CHAPTER I

INTRODUCTION

This chapter presents review of related literature, which covers the research background, research problems, research purposes, scope and limitation, and definition of key terms.

1.1 Research Background

English education becomes an urgent issue because of English as a Foreign Language (EFL) particularly in Indonesia. It is vital to be understood that English should be learned by everyone especially mentees and also teacher as an educator order to face international challenge easily. As a result, the teacher as an educator and facilitator may give an appropriate way of teaching for the mentees such as young learners or adult learner. An education for adult learners should be signed as a pivotal aspect which is different from young learners.

The treatment between both mentees has different way and portion of teaching. To teach young mentees, the teacher becomes an educator for them. On the other side, it is very different when the teacher teaches adult learners. The teacher is more focus on becoming a facilitator for the mentees rather than an educator for them. Andragogy is theory how mentees in adult learning can lead themselves to study independently. Andragogy means an understanding about adult learning (Asmin, 2004). Therefore, the teacher should make the class atmosphere becoming an autonomous learning in order to have learning process which the mentees can take the rule of study by his or her own way confidently and creatively.
The mentor teaches with his or her own ways, but the mentees could find their study style in order to fulfill the knowledge that they have. English Independent Study (EIS) is introduced as autonomous learning process done by the mentees. There are many various kinds of learning activities that are perfectly used to increase the capacity of the mentees in studying English, and it is an idea that is normally called as independent learning or autonomous learning (Luk, 2012). As a result, EIS is well defined as study style of the mentees or mentees’ effort to find their own style of study such as finding the material without any instructions or guiding from the teacher, the strategies, the activities which support them get more exposure outside the classroom (Inayati, 2015).

Furthermore, the teacher does not let the mentees doing their EIS without guiding from the teacher. The teacher gives small introduction about EIS.

The program that supports this activity is made by English Language Education Department of University of Muhammadiyah Malang. The department made mentoring program to help the appropriate activity done for college student, in particular for freshman in English Language Education Department. Mentoring program is the program that consists of some activities done by mentors and mentees. The mentor is not a lecturer, but the mentoring program is held by senior students who have competency in teaching. The purpose is giving a change to the senior student is having a good relationship between mentors and mentees, in which mentees will not afraid or shy to speak up more rather than the activity that is held in formal class.

The previous study that has been conducted by Inayati (2015) for the mentees of the 2013 year who took Basic Skill Course (BSC) before taking an
advanced skill and content course in following semester in 2014. The researcher tried to analyze the type of EIS activity and mentees’ perception about EIS activity and the continuity of the activities in the coming period. This previous research reports in completely for 32 weeks by the end of the semester, there were 12 activities of EIS that are commonly done as higher popular activity by the mentees. Those activities are listening to English-language songs, reading articles, watching movies, reading books or novels, reading posts on social networking sites, playing computer games, reading posts on social media, reading newspaper, writing social media posts in English, texting and speaking English with their friends, watching television programs and learning from the BBC website. And absolutely, all activities above are with English-language version. The receptive skills (reading and listening) are better done rather than the productive skills (writing and speaking). In addition, the student’s perception in this previous study reported positively that EIS activity is very helpful in enriching and improving their proficiency of English skill. Those activities were done outside the mentoring class which means the mentee did the activity at home or even at their own environment. These activities which can improve the mentee’s language skill can be applied in the formal class such as mentoring program in the English Language Education Department. In this research, the researcher try find the productive skill during the mentoring program rather than receptive skill found in the previous research which the mentees did the activity outside the formal class.

The current research notices the problems faced by the mentees who joined mentoring on year 2016 which is the newest program of English Language Education Department at University of Muhammadiyah Malang. Furthermore, the
researcher wants to find the types of learning activity which is similar the previous study. In addition, it is to find the solution for the problem might be faced by the mentees in order to notice for the upcoming of mentoring program. Therefore, this research will provide some advantages due to getting the pivotal information of finding for next mentoring program.

1.2 Problems of Research

Based on the background of study which is explained above, the researcher offers three bunches of the current issue. Those are as below:

1.2.1 What are the types of learning activity that are conducted by mentors and mentees on mentoring program?

1.2.2 What are the problems faced by mentors and mentees during learning activity on mentoring program?

1.2.3 How did the mentors and mentees cope with the problems during learning activity on mentoring program?

1.3 Research Purposes

There are three goals of this research. Those are as follow:

1.3.1 To identify the type of learning activity that mentees did along mentoring program.

1.3.2 To describe the problems faced during learning activity on mentoring program.

1.3.3 To identify the solutions which are to cope with the problems during learning activity on mentoring program.
1.4 Research Significance

This research result aims at giving some contribution solving to the next mentoring program. This research will find the problems faced and the solutions during the mentoring program. Thus, it will have big contribution to help group of people who take a part in mentoring program. Firstly, it will help the lecturer as supervisor who guides the mentoring program in order to have a next better program. Secondly, this finding will help Mentors, because this study will cope with some problems faced by mentees and mentors. The last contribution after finding the problems faced on mentoring program, particularly the problems faced by the mentees and mentors. Therefore, this research contributes to make a better program in the next preparation of this mentoring program.

1.5 Scope and Limitation

The scope of this research is learning activity, problem and solution faced by mentors and mentees in mentoring program. The limitation of this research on the mentoring program was conducted year 2016 by English Language Education Department, University of Muhammadiyah Malang.

1.6 Definition of Key Terms

To limit the misunderstanding of particular term on this study, the researcher elucidates the terms below:

1.6.1 Mentoring Program: is offered to the senior through the protégés for giving a support, teaching them voluntarily and encourage each other as one-to-one relationship. (Santamaria (2003) in Lonnie (2005))
1.6.2 Teaching English to Adult Learner: the education for adult learner is mentioned as Andragogy which means how students in adult learning could show the way by themselves to study independently. (Asmin (2004))