

**TEACHERS' PERCEPTION IN TEACHING VOCABULARY USING  
KUMON ENGLISH METHOD**

**A PAPER**

Submitted to the English Language Education Study Program, Faculty of Teachers  
Training and Educational Sciences, Pakuan University as a partial fulfillment of the  
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2019**

**APPROVAL SHEET**

**TEACHERS' PERCEPTION IN TEACHING VOCABULARY USING  
KUMON ENGLISH METHOD**

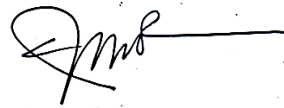
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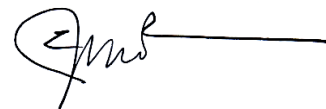
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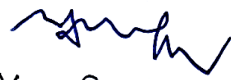
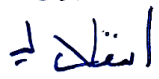
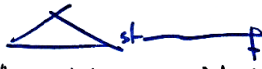
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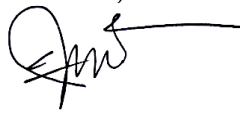
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## DECLARATION

I hereby declare that the paper entitled “**Teachers' Perception towards Teaching Vocabulary Using Kumon English Method**” is completely my own work. I am fully aware that I have quoted some statements and ideas for many sources. All quotations are properly acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, June 2019



Ajeng Retno

## **PREFACE**

*Alhamdulillahirobbil'alamin*, all praises, gratitude, and dedicate to Allah SWT, the owner of the universe. Greeting and respect are extended to the prophet Muhammad SAW. The writer is able to accomplish this paper entitled "Teachers' Perception towards Teaching Vocabulary Using Kumon English Method".

This paper is written to fulfill the requirement of the Sarjana Pendidikan examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

In completing the paper, the writer realizes this paper is far from being perfect either in its writing or its content. Therefore, the writer will appreciate all kinds of constructive suggestions and criticisms for improvement of this paper. Hopefully, this paper will be useful and valuable for the readers.

Bogor, June 2019

The writer

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## **ABSTRACT**

Kumon English method in teaching vocabulary as a method is developed by one of English courses. Teachers might have their own perception about what steps they have to do which can be effective to their students. The aim of the research is to find out the teachers' way in teaching vocabulary using Kumon English method to children. Descriptive method is used in conducting this research. The research was conducted to the teachers in three Kumon English classes in different area of West Bogor (Kumon Sindang Barang Grande, Yasmin, and Pakuan Regency). The data were gained from interview. Triangulation was done to check the data validity. The data show that the teachers' perception to teach vocabulary using Kumon English method has to follow the standard of Kumon English method that in the class regulation. The class regulation itself contains what things students have to do from the beginning until the end of the class. The target of Kumon English class is students are able to learn independently without depending on their teachers.

Keywords: Teaching vocabulary, Kumon English method, Teachers' perception



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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is a global language which is used in almost every grade of school from kindergarten to senior high school. Every students also have to be able to participate in English class when their teachers ask them to speak, to read, to listen, or even to write. In English class, there are two types of students. First, students who are confident to participate, and the second is students who are afraid or shy to participate. Those students choose to be quiet or they just refuse their teachers' request to join the class discussion.

Some factors can be the cause why some students do not want to participate in English class. It can be, they are just too shy to try to speak up or actually they want to speak, but they just do not know how to say in English. The students who have desire to participate in English class, they will look for another way to solve their problems, and the others are still confused what vocabulary they should use or still think "what this word means in English and what that word means in English". Those problems are because the students are lack of vocabularies, and they have not found what technique or method which can facilitate them to master English vocabularies.

Here, teachers have to be able to choose the right method to apply to their students. The right method can be a good solution to improve the students' English ability because the steps of the method which might be helpful for

them to understand English. In applying the method, teachers sometimes have their own point of view or perception because of the students or class situation. It is done because teachers know best what they should do to the method to be applied to the students, so sometimes some teachers can use the same method with different perception.

In this case, the writer chooses Kumon English method in teaching vocabulary as a method which is developed by one of English courses. As a method, Kumon English method has its own steps to use by English teachers to facilitate their students in learning English vocabulary. In applying the method, teachers might have their own perception about what they have to do to this or that step which can be effective to their students. So here, Kumon English method is chosen in this research to see the teachers' perception in teaching vocabulary using Kumon English method.

## **B. Reason for Choosing the Topic**

Vocabulary is one of important parts in English which every students have to master when they want to speak in English class. Students sometimes get difficulties to use or to apply vocabularies when the teachers ask them to speak in the class. English methods can be a good choice for them to solve their English vocabulary problems where English methods may facilitate the students through their own method. Here, the writer is concerned on one of English method which is developed by one of English courses.

Kumon is one of English courses which has its own method to teach English vocabulary. Kumon English method is hoped to facilitate the students

to master vocabularies. This method is believed to build students' confidence and independence in mastering English vocabularies. A proper method can encourage them to participate more in English class. It can also provide them a way to memorize more English vocabularies in fun steps, and the writer wants to find out whether Kumon English method is good for teachers to teach English vocabulary.

Here, the writer wants to see different perception among teachers in applying this method to the students. The different perception in practicing Kumon English method itself may help other teachers to develop more about a method which they use in a class, so they do not have to be stiff while using an English method, and also she wants to see the advantages that students get in English class.

### **C. Statement of the Problem**

The statement of the problem is : What is the teachers' perception in teaching vocabulary using Kumon English method?

### **D. The Aim of the Research**

The aim of the research is to find out the teachers' way in teaching vocabulary using Kumon English method to children.

### **E. Research Focus**

The writer focuses on teachers' perception in teaching vocabulary using Kumon English method.

## **F. Operational Definition**

Teachers' perception is teachers' point of view about a thing related to giving meaning toward what they have thought. Teachers are going to think whether this or that is appropriate for their students or not. It is done to give the best treatment to the students so that they can get the advantages during the teaching learning process.

Teaching vocabulary is a beginning stage for students who want to learn English so that they can communicate well in English. Looking for an alternative way to learn English, English course is one of solutions. There are some English courses students can join, but here the writer chooses Kumon as one of the English courses that students can join to facilitate them in learning vocabulary.

Kumon English method is a method which is started by small steps program that can facilitate students who are in the beginners level, and these steps will guide the students to learn how to master vocabulary easily.

## **G. Research Significance**

There are some benefits which can be got by knowing teachers' perception. It can be a good guidance for other teachers to facilitate the students in learning English vocabulary. Teachers also become more creative and flexible in applying a method. They will understand that applying a method also has to be adjusted to their students and class condition. It also might give some benefits to their students in a class.

Kumon English Method has some benefits that can be very useful for the students who want to start learning how to master English vocabularies. This method which is started by small steps program can build students confidence in mentioning English vocabularies. It also creates an image "Yes, I can do it" in students themselves. It automatically grows students independence in doing English tasks. Through this method, students can enrich their English vocabularies in fun ways.



## **CHAPTER II**

### **THEORETICAL FOUNDATION**

#### **A. Teachers' Perception**

##### **1. Definition of Perception**

Perception, according to Williams and Yolanda (2013-2016) defines, "Perception is our way to recognize and interpret information we've gathered to through our senses". It explains that the way thoughts get some idea about a thing, they will try to adapt using their understanding that will simplify them to understand about that thing easily.

Williams (2013-2016) also says. " Perception is how we respond to a certain situation with the given information". It shows that when we are in a certain situation, we will react to the situation based on our understanding and knowledge for example, when a teacher tries to apply a method in a class, she or he will adjust the method and the class situation, and he or she will might modify the method based on the class situation.

James (2007) says, "Perception can be defined as the consciousness of particular material things present to sense". When teachers in a certain situation, they will use their knowledge about the surroundings. They will adapt what to do in this kind of situation. Their sense and their knowledge will help them to adapt with the situation they are facing.

Devito (2009) adds, "There are five stages that influence our perception; Organization, stimulation, interpretation-evaluation, memory and recall". Those stages are the stages before someone makes their own perception. The five stages show us that there is a schema before a perception is made, and also it is related to our understanding, knowledge, and experience about a situation.

In Oxford (2019:2) is also said, "Perception is the way in which something is regarded, understood, or interpreted". It can be said that perception is the step where someone has mastered a situation or condition based on his or her comprehension and adaptation.

Based on some definition of perception above, it can be concluded that a perception is the way to recognize, to recall, to respond, to react, to interpret a certain situation related to experience, knowledge, and understanding about the situation.

Senge (2000) says, "Teacher who is capable of imparting knowledge that will help learners to build, to identify, and to acquire skills that will be used to face the challenges in life". It means that teacher is a person that has a job to facilitate students to improve their ability in learning new things.

Nyerere (1968) defines, "A teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge". It can be said that a teacher has to have good capability in

conveying a material to students about knowledge because the one who can build their skill, and increase their understanding *is a teacher*.

Based on the explanation above, it can be concluded that teachers' perception is teachers' point of view about what they have got and experienced from the process of recognizing, recalling, interpreting, adapting, and understanding about a certain situation that they use to enrich, to improve, to facilitate their students in learning a subject.

## **B. Teaching Vocabulary**

### **1. Definition of Teaching**

Smith, K Mark (2018) defines, "Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond given". It shows that teaching can answer what students want and need at schools. Students come from different background, motivation, and interest, it needs a proper teaching process to make them reach what they expect from class. In learning a subject, teachers should create a good teaching process to facilitate their students' need. A teaching given by teachers can push the students to like or dislike a particular subject, it depends on how the teachers are able to provide them an effective teaching process in class. Making students like a subject is not easy because when students come to schools, they have had their own favorite subjects, it is teachers' task to influence their students to like a subject that may be some dislike through teaching process so that they can master it and want to learn it well.

As Sequeira, A.H (2012: 3) says, "Teaching is a set of events, outside the learners which are designed to support internal process of learning". It can be seen that teaching is a supporting part for students to learn because they learn what they have got at schools and try to understand the material by themselves or teaching is an activity that teachers do to support the learning process of their students where there are some steps which can be used to facilitate them to understand the material. Here, as teachers, it is their task to not only teach and give the material to students, but also the way they teach and what technique they use should make the teaching process become interesting.

According to Brown (1994: 7), Teaching is showing and helping someone to learn or to do something giving instruction, guiding in the study of something, providing with knowledge, causing to know, and to understand.

Hornby (1995: 125) defined, "Teaching is as giving instruction to somebody's knowledge, skill, etc." Teachers should be able to guide students in learning new thing clearly so that they can understand what material their teachers give to them.

According to Pica (1992: 4), Teaching is an interactive process between the teacher and students and among students themselves. Where students have to be able to not only learn from teachers, but also they have to be able to look for what information they want to know about a material

by themselves when their teachers cannot give the best answer or when they want to know more about the material.

The definitions above explained that teaching is an activity which is done by teachers to facilitate students in getting knowledge. The activity itself will not work if there is no good support between teachers and students, so teaching also can be defined as a cooperative activity between teachers and students related to getting and transferring knowledge. Where teachers can answer what students need in learning, and students can get new information in learning.

## **2. Definition of Vocabulary**

Vocabulary is the basic English aspect that has to be mastered when we want to learn English. There are several definitions of vocabulary by some experts. According to Hornby (2006: 1645), Vocabulary is all the words in particular language.

According to Hatch and Brown (1995: 1), Vocabulary is a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

Elfrieda and Michael (2005: 3) state, "Vocabulary is the knowledge of meanings words". Moreover, Averil (2006: 1) said, "Vocabulary is a central part of language. The more words students know and can use, the more meaning they can communicate in a wide variety circumstances." When students can learn many vocabularies from their teachers, it will facilitate them in understanding English more because

they can practice what vocabularies they have got to use in their daily activity, and they can communicate it whether at school or at home.

Ur (1996: 60) also defines, “Vocabulary is roughly as the words teacher teaches in the foreign language.” It means that some words in a language can be an unfamiliar word in another language, so proper method is needed for teachers who teach vocabularies for students who are first time in learning English vocabulary as foreign language.

In mastering the four skills (Writing, Speaking, Listening, and Reading), students should master the vocabulary itself, and teachers must have known that through mastering vocabulary, it can facilitate their students in learning English. Teachers should also know the good way to teach vocabulary for their students so that their students not only can learn, but also can master it easily.

According to Rivers as cited in Nunan (1991: 117), Vocabulary is essential for successful second language use because, without an extensive vocabulary, the learners will be unable to use the structures and functions we may have learned for comprehensible communication.

Based on the definitions above, it can be concluded that vocabulary is the basic, important, and first aspect students should know in learning English because through vocabulary, they can communicate using English very well. For teacher, they are expected to be able to facilitate their students in learning English vocabularies through proper method.

### 3. The Aspects of Vocabulary

There are several aspects that teachers should know to teach vocabulary to their students. According to Nation (2001: 27), The form of a word involves its pronunciation (spoken form), spelling (written form), and any word parts that make up this particular item (such as a prefix, root, and suffix). Nation (2001: 27) also stated that meaning encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. Nation (2001: 27) also added, it involves the grammatical functions of the word or phrase, collocation that normally go with it, and finally constrains on its use, in terms of frequency, level, and so forth. The important aspects that can be taken from the explanation above are:

#### a. Meaning

Lestari (2015: 6) says, "When the teacher is delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context". It means in English, one word may have different meaning, it depends in what situation the word is used, so teachers should be careful in explaining about a meaning of a word.

#### b. Spelling

In teaching vocabulary, teachers should pay attention on spelling because it will decide whether students can read the word

correctly or not. Spelling there may be different acceptable written form for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American English terms (Nations, 1990: 51).

c. Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language (Hornby, 2006: 1164). In English, there are some words which have one pronunciation such as the word "CUT", it pronounces "/KʌT/" whether in form of verb 1, 2 or 3, but for others it can have different pronunciation such as the word "TEACH", in form of verb 1, it still pronounces "/TI:Tʃ/", but in form of verb 2 and 3, its pronunciation becomes "TAUGHT" or it pronounces "/Tɔ:T/". Pronunciation can be difficult for students because it does not depend on the spelling of words, and also good pronunciation is needed in speaking English so that their English can be understandable.

d. Word Classes

According to Hatch and Brown (1995: 218) The word classification is based on their functional categories which are called part of speech. In English, there are several parts of speech that students should know such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.



e. Word Use

Lestari (2015: 7) states "Word use is how a word, a phrase, or concept is used in a language". In a language, a word can have different meaning, it depends on the situation, so word use should be paid attention by teachers when they are teaching their students. Sometimes, they should give them a view about word use so that the students will not be confused when they find same word with different meaning,

**4. Teaching Vocabulary**

Teaching vocabulary is important for students in beginners level where they learn English for the first time. According to Thornbury (2004: 93) Teaching vocabulary is conveying new information in to the already existing system of the mental lexicon.

Harmer (1998: 23) states that teaching vocabulary is clearly more than just presenting new words. Furthermore, he states that teaching vocabulary is a part of the language teaching.

According to Elfrieda and Michael (2005: 73) Words' relative concreteness positively influenced students' gain scores in incidental word learning, concluding that individual characteristics of vocabulary words are more important than text features in determining which words are learned. It shows that when teachers teach their students about vocabulary in proper ways, students will understand not only word by word, but also

the meaning of the words in a text because their understanding which has grown through the process of teaching vocabulary given by the teachers.

Based on the explanations above, it can be said that teaching vocabulary is important to do by teachers to facilitate students in mastering English language. Teachers also have to know the characteristic of the students so that they can choose what method can be suitable to use in teaching vocabulary because through suitable method, students can understand what vocabulary material that their teachers give.

## 5. How to Teach Vocabulary

According to Thornburry (2002:144-161), There are some ways teachers can do to teach vocabulary;

### a. Learner training

Training learners to learn effectively has been informed by research into the strategies that successful learners use. It shows that teachers can train students to learn vocabulary productively by doing a training program in learning vocabulary so that students are able to focus on the vocabulary teaching that teachers give to them.

### b. Using Mnemonic

Thornburry (2002: 25) states "Techniques for remembering things are called **mnemonic**". Here, students are taught how to find or to make a keyword in a vocabulary learning. This will facilitate them in remembering things related to English vocabulary.

### c. Word Cards

This way is believed more effective than the keyword technique. It is because some students are difficult to imagine a thing, but they all can be taught to use a set of word cards. Using word cards facilitates them in learning new vocabulary and also the meaning of its word in their mother tongue.

d. Guessing from Context

In guessing from context, students will be facilitated to understand a word based on where a word is used in a context, so they will know how to guess an unknown word effectively from what they are reading or from what they are listening.

e. Coping Strategies for Production

It is useful for students when they are difficult to find a meaning of a word in speaking or writing skill. Because unknown words can be found not only in reading and listening skill, but it can also be found in speaking and writing skill, so they can do the coping strategies for production to facilitate themselves in finding a meaning of a word.

f. Using Dictionaries

Using dictionaries can be one of some ways which can be used to teach vocabulary to students. This way is hoped to make students be able to access information speedily and accurately. Dictionaries can also be used to generate text and as resources for vocabulary acquisition.

g. Spelling Rules

Spelling in English is somewhat problematic. Students are often difficult to spell English vocabulary correctly because many words in English have more than one way of spelling a sound , and more than one way of pronouncing a letter. Because of this problem, teachers are suggested to teach some of the more productive rules of English spelling. These rules will equip learners with a handy tool when writing. Familiarity with spelling regularities will also help them predict the pronunciation of a new word when they meet it in their reading.

h. Keeping Record

Teachers can ask student to have a notebook to record what vocabularies they have learned. This is very useful for them to memorize English vocabularies. They can use their notebook every time they want to learn, and they do not have to be afraid to forget what vocabularies they have got because they can open their notebook to remind them.

i. Motivation

Motivation is needed for students who are learning vocabularies in the beginning level. They need it to convince themselves that they can learn English vocabularies easily. Teachers also give them motivation to increase their self-confidence in learning English vocabularies. Motivation itself can affect students to trust to

themselves that they can know, learn, and memorize English vocabularies like what others do.

## **C. Kumon English Method**

### **1. The Definition of Kumon English Method**

Kumon is a course center which uses their own method, and the name of the method is taken by Toru Kumon as the founder of Kumon Method. In the beginning, Kumon method is only for mathematic subject, but recently the Kumon method is used for English subject too with the same name as mathematic method. The goal of Kumon English Method is to build students' reading comprehension indepently. UPI (2018: 22)

The reading comprehension is divided into 7 abilities:

#### **a. Memorizing**

Where students with good ability of memorizing, they are able to memorize the content of a text well, know where to find the answers, and also write down the answers adroitly.

#### **b. Reading Comprehension**

When students comprehend the content of a text, they will be able to answer the questions by only flipping once or twice to a text they are reading.

#### **c. Reading Aloud**

Students can recite phrases and sentences clearly, and have good rhymes when they are reading aloud.

d. Re-Checking Answers

Students can see the mistakes they make by themselves when they are writing the answers, or when they are re-reading the answers they have written. They will realize what mistakes they make in the questions when checking their answers.

e. Arranging Good Answers

Students have the ability to arrange the answers by approximating how many words are needed to make good answers, so they will not write words which are not needed to answer questions.

f. Vocabulary Mastery

When reading a text, students can keep reading without looking up their dictionary very often to find a meaning of a word. This ability is built when they are in the beginning level. They are taught how to master, and memorize vocabulary easily.

g. Self-Correction

Students do not just omit the wrong answers, but they will re-read first the wrong answers to find the mistakes by themselves, and then they correct it. In correcting the answers, students do not omit the whole sentence, but they will just omit the wrong words.

**2. Characteristic of the Kumon English Programs**

Kumon English programmed has two central aims: to develop each child's ability to read, to understand a wide variety of language, to nature in each child life long habit of reading for both education and enjoyment.

Kumon English is divided into two programs, there are:

- a. English program (EE program), sprout up loving of text through EE program, children will have strong curiosity to read and to improve their ability in understanding English text in high level.
- b. English program (EFL program), EFL for English as Foreign Language, children will feel that studying English is fun, and it will build strong ability to understand English material and English text. Through EFL program, students can enjoy learning English while developing strong reading comprehension ability. Students can expand their vocabulary and learn new grammar elements while reproducing some of the English sentences they read in the passages. Students also become familiar with everyday use dialogues and learn to write letters and connect them with sounds and images through tracing and reading.

In Kumon, vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. Students learn the meaning of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction. A method can be used to facilitate a child struggling with vocabulary in Kumon. This method can in fact be utilized by any parent looking to provide their child with additional support.

In vocabulary teaching and learning, students start learning from the simple concepts; vowel blends, spelling patterns, and vocabulary building. When students are in learning process, teachers will provide them some media which can be used to facilitate them in learning more about English vocabularies. The media such as vocabulary worksheet, and audio player, it is believed to provide students easy ways to learn about English vocabularies. Here, students in the beginning level will learn basic words which usually used in their daily activity so that they will think that learning English vocabularies is easy and fun. Teachers as an instructor where in teaching process, they train students to do self-learning to build their confidence in learning English vocabularies.

### **3. Stages in Kumon English Method in EFL Program**

There are 7 stages for students in Kumon English Method related to EFL program to reach. Where each stages have their own goals to achieve.

#### **a. Stage 1**

In this stage, students for the first time are introduced to vocabulary learning and teaching. They will learn how to memorize and master English vocabulary easily using the technique that will be given by teachers. This stage is actually in the beginning level, so it will facilitate students who are new in English field.



**b. Stage 2 and 3**

The next stages are for students who are entering the new material of English material. They will try to read aloud, copy, and write English sentences. Those activities facilitate students to become accustomed to English sentences.

**c. Stage 4 and 5**

These stages can be called as intermediate stage where students will learn English structure. Here, their ability in understanding English structure will be enriched because they will focus on how to use or apply English structure not only in sentences, but also in English texts.

**d. Stage 6 and 7**

The last stages, students will get good reading comprehension based on previous stages that they will have passed. In these stages, students will apply what they have learned in the previous levels. The material itself is not about English sentences anymore, but it is about English texts, so the seven abilities that Kumon English Method wants to build will be seen the last two stages.

**4. The Aims of Kumon English Method in EFL Program**

- a. To develop advanced academic and self-learning ability by ensuring that they are always studying at a level that is "just-right" for them
- b. To go beyond their school grade level through self-learning and advance to studying high school level material at an early age

- c. To pursue the potential of each individual student
- d. To develop students' ability to the maximum

#### **D. Related Research**

A related research was conducted with the same topic by Maria (2018) with the paper entitled "Qualitative Study of EFL English Teacher's Perception towards Teaching Vocabulary Using Word Games for Junior High School in Semarang Central Java: To Use or To Reject". A study was conducted to the teachers in SMPN 2 Banyubiru and SMPN 3 Ambarawa. Based on the analysis, there are several conclusions which can be taken as follow:

First, teachers like teaching vocabulary using word game because word games can help them to motivate the students in following the question since they love playing while learning in the classroom.

Second, the students will memorize easily remembered in learning about vocabulary, and the situation in the class is fun and interesting.

Third, the teachers feel difficult in creating their own word games and needed more time, and sometimes the teachers are hard to find the brilliant ideas of word games that will be taught in the class.

The aim of the research itself is to determine teacher's perception in teaching vocabulary using word games for junior high school students in Semarang. During the research, it is found that 1) teacher's perception toward the teaching vocabulary in Junior high school, it showed 55,55% out of 100%, a total of strongly agree and agree answer, 2) teacher's perception in relation with thought of using word games in teaching vocabulary, it showed 77,77%

out of 100%, a total of strongly agree and agree answer, and 3) teacher's perception in relation with word games effectiveness in teaching vocabulary, it showed 44,44% out of 100% a total strongly agree and agree answer.

In the result of this research, the research can be ussd to continuing. Word games are proven to be useful and effective in this study that can be used for teaching vocabulary to very young learners. Thus, such a teaching method using word games will help the students actively involved in the process in an enjoyable way.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Method and Design**

Based on the research title "Teachers' Perception in Teaching Vocabulary Using Kumon English Method", qualitative approach is used in this research where the data consist of words rather than numbers. Descriptive method is applied as a research method because the research focuses on describing the teachers' perception in teaching vocabulary using Kumon English Method.

The writer uses one instrument to support the research, that is interview. Interview is carried out to collect information from teachers, to analyze their point of view, and to get deeper information about teachers' perception in teaching vocabulary using Kumon method.

The interview is done at the same courses, but in three different areas. The same course is Kumon English course in three different areas such as Kumon Sindang Barang Grande, Kumon Yasmin, and Kumon Pakuan Regency.

After the data are completed, the writer describes and analyzes the data. Next step she should do is to make sure whether the data is valid or not by checking the validity of the data using a technique. The last, the writer concludes the research that she has done, and give suggestion related to the result of the research.

## **B. Research Site and Participants**

The research is conducted to students in stage 1 in three different areas of Kumon English course such as Kumon Sindang Barang Grande, Kumon Yasmin, and Kumon Pakuan Regency as the English courses chosen by the writer to know about the teachers' perception in applying Kumon English method in teaching vocabulary. The writer chooses these students as the participants of the study because they are in the level where vocabulary learning is emphasized by teachers.

## **C. Research Procedure**

The main data are taken from interview. The teachers are interviewed to collect information from teachers, to analyze their answers and point of view about Kumon English method in teaching vocabulary, and to get deeper information about vocabulary teaching and learning using Kumon method.

## **D. Data Analysis**

Non-test instrument (interview) is used to collect the data.

### **1. Data Analysis of Interview**

In interview activity, the writer uses a voice recorder to record the interview. This activity is done to get deeper information about vocabulary teaching and learning in Kumon class. The data from interview are transcribed, interpreted, and analyzed to make sure that she gets information needed to complete the research.

## **E. Validity Checking**

In this part, the writer uses the triangulation technique to check the validity of the research. The validity checking is done to the same source, Kumon English course, but in different areas to strengthen the research. Kumon Sindang Barang Grande, Kumon Yasmin, and Kumon Pakuan Regency are chosen as the sources to make sure that the data of the research are valid. The triangulation technique is chosen because it can facilitate her in collecting the valid data. She can get information in different point of view based on the different areas of the same English course by checking each data. The data are analyzed to discover whether there is different result or not. After checking the data, she can decide that the data which has been got is valid for the research.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

There is one instrument used in collecting the data: interview. The interview was done to the teachers who teach Kumon EFL (English as a Foreign Language) class to dig up information about teaching vocabulary using Kumon English method based on their perception.

#### **B. Data from Interview**

Interview was taken to dig up information of the respondents. A guided interview was used in order to get more information about teaching vocabulary using Kumon English method based on the teachers' perception. Six interviews were conducted from six teachers. The interviews were carried out on Wednesday, 15<sup>th</sup> May 2019 with teacher 1 (DI), Thursday, 16<sup>th</sup> of May 2019 with teacher 2 (NM), Friday, May 17<sup>th</sup> 2019 with teacher 3 and 4 (IS and IN), Saturday, May 18<sup>th</sup> 2019 with teacher 5 (RS), and Sunday, May 19<sup>th</sup> 2019 with teacher 6 (AD).

The question in the interview has five indicators, and each question represents each indicator. The indicators are recognizing, recalling, interpreting, adapting, and understanding.

##### **1. First Indicator: Recognizing**

In the first indicator, the writer investigated the perception of the teachers about vocabulary teaching, the importance of vocabulary mastery

for students, Kumon English method, and the difference in vocabulary teaching using Kumon English method compared to using another method.

In teaching vocabulary, teachers have their own way to define what teaching vocabulary is related to their experiences or other factors. Here, what the teachers explained about vocabulary teaching,

**a. Vocabulary Teaching**

#R1

*Pengajaran kosakata menurut saya lebih mengarah kepada pemahaman siswa dalam kehidupan sehari-hari....*

[Teaching vocabulary is students' understanding which focuses on their daily life.]

#R2

*Pengajaran kosakata, kosakata itu berguna memahami atau untuk mengetahui arti dari kata dalam Bahasa Inggris baik dapat dipelajari secara tertulis maupun lisan...*

[Teaching vocabulary is the way to comprehend or to know about the meaning of English vocabulary both written and oral.]

R#3, R#4, #R5 answered with the same perception

*Hmm, pengajaran kosakata Bahasa Inggris, jadi kosakata Bahasa Inggris itu penting yah sebagai pondasi atau tahap awal siswa dalam mempelajari Bahasa Inggris.*

[Teaching Vocabulary is the foundation, the basic or the beginning stage for students to learn English.]



R#6

*Yah jika kosakata anak diajak untuk mengenal kata seperti kita saat berbicara menggunakan Bahasa Indonesia dimulai dari melihat benda terlebih dahulu, lalu mendengarkan, setelahnya anak dapat belajar kosakata dari yang paling mudah.*

[Teaching vocabulary focuses on words started from seeing, listening, and learning from the easiest part.]

Based on the answers above, it can be concluded that teaching vocabulary related to all teachers' perception is the basic, the foundation, and the beginning stage which students face in their daily life started from seeing, listening, and learning the words from the easiest ones,

**b. How Important Vocabulary Mastery for Students**

Vocabulary mastery where students can truly understand about what vocabulary they have learned. They do not only know the meaning of the words, but also they know how to apply the words in sentences. Here, the teachers explain how important the vocabulary mastery is.

R#1

*Hmm karena Bahasa Inggris bukan Bahasa Ibu bagi siswa kami, jadi jika ditanya seberapa penting, tentu saja penting bagi siswa karena terkadang bisa jadi siswa mengetahui fisik suatu benda, tapi dia tidak mengerti namanya apa begitupun sebaliknya...*

[Vocabulary mastery is important for students because sometimes it can be students know the shape of a thing, but they do not understand the name and vice versa.]

R#2

*Itu berarti penguasaan kosakata, itu sangat penting sekali untuk bisa menguasai karena dengan bisa menguasai perbendaharaan kata yang cukup banyak yang secara umum pasti membantu membuat siswa percaya diri dalam hal berkomunikasi, yang terlebih lagi juga siswa dapat membantu performa akademisnya di sekolah...*

[Vocabulary mastery is very important because it will facilitate students to be confident in communicating, the more it will increase students' academic performance at school.]

R#3

*Itu penting karena siswa tidak akan bisa belajar ditahap selanjutnya jika perbendaharaan kosakatanya masih terbatas.*

[Vocabulary mastery is important because students will not be able to learn the next level if they have only limited vocabulary.]

R#4

*Hmm kalau untuk vocabulary mastery itu bagi siswa sebetulnya cukup penting karena jika siswa sudah menguasai kosakata Bahasa Inggris jadi mereka bisa menguasai skill Bahasa Inggris yang lain seperti speaking.*

[Vocabulary mastery for students is quite important because if students have mastered English vocabulary, so they can be able to master another English skill such as speaking.]

R#5

*Penting sekali karena itu merupakan hal yang paling basic atau dasar untuk mengenalkan benda dan pronunciation ...*

[Vocabulary mastery is very important because it is the most basic thing to introduce about things and the pronunciation.]

R#6

*Menurut saya vocabulary mastery itu sangat penting bagi siswa dalam mempelajari bahasa Inggris karena itu bisa menjadi bekal bagi mereka mempelajari materi bahasa Inggris yang lainnya.*

[Vocabulary mastery is very important for students in learning English because it can be the foundation for them in learning another English material.]

The answers above show that vocabulary mastery is important for students to communicate, to learn English material, to go up to next level in learning English, and to master English skills such as speaking, listening, writing, and reading,

**c. Kumon English Method**

In teaching using a method, teachers have own their perception to express or to draw what method they use. Here, the teachers explain us what the Kumon English method is.

#R1

*Metode pembelajaran bahasa inggris di kumon sangat menarik karena sebelum belajar siswa akan diminta mengikuti tes untuk mengetahui di level mana siswa tersebut akan ditempatkan, ini penting karena dengan menempatkan siswa belajar di level sesuai kemampuannya akan membangun rasa percaya diri siswa, metode kumon juga memberikan materi dengan tingkat kesulitan yang bertahap sehingga siswa lebih mudah untuk memahami materi yang ada di setiap level.*

[Kumon English method is started from students do the placement test to know which level the students will be placed. It is important because by placing students in the appropriate level, it will build their confidence. Kumon method also gives material with gradual level of difficulty, so students will be easy to understand the material given in each level.]

#R2 and #R3 answered with the same perception

*Kalau Kumon metodenya doing exercises everyday, jadi bermula dari yang paling dasar, dari tahapan yang anak bisa kuasai dengan mudah, sehingga ia bisa mengerjakan soal-soal dalam bentuk Bahasa Inggris apakah itu vocabulary ataupun nantinya sampai ketinggian grammar, ia bisa belajar dengan mandiri.*

[Kumon English method is doing exercises everyday, so it is started from the most basic, from the steps that a child will be able to master it easily, so he/she can do the English questions whether it is about vocabulary or later she/he will be in the grammar level, so she/he can learn independently.]

#R4 and #R5 answered with the same perception

*Metode Kumon EFL atau Kumon English method itu bertujuan atau hmm memiliki beberapa tahap yah, metode tersebut terbagi dari beberapa level, dan dalam level tersebut terbagi lagi menjadi beberapa step atau tahapan yang bertujuan untuk membantu siswa untuk dapat memahami pemahaman bacaan tingkat tinggi, jadi selain siswa diberi kemampuan menulis, mendengarkan, dan membaca, tapi dalam hal ini pemahannya dalam memahami segala macam bacaan dapat siswa kuasai.*

[Kumon English method is divided into some levels, and each level is divided into some stage which purposes to facilitate students to be able to have good reading comprehension, so besides students are given writing, listening, and reading skill, but in this case they can master any kind of text.]

#R6

*Kumon English method merupakan sebuah metode yang menekankan pada tiga aspek skill bahasa Inggris reading, writing, dan listening yang bermula pada small steps bagi siswa untuk mempelajari materi bahasa Inggris sesuai dengan kemampuannya....*

[Kumon English method is a method which emphasizes to the three English skills such as reading, writing, and listening. It is started from small steps for students to learn English based on their ability.]

Based on the answers, it can be concluded that kumon English method is the method which is started from the basic level where students will learn in levels that suit their ability in English before going up to the next level of English material, so it will facilitate them in mastering English material easily step by step,

**d. The Difference between Kumon English Method and Another Method**

In applying a method, teachers have their own opinion why they choose to apply this method, what makes the Kumon English method is different from another method. Here, the teachers explain the difference between Kumon English method and another method.

#R1 and #R2 answered with the same perception

*Yang membedakan adalah kumon memiliki alat bantu berupa CD textbook yg harus didengarkan siswa setiap hari sebelum mengerjakan worksheet, jadi siswa tidak hanya diajarkan bagaimana cara menulis kata tapi juga dilatih untuk bisa mengucapkan setiap kata dengan benar, selain itu adanya pengulangan kata disetiap worksheet membuat anak lebih cepat untuk mengingat kosakata.*

[The differences that Kumon has a CD textbook listening which must be listened by students everyday before doing their worksheet, so students are not only taught how to write words, but also are taught to be able to pronounce every word correctly, besides there are repetition words in every worksheet that make them memorize the vocabulary faster.]

#R3 and #R4 answered with the same perception

*Kalau di Kumon karena sistemnya lebih kepada latihan menggunakan worksheet, mengenalkan kosakata baik dalam bentuk kata benda maupun kata sifat dengan bantuan gambar, jadi siswa tidak perlu melihat bentuk fisik suatu benda, namun dengan visual gambar yang diberikan.*

[The difference is in Kumon, the system is more about doing exercises using Kumon's worksheet, introducing vocabulary both nouns and adjectives with pictures, so students do not need see the shape of a thing, but through pictures which are given by teachers.]

#R5

*Untuk metode pengajaran semua tempat kursus pasti mempunyai metode pengajaran tersendiri, seperti halnya di Kumon yang*

*penerapannya step by step, sehingga pengajarannya melihat kemampuan anak...*

[The difference is in Kumon which the implementation is step by step, so the teaching process is based on the students' ability.]

#R6

*Karena Kumon mengajarkan siswa untuk belajar secara mandiri, jadi kita lebih pada menggali potensi siswa pada tujuannya karena dengan siswa menggali materi apa yang sedang ia pelajari diikuti dengan adanya contoh serta beberapa petunjuk soal, siswa akan merasakan bahwa ia bisa, dan bisa itu berarti merasakan beda dengan saat ia dijelaskan panjang lebar oleh seorang guru.*

[The difference is students to learn independently, so teachers just need to dig up more the students' potential because by letting them to dig up what material they are learning using the example and the instruction, they will feel that they can do it, and it will be different when they have just to listen the explanation from teachers.]

The answers above show that the difference between Kumon English method and the other methods are in the use of CD listening textbook, the step by step program, the system which asks students to learn independently, and the worksheet that students have to do.

## **2. Second Indicator: Recalling**

In the second indicator, the writer investigated the perception of certain steps before starting the class, the effectiveness of Kumon English Method in scientific learning, and the suitability of the Kumon English method's steps in vocabulary teaching,

**a. Certain Steps before Starting the Class**

Every teacher has their own steps to do before starting the class. It is done to stimulate their students before they learn the material. Here, the teachers explain their certain steps to do before starting the class.

#R1

*Dengan menciptakan suasana kelas senyaman mungkin agar anak bisa belajar dengan tenang, fokus, dan mandiri.*

[The certain step before starting the class is by creating an atmosphere as comfortable as possible so that students are able to learn calmly, focus, and independently.]

#R2, #R3, #R4 answered with the same perception

*Langkah-langkah khusus yang saya lakukan hmm biasanya, saya akan menyapa siswa dengan SPE sebagai salah satu program Kumon, lain membangun kepercayaan siswa dengan menanyakan pengalaman mereka disekolah dan tidak lupa mereview materi dan menanyakan kesulitan dalam belajar dan mengarahkan siswa pada petunjuk pengerjaan soal.*

[The certain steps before starting the class is to greet students with SPE (Smile, Praise, Encourage) as operational standard in Kumon, then to build students' trust by asking their experience at school, to review the material, and to ask if there is any difficulty in learning, the last to guide them to look at the instruction before doing the questions.]

#R5

*Untuk sehari-hari dikelasnya, kita melihat perkembangan aktual siswa yang selalu di update, lalu nanti kami akan dievaluasi untuk ditindak lanjuti kedepannya.*

[The certain steps before starting the class in daily activity is to watch students' actual progress which is always updated in Kumon, and to evaluate the progress for the next meeting.]

#R6

*Kalau di Kumon secara umum siswa belajar, saya selalu mengingatkan pada petunjuk cara pengerjaan soal atau di lembar kerja kami ada beberapa petunjuk atau contoh soal yang diberikan untuk siswa, dan disini saya hanya mencoba untuk selalu mengingatkan siswa untuk membaca perintah soal.*

[The certain steps before starting the class is to remind the students to read the instruction to do the questions or in the worksheet there is some instruction or an example given to the them.]

Based on the answers above, SPE (Smile, Praise, and Encourage), the actual progress, and the instruction become the points that teachers focus on before starting the class to facilitate the students to do their worksheet independently, and to build their trust in learning.

**b. The Effectiveness of Kumon English Method in Scientific Learning**

Scientific learning is emphasized in educational world in nowadays, because the stages can increase the students' ability in learning. Here, the teachers talk about the effectiveness of Kumon English method in scientific learning.

#R1, #R2, #R3, and #R4 answered with the same perception

*Untuk di Kumon kan memiliki kurikulum sendiri, dan terstruktur lembar kerjanya, jadi siswa memang diarahkan untuk mempelajari terlebih dahulu, mencoba terlebih dahulu, lalu secara perlahan ia akan menemukan cara berpikirnya sendiri, dan ia akan paham, tetapi tidak dengan diajarkan secara verbal yah karena akan terlalu panjang kalau ditempat kursus lain seperti halnya belajar grammar, maka guru akan menerangkan mengenai grammar tersebut, tapi jika di Kumon, siswa belajar dari proses melihat, mengamati sendiri, lalu secara perlahan ia akan berproses untuk menganalisa dan memahami, dan akhirnya ia menguasai materi tersebut.*



[The effectiveness in scientific learning is because Kumon has its own curriculum, and it arranges also the worksheet, so students are guided to learn by themselves, to try by themselves, then they will find their own way to think gradually, and they will understand, but it is not taught orally because it will need long explanation. Teachers will explain about grammar in other courses, but in Kumon, students learn by seeing, observing by themselves, next analysing until they understand, and they are able to master the material they are learning.]

#R5

*Hmm jika metode Kumon saya rasa, jika untuk berbasis saintifik dibawa ke ranah sekolah sepertinya kurang cocok karena metode Kumon itu menekankan kepada kemampuan siswa per-individu, sedangkan jika di sekolah guru tidak mungkin hanya berfokus atau harus berfokus pada satu siswa, jadi memang harus diperhatikan satu kelas, jadi untuk metode Kumon sendiri, saya rasa kurang cocok karena guru akan terlihat kurang perhatian kalau harus terfokus pada satu siswa saja.*

[The teacher argues that if Kumon method is for scientific learning, the method is brought to school, she thinks that it is not quite suitable because Kumon method emphasizes to each students' ability while if teachers at school, it is impossible for them to only focus on one student. They have to focus on the whole students, so Kumon method is not suitable because it will look like that the teachers do not pay attention enough if they just have to focus on one student.]

#R6

*Saya tidak tahu jawaban ini akan menjawab atau tidak. Kalau di Kumon karena alat bantu nya terdapat lembar, dan CD textbook atau listening CD mungkin keefektifannya akan optimal jika ketiga alat bantu tersebut dijalankan, kalau misal siswa mengerjakan worksheet, tapi tidak mendengarkan CD, ataupun siswa mendengarkan CD, tapi tidak mengikuti perintah worksheet dengan baik maka tujuan yang akan dicapai tidak bisa tercapai.*

[The effectiveness is shown to Kumon's tools for learning such as worksheet, and CD textbook for listening. The effectiveness will be optimal if the two tools are used, if students do the worksheet, but they do not listen to the CD textbook, or students listen to the CD textbook, but they do not follow the instruction in their worksheet correctly, so the purpose will not be achieved.]

The answers above shows that most teachers agree that Kumon English method is effective for the scientific learning because of the individual learning system which trains students to do steps in the scientific learning such as observing, analysing, and asking before they do their worksheet independently, and the Kumon's learning tools; the CD listening texbook and Kumon's worksheet that support students to learn independently to create the scientific atmosphere although there is a teacher who does not agree because the teachers do not support the scientific learning which means teachers only pay attention to one students in a table individually, so it can not support enough for the scientific learning.

**c. The Suitability of the Kumon English method's Steps in Vocabulary Teaching**

Teachers have background knowledge about what vocabulary teaching is, and they can also be able to see whether a method is suitable to apply in teaching vocabulary or not. Here, the teachers explain the suitability of the Kumon English method's steps in vocabulary teaching

#R1

*Menurut saya langkah-langkah pada metode kumon sangat sesuai dalam pengajaran kosakata Bahasa Inggris karena metode yang digunakan sangat menarik dan siswa akan lebih mudah mengingat kosa kata karena dilengkapi dengan gambar pada setiap lembar kerja.*

[The steps in Kumon English method is very suitable in vocabulary teaching because the method is very interesting, and students will be

easier to memorize the vocabulary because it is completed with pictures in every worksheet.!

#R2, #R3, and #R4 answered with the same perception

*Hmm kalau dari saya, mungkin karena saya mengenal Bahasa Inggris dari Kumon, jadi kalau saya merasa diuntungkan dengan cara pengajarannya menggunakan media yang tadi sudah disebutkan, anak tidak harus secara visual melihat fisik bendanya ataupun harus beraktivitas di luar, tapi memang bisa menggunakan alat bantu yang sudah diberikan, dan juga saya pikir cukup sesuai yah karena berupa level per level, sehingga kosakata yang sudah dipelajari di level dasar nanti akan muncul kembali di level berikutnya, jadi kemungkinan untuk lupa atau menghubungkan dengan kosakata yang baru akan terbantu dengan langkah pengulangan.*

[The suitability is in the teaching media. Students do not need to see the physical appearance of a thing or to do outdoor activity, but it can be done by using the tools given by the teachers, and also the material is provided level by level, so the vocabulary that has been learned in the beginning level, it will be appeared in the next level, so students will not forget, and they can connect new vocabulary with the previous vocabulary easily by using the repetition step.]

#R4, #R5. and #R6 answered with the same perception

*Sudah sesuai karena pada intinya siswa mendapatkan input tentang kosakata benar-benar dari basic yah, anak pra sekolah misalnya belajar betul-betul dari kosakata yang paling mudah sampai akhirnya ia nanti berproses dapat menguasai kosakata yang lebih sulit lagi, jadi di Kumon siswa mempelajari kosakata secara bertahap dari yang paling mudah sampai yang paling sulit, jadi tidak hanya seperti halnya di sekolah terkadang pertama kali belajar Bahasa Inggris siswa sudah dikenalkan dengan kosakata yang complicated, jadi siswa sudah merasakan susah di awal, tapi tidak dengan di Kumon, dari yang paling dasar atau mudah dahulu, sehingga berjalan secara small steps, dan tidak membuat siswa merasa susah.*

[The step in Kumon for vocabulary teaching is suitable because basically students get the input about vocabulary from the basic stage, so in Kumon students learn vocabulary gradually from the easiest to the hardest, moreover students learn from the easiest or learning by using small steps, and it will not make them feel difficult.]

The suitabilities that teachers feel in Kumon English method for vocabulary teaching are in the worksheet that facilitates students with the interesting pictures, the repetition part in every level which will remind students to the words they have learned, and the small steps system where students learn from the basic or the easiest stage to the hardest, so they will learn the vocabulary step by step from words, phrases, and sentences.

### 3. **Third Indicator: Interpreting**

In the third indicator, the writer investigated the perception of How Kumon English method is collaborated with another method, and the Implementation of Kumon English method in Teaching Vocabulary.

#### a. **How Kumon English Method is Collaborated with Another Method**

To develop a method sometimes teachers will collaborate the method they use with another method to maximize their performance in teaching. Here, the teachers explain how Kumon English method is collaborated with another method.

#R1

*Sebenarnya dengan menggunakan metode kumon saja sudah cukup jika dilakukan sesuai standar yang ditetapkan kumon itu sendiri, jika pembimbing dan orang tua bisa bekerja sama dalam memperhatikan proses belajar siswa, tentu saja hasilnya akan maksimal.*

[The teacher argues that it is enough by only using Kumon method if the method is done correctly. If the mentor and the teachers can work cooperatively in watching students' progress, the result will be maximal.]

#R2

*Untuk metode Kumon sendiri jika ingin dikolaborasikan menurut saya cocok dengan teknik flashcard itu bisa sesuai.*

[The teacher thinks that Kumon English method can be collaborated with flashcard technique.]

#R3

*Sepertinya akan kembali kepada kebutuhan masing-masing anak, jadi beberapa anak cukup dengan cara yang ada di Kumon, tapi mungkin beberapa anak juga butuh sarana lain atau treatment tambahan yang memang untuk memperkuat materi yang sudah dipelajari di Kumonnya...*

[To collaborate Kumon English method, It has to be seen based on students' need, so some student is enough by only using Kumon method, but maybe, some student needs another method or additional treatment that will strengthen their understanding about Kumon's material.]

#R4 and #R5 answered with the same perception

*Hmm untuk dikolaborasikan mungkin bisa sesuai kreativitas sang guru, namun pada praktiknya di kelas Kumon, tatalaksana Pembelajaran Kumon terutama pada pengajaran vocabulary tetap harus menggunakan langkah langkah pengajaran di Kumon karena semua sudah di atur dalam sebuah alur kelas yang memang menjadi standar kelas Kumon.*

[The teachers agree that to collaborate Kumon English method with another method, it depends on the teachers' creativity, but in Kumon class itself, when teaching process is running especially in vocabulary teaching, it must use Kumon English method because it has been arranged in class rules which become Kumon class standard.]

#R6

*jadi mungkin dalam hal reading dan writing bisa dikolaborasikan dengan metode lain, jadi kita hanya istilahnya penguasaan kosakata akan secara lebih efektif di ajarkan pada siswa.*

[The teacher argues that reading and writing aspects which can be collaborated with another method, so vocabulary mastery can be

taught more effectively to students where there are three aspects which are emphasized in Kumon (writing, reading, and listening).]

Based on the answers above, it can be concluded to collaborate Kumon English method with another method, some teachers focus on the teachers' creativity itself to develop it because they know the class situation and condition to collaborate it, one teacher believes that by only using Kumon English method is enough for students, another emphasizes that to collaborate it, teachers have to see the students' need to also answer their need, then Kumon English material also is suitable to the use of flashcard technique, and two aspects in Kumon English method (reading and writing) can be collaborated with another method than the listening aspect.

**b. The Implementation of Kumon English method in Teaching Vocabulary**

Every course has their own way to apply a method in their class. In applying Kumon English method, every Kumon classes, maybe, they have their own way to do. Here, the teachers explain the implementation of Kumon English method in teaching vocabulary.

#R1, #R2, #R3, #R4 and #R5 answered with the same perception

*Proses penerapan Kumon English method, jadi alur kelas Kumon sebetulnya siswa sebelum mengerjakan secara tertulis akan mendengarkan CD textbook terlebih dahulu, dan kemudian mengikuti perintah yang terdapat didalam worksheet untuk kemudian diikuti, misalnya siswa harus mengikuti kembali atau harus mengerjakan sambil mengucapkan, jadi mungkin penerapannya kami agar*

*memang sesuai dengan apa yang kami harapkan idealnya akan mengikuti alur kelas tersebut.*

[The implementation process of Kumon English method focuses on Kumon class rules. Before students do the written task, they will do the listening step, then follow the instruction in their worksheet, for example students have to follow or pronounce the task before they do it, so maybe, the implementation should follow the Kumon class rules to get what teachers expect to them.]

#R6

*Jika itu balik lagi harus melihat kemampuan siswa terlebih dahulu karena di Kumonnya sendiri memang memasangkan antara gambar dengan kosakatanya sendiri tanpa menerjemahkan, saya sebagai pengajar agar yakin bahwa anak itu bisa saya biasa menerjemahkan.*

[The implementation process focuses on the students' ability because in Kumon itself, matching between the picture and the vocabulary is done without translating the vocabulary. As the teacher, to make sure that the students understand, she is going to translate the word.]

Most teachers agree that the implementation process of Kumon English method has to follow the Kumon class standard started from listening to the CD listening textbook, pronouncing the words, doing the worksheet, meeting the mentor to check their reading performance to achieve the purpose of the Kumon method itself, and another focuses on the flexibility of doing translation because in Kumon, teachers are not recommended to translate the word, but she will consider that rule by seeing her students' ability before applying that rule.

#### 4. Fourth Indicator: Adapting

In the fourth indicator, the writer investigated the perception of Challenges in applying Kumon English method in class, Adapting Kumon English method in Teaching Vocabulary, and randoming the systematic of Kumon English method.

##### a. Challenges in Applying Kumon English Method in Class

In applying a method, there will be some challenges that teachers will face in the class. Sometimes the challenge can be a motivation itself for the teachers. Here, the teachers explain the Challenges in Applying Kumon English method in class.

#R1

*Di dalam kelas yah, kalau di dalam kelas karena sistemnya, jadi bukan model classical ataupun privat, jadi anak-anak belajar secara mandiri, sehingga tantangannya lebih kepada kesesuaian siswa tersebut mengikuti alur kelas yang standar, terkadang anak ingin cepat selesai dan ada langkah yang terlewat, dan tidak benar-benar mengikuti perintah yang diberikan, sehingga harapan yang awalnya hanya mengerjakan satu kali, jadi perlu ada pengulangan karena target kami belum terpenuhi.*

[The challenge is to make the students follow the class regulation. Sometimes students want to finish their work hurriedly, and they skip one of the class regulation, and they do not follow the instruction correctly.]

#R2, #R3 answered with the same perception

*Tantangan saya ketika di kelas adalah saat siswa merasa bosan saat harus mengikuti alur kelas karena beberapa siswa memang memiliki pola tingkah laku yang berbeda sehingga di tahap-tahap tertentu pembelajaran terkadang mereka akan merasa bosan dan jenuh, sehingga guru harus bisa menjaga terus semangat siswa untuk tetap*



*bisa dan mau mengikuti alur kelas Kumon.*

[The challenge is when students get bored when they have to follow the class regulation because some student has different character, so in certain steps sometimes they will feel bored, so the teachers should be able to keep their motivation to follow the class regulation correctly.]

#R4

*Hmm tantangannya, ketika mood siswa kurang baik, ketika siswa sedang tidak baik hatinya, siswa yang memiliki kurangnya motivasi belajar yang baik, intinya dikembalikan lagi, jadi ketika siswa motivasi belajar bagus otomatis ia akan memiliki effort lebih untuk mau belajar, tapi jika tidak memiliki effort belajar, ia hanya akan sekedar mengerjakan lalu setelahnya ia tidak akan mendapat hasil yang maksimal.*

[The challenge is when students' mood is not good or they have bad feeling. Because when students' motivation in learning is good, automatically they will have good effort to learn more, but if they do not have good effort to learn, they will just do their work, then they will not get good result.]

#R5

*Hmm tidak semua siswa setelah diberitahukan cara pengerjaan Kumon seperti ini dapat langsung mengerjakannya sesuai dengan prosedur karena mungkin dari hal kebiasaan yang membuat siswa menjadi terkadang ada rasa malas untuk mengerjakannya...*

[The challenge is when not all student does the worksheet directly after the teachers tell them because their habit that makes them become lazy to do it.]

#R6

*Hmm tantangannya sendiri pertama harus menguasai semua level atau tingkatan kelas karena setiap anak itu memiliki atau berada di level yang berbeda-beda...*

[The challenge is teachers should master all the level or class stage because every student is in different level.]

Based on the point of view of the teachers, it can be concluded that the challenges in applying Kumon English method in the class are the students' character itself. It is said that there are some characters that will disturb their concentration in learning such as lazy, getting bored easily, and reckless, so those characters become the challenge itself for the teachers to keep their motivation to follow the class regulation, and mastering all the levels, so when teachers want to teach the students, they have to master the levels because each level has different difficulty, and it becomes the challenge itself for them.

**b. Adapting Kumon English method in Teaching Vocabulary**

Knowing the ways how to adapt a method is important because when teachers know the correct way in adapting a method, the teaching learning process will run well. Here, the teachers explain adapting Kumon English method in teaching vocabulary.

#R1, #R2, #R3, #R4 and #R5 answered with the same perception

*Mengadaptasinya berdasarkan langkah-langkah yang sudah ada sesuai tahapan level yang ada, jika pada tahapan vocabulary maka langkah langkah yang ada pun disesuaikan dengan standar yang ada dari siswa mendengarkan terlebih dahulu, mencocokkan gambar antara gambar dan kosakata, baru lah siswa membacanya sesuai tuntunan native speaker didalam CD textbook.*

[Adapting Kumon English method is based on the steps which are in every level, if the vocabulary stage, so the steps are adjusted to the standard in Kumon. It is started from listening, matching between the picture and the vocabulary, next pronouncing the words by following

the native speaker that students have heard in the CD listening textbook.]

#R6

*Untuk metode Kumon sendiri itu adalah metode yang sudah bagus yah dengan cara Repetition, anak akan diberi treatment pengulangan, sehingga mereka benar-benar paham apa yang sedang mereka pelajari, saya rasa itu yah dengan cara repeating.*

[Kumon English method is a method which emphasizes to repetition part where students will be given treatment to repeat, so they will truly understand what they are learning..]

To adapt Kumon English method can be done by following the Kumon regulation, so both teachers and student get the benefits of the method, and teachers should always guide the students to always watch the instruction in their worksheet to keep their focus in learning, and the repetition part of Kumon method as one of Kumon characters, so students will understand more if they repeat what material they are learning.

**c. Randoming the Systematic of Kumon English Method**

Sometimes some factor requires teachers to random the systematic of a method whether it might be done or not. Here, the teachers explain to random the systematic of Kumon English method.

#R1, and #R2 answered with the same perception

*Karna dari awal siswa sudah ditempatkan di level sesuai kemampuannya biasanya materi yang diberikan setiap harinya sudah sesuai dengan kebutuhan siswa, adanya lembar kerja yang diulang beberapa kali tujuannya untuk membuat siswa benar-benar memahami materi yang dibahas sebelum masuk pada materi*

*selanjutnya. Jika ada beberapa kosakata yang siswa tidak ingat padahal sudah pernah diberikan di materi sebelumnya, biasanya kita coba mengingatkan kembali, dengan meminta siswa mendengarkan CD pada bagian kosakata yang lupa.*

[It does not allow to random the systematic of the method because at the beginning, students have been placed in the right level based on their ability, so the material has been accustomed to their need. Repeating the worksheet to make them truly understand about the material before they learn to the next material.]

#R3, #R4, #R5 and #R6 answered with the same perception

*Mungkin bukan terdapat pada materi yah, namun kejadian seperti itu ada pada penerapan alur kelas, karena siswa Kumon tidak ditempatkan berdasarkan kelas, namun semua berada di tempat yang sama dengan materi berbeda, sehingga kejadian mengacak ada pada alur kelas ketika proses mendengarkan dan siswa harus mengantri namun waktu tetap berjalan. Maka biasanya saya akan mengacak alur kelas beberapa siswa akan mendengarkan terlebih dahulu, dan beberapa siswa akan membaca terlebih dahulu, yang sebenarnya alur kelas yang seharusnya siswa mendengarkan terlebih dahulu, itu bisa menjadi catatan bagi guru untuk memperhatikan lebih siswa yang belum mendengarkan.*

[To random the systematic is not in the material, but it is more in the implementation of the class regulation because students are not placed based on their class, but all student is in the same class with different material, so randoming the systematic is in the class regulation when in the listening process, students have to queue, but the time is running, so teachers usually random the class regulation for some student, they will read first where actually they have to listen first. It can be a note for them to watch the students who have not done the listening part.]

Based on the answers of the teachers, some teachers do not agree with randoming the systematic of Kumon English method because every students have been set up from when they come in the class, so the teachers have planned what they want to do with them, and others state that teachers can random the systematic of the method in certain condition, and it depends on the students' and class' condition, but the teachers have to always remind the students to follow the right instruction, and they have to make note to do the skipped step to their students so that they will not forget what steps they actually should follow.

#### **5. Fifth Indicator: Understanding**

In the fifth indicator, the writer investigated the perception of facilitating students sing Kumon English method in vocabulary teaching, the advantages using Kumon English method in teaching vocabulary and the flaws of Kumon English method in teaching vocabulary,

##### **a. Facilitating Students Using Kumon English Method in Vocabulary Teaching**

Every method is made to facilitate students in learning, so does Kumon English method. Here, the teachers explain what things in Kumon English method that can facilitate the students to learn better.

#R1

*Sangat membantu karena siswa akan lebih mudah mengingat kosakata, karena lembar kerjanya di lengkapi dengan gambar, selain itu pengulangan penyebutan kata-kata dalam textbook juga membuat siswa tidak harus susah payah menghafalkannya karena dengan pengulangan siswa akan hafal dengan sendirinya.*

[Kumon English method is very helpful because students will be easier to memorize vocabulary because the worksheet is completed with pictures. Besides, the repetition part in the textbook also facilitates them to memorize easily, and by repeating the vocabulary, students will automatically memorize the vocabulary.]

#R2, #R3, and #R4 answered with the same perception

*Hmm sebetulnya, Kumon itu dibuat untuk siswa belajar mandiri dan tidak merasa terbebani, jadi materi yang siswa terima step by step, dan dibuat menyenangkan untuk siswa, selain dari lembar kerjanya, lalu ada interaksi antara siswa dan guru yang disebut dengan SPE untuk menguatkan siswa mengenai, mungkin kami sebut feedback yah, setiap harinya menguatkan siswa apa yang sudah dipelajari hari itu agar lebih paham dan mengingat materi yang dipelajari.*

[Kumon English method is made for students to learn independently, and to learn with no burden, so the material which students get is given step by step, and it is made interestingly for students. Besides the worksheet, then there is interaction between students and teacher that we call it as SPE to strengthen them or the teachers call it everyday feedback. It strengthens them about what material they have learned that day so that they can understand more and remember it.]

#R6

*Kalau siswa menguasai vocabulary, ia akan lebih percaya diri yah termasuk dalam mengucapkan, berbicara, lalu akhirnya pada saat ia bertemu dengan pelajaran Bahasa Inggris di sekolah, ia tidak akan terlalu merasa asing karena sudah terbiasa, intinya jika di Kumon, kalau siswa sudah terbiasa, maka ia akan bisa.*

[How Kumon method facilitates students to learn well, it can be done

by habituating them to practise everyday because in Kumon, if students have accustomed to learning, so they will be able to do the material they get.]

Some points that can be seen about things that make Kumon method is helpful for students such as repetition part in Kumon English method which is very helpful for the students because it is not easy for students to just memorize English vocabulary without repeating the words, so in Kumon, students are facilitated in the repetition part to prevent them in forgetting the vocabulary they have learned.

Then, the small steps system or step by step system. It is because through the small steps system, students will be confident to do the task. They will think that they can do that because it is easy, and learning by doing can facilitate students in learning vocabulary. Because in Kumon students are built to be accustomed to learning vocabulary so that they will master it easily, and become confident in practicing.

**b. The Advantages Using Kumon English Method in Teaching Vocabulary**

All method has the advantages for the teachers when they apply it in class. These can facilitate them to teach vocabulary to their students effectively. Here, the teachers explain the advantages using Kumon English method in teaching vocabulary.

#R1, #R2, and #R3 answered with the same perception

*Lebih gampang karena siswa belajar secara mandiri, sehingga disini guru tidak terlalu mengajarkan dengan detail kenapa karena ini akan membuat siswa menjadi pusing, jika ada penjelasan panjang, dengan melihat secara langsung materinya seperti ini, dan kita hanya mengingatkan siswa untuk mengerjakan dengan teliti, dan tidak lupa membaca petunjuk pengerjaan soal, jadi itu akan membuat siswa senang karena mereka mampu belajar mandiri, itu yang soya rasakan, pengajaran yang memudahkan guru, tapi membuat siswa mudah untuk mempelajari kosakata Bahasa Inggris.*

[The advantage for the teachers is easier to teach because students learn independently, so teachers do not teach them in detail because it will make them be confused If there is a long explanation. By looking at the material directly, teachers just remind them to do it carefully, ask them not to forget to read the instruction, so the teaching process not only facilitates the teachers, but also facilitates the students to learn the vocabulary by themselves.]

#R4

*Di Kumon terdapat pengulangan, listen, repeat, and write, seperti itu sehingga mereka bisa mengingat secara keseluruhan kosakata dalam Bahasa Inggris itu, ketika mereka mengingat 1 kata maka ketika mereka menulis, mereka keluarkan kata tersebut dari memorinya.*

[The advantage is the repetition part (listen, repeat, and write), so they can memorize the whole vocabulary. When they memorize one word, so when they write it, they will recall that word from their memory.]

#R6

*Metode Kumon itu bermanfaat untuk saya karena dengan saya mengajarkan kosakata Bahasa Inggris juga dan terdapat perbedaan kosakata di setiap level, saya juga sering mendengarkan saat siswa tersebut sedang mendengarkan audio, saya pun ikut mengetahui cara pengucapan setiap kosakata Bahasa Inggris karena banyak juga kata-kata baru yang saya dapatkan, jadi bersama memperkaya kosakata Bahasa Inggris antara siswa dan juga guru.*



[Kumon English method is advantageous for teachers because there is different vocabulary in each level, teachers also listen to the CD textbook when the students are in listening part. The teachers also know how to pronounce every word in English, and many new words they get, so between teacher and students are enriched through the CD listening textbook.]

The advantages that teachers get are in students who learn independently that can facilitate teachers because they do not have to give a long explanation about a material to the students. What they do is to remind the students about the class regulation and the instruction in their worksheet so that they can understand the material easily, then the repetition part because students will memorize the words easily, and the teachers do not have to be confused when the students cannot memorize the words they have learned especially students in the beginning level.

The last, the CD listening textbook which gives teachers the benefit of teaching vocabulary using Kumon English method because through the CD, teachers can also learn how to pronounce the vocabulary correctly, and if there are some students who mispronounce, the teachers can correct it same as what they heard from the native speaker,

**c. The Flaws of Kumon English method in teaching vocabulary**

If there are advantages, there will be the flaws too of a method. The flaws can be the part which has to be developed of a method

where teachers should new the ways to develop it. Here, teachers explain the flaws of Kumon English method in teaching vocabulary.

#R1 and #R2 answered with the same perception

*Menurut saya perlu dilihat dari aspek yg ditekankan hanya tiga saja writing reading dan listening, sehingga perlu adanya perkembangan pada skill speaking pada siswa, iya menurut saya itu saja kalau dari segi materi cukup.*

[Because in Kumon only three aspects which are emphasized such as Writing, Reading, and listening, so the speaking skill should be developed there to the students.]

#R3

*Kekurangannya mungkin sejauh yang saya rasakan, jadi siswa dalam kosakata mereka hanya mampu menyebutkan artinya saja tanpa tahu deskripsi jelasnya dari setiap kosakata seperti pada kosakata buah, hewan, dan benda yang lebih baik anak juga mengetahui deskripsinya.*

[The flaw is the students are only able to mention the meaning of words without knowing the right description of the words.]

#R4

*Kurangnya mungkin dari media CD textbook. Beberapa anak merasa itu sudah kuno dalam tanda kutip penggunaan CD, maksudnya terkadang mereka tidak bisa mengerjakan ketika mereka di mobil atau ketika dalam perjalanan...*

[The flaw is in the CD listening textbook. Some students think that it is oldschool. Sometimes they cannot do their work in their car or when they are on a trip.]

#R5

*Kekurangannya yaitu materi yg diajarkan pada siswa belum tentu materi yang sedang di pelajari di sekolah karena kumon memang menempatkan siswa di level sesuai kemampuannya, jadi ada beberapa siswa yang materinya tertinggal jauh dengan materi sekolah sehingga di satu tahun awal siswa mengalami kesulitan dalam memahami materi sekolahnya karena belum dipelajari di kumon.*

[The flaw is the material which is taught to students is not same as the material they are learning at school because in Kumon, students are placed in a level based on their ability, so in the first year, students get difficulty in understanding their school material because it has not been taught in Kumon.]

#R6

*kekurangannya mungkin bisa dari materi, kan kalau materi Kumon itu harus mengalami revisi untuk setiap perubahan pada lembar kerja, terkadang saya merasa ko materi ini atau misalkan pada level-level tertentu ini sudah berapa belum dirubah atau mungkin belum dirasakan untuk diubah, sedangkan eranya sudah berubah dengan hal-hal yang sudah berkembang, materi-materi apa yang sedang berkembang dari segi misalkan kosakata yang sebetulnya kalau yang level atas itu banyak kosakata American classic yang beberapa siswa tidak memahami.*

[The flaw is in the material. Kumon material itself should be revised, but sometimes it takes too long or maybe this material has needed to be revised. Besides the era changes, and many vocabularies in advanced level still use vocabulary from American classical era which some students do not understand.]

The flaws that can be seen based on the teachers point of view are speaking skill which should be developed in Kumon English method because without speaking skill, students will be difficult to practice what they have learned in their daily activity, students' ability

in describing the vocabulary, so they mention not only the meaning , but also they can describe what vocabulary they are learning, the CD listening textbook needs to be upgraded so that students can use it everywhere, and they can still follow the Kumon's standard in doing their worksheet everywhere.

The material itself because it does not follow the school material, and sometimes students cannot balance between Kumon material and school material. It will make them become difficult when they cannot do their school work because they have not got that material at Kumon, and the oldschool vocabulary for the advanced students make them become confused to understand what the vocabulary means exactly, so the material should be updated to facilitate them to comprehend the material.

Based on the result of the interview above it could be summed up that some teachers had the same perception and some of the them had different perception. It could be seen that important factors that influence the teachers' perception are the class situation and the students' condition. One that became the point of the interview is all teachers agreed that how impossible the situation to do the whole class regulation, the teachers always remembered to do the whole class regulation, and tried not to skip the steps because by following the right class regulation, it would facilitate their students to learn independently.

## **C. Discussion**

From the interview, the writer categorizes the teachers' perception into important points related to the five indicators of perception (Recognizing, Recalling, Interpreting, Adapting, and Understanding) which is supported by Williams and Yolanda (2013-2016) who says, "Perception is our way to recognize and interpret information we've gathered to through our senses". Devito (2009) adds, "There are five stages that influence our perception; stimulation, organization, interpretation-evaluation, memory and recall", and Williams (2013-2016) also says. "Perception is how we respond to a certain situation with the given information", so based on the theories of perception above, the writer concludes five indicators of perception to dig up the information related to the teachers' perception towards teaching vocabulary using Kumon English method.

### **1. Recognizing**

Based on the result of the interview, it could be seen that teaching vocabulary was the basic or the foundation for students to learn English because through the teaching vocabulary, students could learn another English material related to daily life easily, so vocabulary mastery is important for the students because it could be an asset for students to learn another English material (grammar, pronunciation, English skills (Writing, Speaking, Reading, and Listening), and increased students' confidence in communicating using English. Students who mastered English vocabulary also would not be difficult to go up to the next level,

and it would facilitate them to increase their academic performance at school.

Kumon English method which used to teach vocabulary is a method which emphasizes to the three English skills (Listening, Reading, and Writing) where students will learn step by step, level by level based on their ability that purposes to make the students comprehend high level of reading. Students not only learned the material at the Kumon course, but also they would learn it at home because Kumon English method required the students to do the worksheet everyday. It was like learning by doing system.

What makes Kumon English method different from other methods related to teaching vocabulary is in Kumon, students learn independently where they have their own media to support them, and it is called as CD listening textbook which guided them to do their task. Kumon also has its own worksheet which contains kinds of English vocabulary that becomes a teacher for the students.

## **2. Recalling**

In this part the witer finds certain steps to do by each teacher before starting the class. It is to create comfortable atmosphere for the students by greeting them, praising them, asking them whether they have difficulty in doing their homework, and asking them what their experience at school.

Kumon itself have an operational standard which teachers have to do before students starts learning, S.P.E (Smile, Praise, and Encourage). It

have to do because through SPE program, teachers will build students' trust to make them believe in their ability. The last, teachers do before starting the class is to watch students' actual progress to make an image in teachers themselves to have a plan what they should do to this or that students, and remind them the instruction to do their worksheet so that they can do it by themselves.

Kumon also is effective in scientific learning because students in Kumon have to learn independently where they will do the stage of observing the pictures provided in their worksheet, analysing the questions in their worksheet, and asking what they think it needs to ask. They do not depend on the teachers, but they try to understand the material by themselves through the CD listening textbook, and the instruction they read, but it needs more attention to apply it in the teaching learning process at school because students learn based on their ability, and they need an audio tool to support the method.

In teaching vocabulary, Kumon's steps are suitable because the step by step or the small steps system that students will get through it. In small steps system, students will learn vocabulary from the easiest part until going up to the hardest level, so the students will be made sure to truly understand the vocabulary, and students will be confident to do their worksheet because it is started from the level where they can understand the material and do the questions by themselves. Besides the small steps system, there is a repetition part where students will repeat what

vocabulary they have learned and it is done to prevent them forget the vocabulary.

### **3. Interpreting**

The information that the writer has got that Kumon English method can be collaborated based on the teachers' creativity in watching the situation, but it has to look at the student's need where another method can facilitate them to understand the Kumon's material, so it can be done, and the worksheet of Kumon English suits the flashcard technique, but by only using Kumon English method itself can be very helpful for the students if the teachers follow the steps correctly. Actually based on the result of the interview, all teachers affirmed that what method will be collaborated, the students have to always follow the class reagination and to have Kumon time in doing their worksheet so that they can get the benefit of the method itself.

The implementation of Kumon English method is done based on the students' ability, and the class has to apply the Kumon standard which consists of some steps that students have to follow, and teachers should facilitate them. The steps which students have to follow are listening to the CD listening textbook, meeting the mentor to check their pronunciation, and finally doing their worksheet independently by paying attention to the instruction given in their worksheet. If students find difficulty in doing their worksheet or operating the CD listening textbook, teachers will guide them and explain the instruction to them students.



#### **4. Adapting**

In using a method, there will be some challenges faced by the teachers. In Kumon, the challenges to teach vocabulary are the students' characters such as lazy, getting bored easily, and reckless. Some students are lazy to do the class regulation. They think that it is complicated to do it. Students are easy to get bored. When they have to follow the whole class regulation regularly, they will get bored easily, and they do not want to follow the regulation to do the worksheet, and others are reckless. They do the class regulation hurriedly, so sometimes there will be a skipped step. It makes the teachers to pay attention more to them, and they have always to motivate their students to do the class regulation so that they will get the benefit of the Kumon English method. Another challenge is in the level itself where teachers have to master the whole level to facilitate their students if any difficulty is found by them.

What should be done to adapt the Kumon English method in teaching vocabulary is by knowing the whole steps of the method because the success of Kumon English method depends on the implementation of the right steps, so if the teachers have understood the steps or the class regulation correctly, they will be able to apply the method well. The point is the class regulation is important to do because students will learn the material independently, and the teachers will just guide them by reminding them the instruction in their worksheet.

If teachers want to random the systematic of Kumon English method, one thing should be remembered by them is to always go back to the class regulation. If the situation is impossible to run the class regulation correctly, teachers should make a note about what steps should be paid attention of each student so that they can follow the correct regulation, but in another case, if teachers have had a plan of each students to do the correct regulation before they continue to the next activity, they do not need to random the systematic.

Actually all teacher requires to follow the correct regulation to reach the target of each student. Although it is not a problem to random, but they affirms to always do the regulation no matter what.

## **5. Understanding**

The role of Kumon English method in facilitating the students in learning vocabulary can be seen from the small steps system which ask students to learn from the basic or the easiest part of vocabulary so that they can believe in themselves to do the worksheet independently, the repetition part which meant the previous material in previous level will be appeared to stimulate or to recall the students knowledge to learn the new material, and it is very helpful for them because through repeating, students will not be easy to forget the vocabulary, and memorize them effectively.

The pictures which are provided in their worksheet facilitate them to learn and to understand the vocabulary because the pictures are made

interestingly for the students, and it can stimulate their mind to memorize it well, and in Kumon itself, students learn vocabulary sequentially from words, phrases, and sentences, so they will not be surprised to face new material in new level because they have mastered the previous stage, and the new material is developed from their previous material.

Beside to facilitate in learning well. Kumon English method has advantages that teachers feel in teaching vocabulary. First, teachers can focus in watching their students because the students learn independently, so teachers can pay attention on how their students do the worksheet. In the beginning level, students are dominated by pre-school students, they sometimes need extra effort to memorize the vocabulary, but there is repetition part in Kumon, which facilitates them, so it also facilitates the teachers so that they are not confused or push hard the preschool students to memorize the vocabulary, but they will automatically memorize it because of the repetition part.

Then, the use of CD listening textbook is also very helpful for the teachers because they can learn how to pronounce English vocabulary correctly through native speaker which is in the CD, so not only the students, but also the teachers who learn from the CD.

The flaws of Kumon English method are also found in this research. The lack of speaking practice in Kumon, so the students do not use the vocabulary they have learned in their daily activity in the class. Then, it is also needed to give description to the vocabulary, so the

students do not only mention the the meaning of the words, but also they can describe the word such as words about fruit, animals, and things. It will give deeper knowledge for them in uderstanding English vocabulary.

Next, the updated CD listening textbook, the CD which should be updated to be more portable with the same function so that students can operate it every where. Then, the material that students is learning do not follow the material at school, so sometimes students cannot balance between the material in Kumon, and the material at school. The last, the vocabulary in the upper or advanced level which needs to be updated because the vocabularies still contain unfamiliar and pasif vocabulary, so many students do not understand about the meaning of the words, and sometimes it is hard for them to analyze the meaning of the words.

According to the analysis above, each teacher from different Kumon courses has their own point of view whether they have the same perception or the different perception about teaching vocabulary using Kumon English method, but the point is same that they just want to give the best they can do through Kumon English method so that their students get the benefits of the method. The different perception is created because of the certain situation or the students condition in the class, so it makes the teachers should adapt what things to do so that the teaching process still runs as it should be.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data of the interview, the writer finds out that the teachers' perception in using Kumon English method is positive. They agree that the method is beneficial for them to teach vocabulary. The writer concludes that the teachers' ways to teach vocabulary using Kumon English method are suitable for students by following the standard of Kumon English method including the class regulation. The class regulation itself contains what things students have to do from the beginning until the end of the class. Teachers are require to watch the students whether they follow the correct class regulation or not. They also always remind their students to pay attention on the instruction written on their worksheet. They need to follow the correct class regulation itself because the benefits that students can get if they follow it, and to reach the target of Kumon English class that students are able to learn independently without depending on their teachers by applying the Kumon' steps, so no matter how difficult the class situation and the students condition are, teachers have to always pay attention to the class regulation to facilitate their students in learning independently, and to motivate them in mastering the vocabulary easily related to the three English skills that they always practice it such listening, reading, and writing.

## **B. Suggestion**

After conducting the research, the writer would like to give some suggestions to the teachers, and next researcher who would like conduct similar English research in Kumon English course. The first suggestion is addressed to the teacher. Perhaps, teachers should not be afraid or doubt to collaborate the Kumon English method with another method to complete what becomes the weakness of Kumon English method, for example teacher can collaborate Kumon English method with a method that supports speaking skill so that students get the whole ability of English skills. The second suggestion is addressed to the next researcher that it would be interested and challenged to conduct a research about Kumon English method in any other English field besides teachers' perception towards teaching vocabulary.

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