

ENGLISH LEARNING MODEL IN COURSE INSTITUTION AS A NONFORMAL EDUCATION

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Method is an important in teaching and learning language program to achieve target language and aim of teaching and learning language process, there are some methods on English learning. The teacher should motivate to choose appropriate method and techniques of teaching. Techniques are demonstrated to implement a particular method in accord with the approach.

This research aims to describe the model of English learning and teaching at course institution as non-formal education. The descriptive method is used in the study by applying the qualitative analysis with the specification on the description. This paper uses some techniques for getting information or facts by observation and interviewing. Some questionnaires are given as well.

The finding shows that English course institution is a non-formal education, learning model in each institution has different way, because curriculum of course institution is not from government, every English course institution is free to choose the learning model.

GANESHA TAMA uses different method in each level. In ENTER Course (English Center) that the tutor use approaching student center and also teacher center. For the method, the tutor use picture by picture, listening music, discussion, and also games.in KEC (Kampung English Course) uses the method of learning that often include two games and speaking because the two methods that many give a good impact for student success.

Keywords: Non-formal Education, English Course, Learning model

• INTRODUCTION

There are three kinds of Education in Indonesia, they are; formal education, non formal education and informal education. Although English lesson has applied from the elementary school up to university as formal education, but students do not feel enough to get English lesson yet. That is why many students want to learn English course in non-formal education. Non-formal education includes course institution, training institution, play group, and so on. Non-formal education is organized for society who needs education service and the function as substitute, addition, or complement of formal education in the frame work of education support along live.

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• LITERATURE REVIEW

Non-Formal Education

According to Dib (1988) Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education, but fit into the so-called non-formal education. While, according to Grandstaff in Hopper (2006) in the context of specific development programmes, non-formal learning would often be the most appropriate educational strategy and thus a better choice than formal education. Examples of non-formal education are sport programs organized of community organization, non-credit adult education programs, computer and language classes in a community, online free courses (farooq, 2014)

Method

Method is described as an overall plan for systematic presentation of language based upon a selected approach, and techniques are the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with the approach (Anthony, 1963 in Brown, 2001:14). In fact, teaching is an interactive process, in which the teacher's method is the result from interaction processes between the teacher, the learners, the instructional task, and activities overtime. Teacher should not absolutely conform to the method and techniques that he or she is supposed to follow; rather, the teacher should have his or her own teaching method and techniques that might be different from the others. Learning is the sudden or slow acquisition of insight into the rules governing certain relationships in the environment (discovery learning). Other sources said that learning is a permanent change in behavior brought about by experience (behavior theory).

One of components that support English teaching and learning process is the method. As stated previously, this component has a very important role and meaning in English teaching learning process. The success of learning teaching cannot be reached without involving it. In term, the output will be qualified if the whole components are integrated, on the contrary, the education system will result in failure when the whole components are not accordance. Denis Girard (1972:3) states: " *there are three basic factors in teaching process, namely, the student, teacher, and method, including teaching material. The good result depends on very largely on how suitable the method is used by the teacher and on how well the teacher can adapt him self to the student* "

Approach

According Edward Anthony (1963) approach is a set of assumption dealing with nature of language, learning and teaching. Anthony (1963) discussed and defined the term, the language teaching literature widely accepted technique as a superordinate term to refer to various activity that either teachers or learners perform in the classroom. In other word, technique include all tasks and activities. They are almost planned and deliberate. Method is a way something is done. Perhaps use for routine tasks. Describe as an overall plan for systematic presentation of language based upon a selected approach, A generalized set of classroom specifications for accomplishing linguistic objectives, Tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. An approach is axiomatic, a method is procedural.

Strategy

Aber et.al (1971) defined teaching strategy as: teaching strategy is a purposefully conceived and determined plan of action. Ideally, the strategy is designed to facilitate a particular kind of learning in a given situation and in terms of a specific learning objective. The strategy is selected for use after a comprehensive assessment of the specific situation prior to the actual instructional art. The operations of assessing the situation and selecting the strategy represent the “professional expertise” that the teacher brings to the instructional setting.

Technique

Technique is a procedure or skill for completing a specific task. This would be used for predictable events, ie. Solving a long division equation. Teaching Techniques: These are the little sneaky tricks we all know and use to get the job done in the classroom. Teachers all over have systems of rewards/punishments for students who comply and exceed or defy and lag behind. If a classroom is becoming distracted a teacher may use the technique of silent reading or shared reading to try to rope them in again.

Meanwhile, teaching model is as design that describe explaining process and creation of environment situation that cause students interaction so that developed the skills.

English method is the important thing in learning activity. Success or not reach the target depend on the way teacher choose the suitable method for that learning. These are some main learning English models:

- The grammar Translation Method
Prator and Celce-Murcia (1979:3) listed the major characteristics of Grammar Translation:
 - Classes are taught in the mother tongue, with little active use of the target language
 - Much vocabulary is though in the form of lists of isolated words
 - Long elaborate explanations of the intricacies of grammar are given

- Grammar provides the rules for putting word together, and instruction often focuses on the form and inflection of words
- Reading of difficult classical text is begun early
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue
- Little or no attention is given to pronunciation
- Direct Method

Richards and Rodgers (1986:9-10) summarize the principles of the Direct Method:

- Classroom instruction was conducted exclusively in the target language
- Only everyday vocabulary and sentences were taught
- Oral communication skills were built up in a carefully traded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes
- Grammar was taught inductively
- New teaching points were taught through modeling and practice
- Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas
- Both speech and listening comprehension were taught
- Correct pronunciation and grammar were emphasized

- #### The Audio lingual Method

The characteristics of The Audio lingual Method may be summed up in the following list (adapted from Prator and Celce-Murcia, 1979):

- new material is presented in dialog form
 - There is dependence on mimicry, memorization of set phrases, and over learning
 - Structure are sequenced by means of contrastive analysis and taught one at a time
 - Structural pattern are taught using repetitive drills
 - There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation
 - Vocabulary is strictly limited and learned in context
 - There is much use of tape, language labs, and visual aids
 - Great importance is attached to pronunciation
 - Very little use of the mother tongue by teachers is permitted
 - Successful responses are immediately reinforced
 - There is a great effort to get students to produce error-free utterances
 - There is a tendency to manipulate language and disregard content
 - “Designer” Methods of the spirited seventies
- These “designer” methods were soon marketed by entrepreneurs as the latest and greatest applications of the multidisciplinary research findings of the day

Five products of the spirited seventies:

1. Community Language Learning

CLL is a potentially useful method for the foreign language classroom as long as teachers are willing to adapt it to their own curricular constraints.

- **Suggestopedia**
In Suggestopedia, we learned a bit about how to believe in the power of the human brain.
- **The silent way**
The silent way rests on more cognitive than affective arguments for its theoretical sustenance. Richards and Rodgers (1986:99) summarize the theory of learning behind the silent way:
 - learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned
 - learning is facilitated by accompanying (mediating) physical object
 - Learning is facilitated by problem solving involving the material to be learned.
- **Total Physical Respond**
In TPR, teacher interacts with students by delivering commands, and students demonstrate comprehension through physical response.

TPR is a [language teaching method](#) developed by James Asher, a professor emeritus of [psychology](#) at [San José State University](#). It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language with body movements, and students respond with whole-body actions.

The method is an example of the [comprehension approach](#) to language teaching. The listening and responding (with actions) serves two purposes: It is a means of quickly recognizing meaning in the language being learned, and a means of passively learning the structure of the language itself. Grammar is not taught explicitly but can be learned from the language input. TPR is a valuable way to learn vocabulary, especially idiomatic terms, e.g., phrasal verbs.

Asher developed TPR as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child. Asher made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language learning must engage the [right hemisphere](#) of the brain; and third, that learning language should not involve any stress.

Total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups.

- The Natural Approach
In the Natural Approach, learners presumably moved through what Krashen and Terrell defined as three stages:
 - the preproduction stage is the development of listening comprehension skill
 - the early production stage is usually marked with errors as the students struggles with the language
 - The last stage is one of extending production into longer stretches of discourse, involving more complex games, role-plays, open-ended dialogs, discussions, and extended small group work.

Strategy

- Strategies are tools for designing thoughtful lessons and units
As teachers, lessons and unit design questions exert a profound influence on classroom decision making. It should come as no surprise, then, that educational researchers have spent many years working to develop clear and practical models for lesson and unit design-from Medeline Hunter's (1984) classic lesson design model, to Grant Wiggins and Jay McTighe's approach to *Understanding by Design* (2005), to Robert Marzano's work in classroom curriculum design (2003).
No single strategy can respond effectively to every question. Although New American Lecture is an ideal tool for presenting new information, it is notably weaker when it comes to promoting independent practice or assessing student progress. Only a repertoire of strategies guarantees that each and every element of effective design-introduction, new knowledge, practice, assessment, and reflection-gets its due in the lessons and units we teach.
- Strategy make the work of differencing construction manageable for teachers and motivating for students
- Strategies provide the tools needed to bring thoughtful programs alive in the classroom.
Many effective and thoughtful teaching and learning programs, including Grant Wiggins and Jay McTighe's *Understanding by Design* (2005), provide schools and teachers with invaluable guidance in designing, evaluating, and adjusting units of study so that they lead to deeper learning. Nevertheless, teachers often need something beyond a plan-they need a set of tangible strategies to direct the implementation of these plans in the classroom. When Grant Wiggins and Jay McTighe's sat down to create *Understanding by Design*, they developed six facets of understanding as indicators for determining the depth and quality of student comprehension:
 - Explanation: summarizing and retelling big idea and critical concept
 - Interpretation: making sense of "interpretable" content, such as texts, data, art, and arguments
 - Application: using skills and knowing in new and automatic context
 - Perspective: examining situation from on objective distance and recognizing the legitimacy of different viewpoint
 - Empathy: appreciating and identifying with other ideas, situations, and motivations
 - Self-knowledge: developing the self-awareness needed to reflect on performance and grow as a learner

- Strategies build the skills needed for success on state tests
When state testing was relatively new but beginning to change the educational landscape in the United States, we initiated an investigation driven by a single question, what separates high achievers from low achievers on these new and increasingly prominent tests? For us, and for educators in general, this was a critical question because teachers and schools were being held accountable for student's success on standardized tests at exactly the same time that the very notion of standardized testing was changing radically. How were tests changing? Perhaps we can best represent this shift to the new generation of testing by looking at two test items. One question typifies an older and more traditional standardized test item. The second represent the demands of the current generation of tests and test items.
- Frequent use of strategies leads to consistent and significant gains in student achievement
Perhaps no question in educational research has been answered more clearly over the last decade than this one. Do instructional strategies really make a difference in student achievement? The answer, a resounding yes, can be attributed to several meta analytic research studies concluded by researchers, including Kathleen Cotton (2000) and Arthur Ellis and Jeffrey Fouts (1997). Far and away the most important and influential of these meta-analytic studies come from the research team of Robert Marzano, Debra, Pickiering, and Jane Pollock (2001) under the title Classroom Instruction That Works: Research based Strategies for Increasing Student Achievement. Marzano and his team compared the effects of various teaching strategies according to the academic gains students made when exposed each one. From this research, nine distinct classroom practices are proven to make appositve difference in students' performance. Marzano and his team refer to these classroom practices as "instructional categories". We prefer to think of them as "best bets" for raising student achievement.
- Strategies build different kind of knowledge
Imagine you were hired tomorrow to teach two lessons: 1) the causes of World War II, and 2) how to read a battle plan. Chance are you would not use the same strategy fo both lessons. Teaching always includes finding a balance between what and how, between content and skills, between declarative knowledge and procedural knowledge. While it is true that good teaching strategies incorporate content and skills, it is also true that some strategies are better suited to helping students learn how to serve a tennis ball, write an essay, or construct a mathematical proof; meanwhile, other strategies slant toward the declarative side of content, enabling teachers and students essential questions and delve into the richest of the various disciplines. Of course, different student, situation, and instructional purposes make some of these reasons more important that others for different teachers.

Technique

- Flipped Classroom (Inverting your class)
The Flipped Classroom Model basically involves encouraging student to prepare for the lesson before class. Thus the class become a dynamic environment in which student elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity. ExamTime's free online learning tool can be integrated into the

Flipped Classroom teaching model. Using Exam Time, you can easily share resources with a group, in this case class, allowing students to study these resources from home and prepare for the next day.

- Design Thinking (Case Method)

This technique based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although “Design Thinking” is a constructed method, in practice it can be quite messy as some cases many have no possible solution. However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique is often used in popular MBA or Masters classes to analyze real cases experienced by companies in the past. Ewan McIntosh, an advocate of Design Thinking , created The Design Thinking School as part of his “No Tosh” consulting group. No Tosh harnesses the creative practices of some of the best media and tech companies in the world to coach educators methods to implement the concept. Design Thinking for Educators also provides teachers with an online toolkit with instructions to explore Design Thinking in any classroom.

- Self-Learning

Curiosity is the main driver of learning. As basic principle of learning, it makes the sense to force students to memorize large reams of text that they will either begrudgingly recall or instantly forget. They is to let students focus on exploring an area which interests them and learn about it for themselves. A perfect example of a teaching technique based on self-learning is outlined by Sugata Mitra at the TED conference. In a series experiments in New Delhi, South Africa and Italy. The educational researcher Sugata Mitra gave children self-supervised access to the web. The results obtained could revolutionize how we think about teaching. The children, who until then did not even know what the interest was, were capable of training themselves in multiple subjects with unexpected ease.

A common technique for exploring self-learning is the use of Mind Maps. Teachers can create a central node on a Mind Map and allow students the freedom to expand and develop ideas. For example, if the focus is the Human Body, some students may create Mind Maps on the organs, Bones or Diseases that affect the human body. Later the students would be evaluated according to the Mind Maps they have created and could collaborate with each other to improve each other Mind Maps and come to more comprehensive understanding of the Human Body.

- Gamification

Learning through the use of games is a method that has already been explored by some teachers, especially in elementary and preschool education. By using games, students learn without even realizing. Therefore, learning play or ‘*Gamification*’ is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated.

The teacher should design product that are appropriate for their students, taking into account their age and knowledge, while making them attractive enough to provide extra motivation. One idea may be to encourage students to create quizzes online on a certain topic. Students can challenge their peers to test themselves and see who gets

the higher score. In this way, students can enjoy the competition with peers while also having fun and learning.

- **Social Media**

A variant of the previous section is to utilize social media in the classroom. Students today are always connected to their social network and so will need little motivation to get them engaged with social media in the classroom. The ways you can use this method of teaching are quite varied as there are hundreds of social networks and possibilities. A good example is the initiative carried out the Brazilian Academy of Languages “Red Balloon”, which encouraged students to review the tweet of their favorite artists and correct grammatical errors that they committed in an effort to improve their English language skills.

- **Free Online Learning Tools**

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers can create an interactive and dynamic classroom environment using, for example, online quizzes to test student’s knowledge. If you haven’t used ExamTime’s free online learning tools yet, sign up now to create Mind Maps, Flashcards, Quizzes & Notes. Encourage your students to sign up to ExamTime too so you can create a Group and invite each of your students to become a member. This means you can share study resources directly with each student online and even apply the Flipped Classroom Model to your method of learning. As you can see, technology has created many teaching techniques that can help you connect better with your students.

- **METHODOLOGY**

Research design

The aims of this research is to analyze the learning model of English course institutions as non formal education. This research uses descriptive technique. This descriptive technique is designed to obtain information concerning particular issues and then describe them.

Participant

The research was conducted in three English course institutions, such as; Ganesha Tama, ENTER, KEC.

Research stages

- Preparation stage
- Data collection stage
- Data analysis stage
- Completing stage

Data collection

This research employed questionnaires, interviews, and a document analysis to collect the data.

- **RESULT AND DISCUSSION**

- **GANESHA TAMA**

GANESHA TAMA is the non-formal education that has 2 programs, they are English Course and subject course (BiMBEL). The accreditation of this course is B by BAN PNF. Teachers in Ganesha Tama uses personal approach in teaching. In a class, 1 teacher teaches 1 – 6 students, so the teacher can monitor the learning development each students. Method and strategy are used will be different in every level.

For English for Kids level (pre-school – kindergarten) teachers uses TPR method for teaching vocabulary and explaining material. No writing activities for pre-school students, teacher invites students for playing with English. The activities are singing, guessing the picture, playing with English, repeating and etc. all activities are fun.

For English for Children level (Elementary school age) teacher uses TPR method and students' center method. In this level teacher has been introducing English for skills, they are reading, listening, speaking and writing. Reading activities such as loud reading a short text, students read the text one by one and teacher give correction for the wrong student's pronounce. For the higher grade do the silent reading and reading comprehension. Writing activities, such as writing vocabularies and simple sentences well. Listening activities such as repeating teacher's say, listening storytelling and songs. Speaking activities such as making sentences orally, doing conversation, singing.

For beginner level (teens age) teacher uses students' center method. All activities are done by students, students practice English every meetings, teacher stimulus students to practice English in speaking, reading, listening and writing. The concept of learning is thematic every meeting, in one topic consists of 4 English skills

- **ENTER**

- **The approaching**

Teacher teaches from Monday until Friday, she always teaches the basic of conversation which the materials are about daily activity. The materials are easy because the student not really knows about English, so she teaches how to student understood and student can speak English although they not really know about English.

The approaching that she used are student center and sometimes teacher center. Student center is more effective because the student will find the materials and will more get knowledge but the teacher only gives the exercise or the explanation. She said that all student more active when teaching-learning proses because they are finding what they need. For example: the material about days, the teacher only gives the vocab, after that the student memorizes and makes a conversation with friends. Other approach is variation approach it means that the teacher used individual and group approach. For example: sometime the teacher use approach individual if the student is not really understands and can't work with group. Sometime the teacher also use group approach for the good teaching-learning process because it will make the learning is happy, easy, and also effective. And the last approaching that she used is Reality Pedagogy, it is an approach to teaching and learning that focuses on teachers gaining an understanding of student realities, and then using this information as the starting point for instruction. It begins with the fundamental premise that students are the experts on how to teach, and students are the experts on content. Reality pedagogues/teachers believe that, for teaching and learning to happen, there has to be an exchange of expertise between students and teacher. For this exchange to happen, teachers need a set of tools called the "5 C's" to gain insight into student realities, and allow students to express their true selves in the classroom.

- The method

In Enter course, they have 2 methods become the different with others course which are Hypnotherapy and Technologic Digital. The method become the best way for student who wants to can speak English more easy and fast. But something different with Basic conversation, the tutor doesn't use hypnotherapy method because she thinks that is rather difficult for her to use it but always try to use it. The method that she always uses is picture by picture. Picture by picture is good method because the student will more understand and more think about the materials. For example: the weather and season material, the teacher only show the picture and say in English. So, the student will understand well and they will remember the meaning. So, the teacher doesn't use translation to Indonesia but only show the picture. The next method is listening music. All students very like listening music, so the teacher gives music to learning-teaching process. For example: the teacher gives song and then the student analyzes and writes what vocab that she or he doesn't know. So, she thinks that what method that she has been used it is good for teaching-learning process.

- KEC (Kampung English Course)

The first method used in Kampung English course (KEC) Every teacher has their own method there is a fun teacher, there is interesting teacher while Mr. jim uses games and speaking methods usually retail story if grammar usually translate and fill in the question.

The second sometimes every tutor every day change the method after the evaluation of many students who like the method of games there laugh and there are also Silent and others are always serious if they like the method. if we are a lot of classes when applying a method sometimes respondent different there is a receive and some are less receptive, but Jim did not think that students who receive it back to them. but not only that many students who like the method of both the special method of speaking because they prefer to pour the contents of his feelings in English they are more daring to say it use English in appeal using Indonesian.

The third method that jim use most speak up over they can practice their speaking arranged sentences in English or add vocabulary also shortage they run out of time because as if jim did not give a lot of time because they continue to speak up in various topic. Such as politics, education, government and economy.

The four that emerge after using this method such that they become more courageous in speaking English and they are more confident to speak English, and also after the learning is finished they are always given the task of memorizing and writing vocabulary that they do not know. in addition they are also given the discretion to talk with friends around them, especially in their own classroom tutors always give the task for conversations fellow students to find out how far they are fluent in speaking.

• CONCLUSIONS AND RECOMMENDATION

English course institution is a non-formal education learning model in each institution has different way, because curriculum of course institution is not from government, every English course institution is free to choose the learning model.

GANESHA TAMA uses different method in each level. In ENTER Course (English Center) that the tutor use approaching student center and also teacher center. For the method, the tutor use picture by picture, listening music, discussion, and also games.in KEC (Kampung English Course) uses the method of learning that often include two games and speaking because the two methods that many give a good impact for student success.

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