic which used by the teachers.

Mostly research about the learning method that used by English courses in school and university are reported by the teachers' perspective, little has been from the students' point of view, and some observations. This study, therefore, aims to investigate the learning method conducted by the teacher in English Course Sidoarjo (ECS).

B. Research Question

Based on the background of study above, the problem of the study as is follows:

1. What learning method was used by English Course Sidoarjo (ECS) Teacher?

C. Scope and Limitation of the Study

1. Scope of the study
The study is focused on learning in English Course Sidoarjo (ECS)
2. Limitation of the study
The limitation is on the use of learning method in English Course Sidoarjo (ECS)

D. Purpose of Study

The purpose of the study is to find out the learning method conducted by teacher in English Course Sidoarjo (ECS)

E. The Significance of Study

1. For the students, this result can help the student to learn English enjoyable and happily than in the school.
2. For the owner, this result can help the teacher to know about how effective the learning method strategy that they use for the students.
3. For the researcher, this result can used by used as adding and understanding about the achievement of learning method strategy that used by each English course.
4. For another English course, this research can be duplicated by the other English course for their learning method that use for their students.