

CHAPTER 1

INTRODUCTION

This chapter represents the following subheadings: (1) background, (2) the problem of the study, (3) the objective of the study, (4) the significance of the study.

1.1 Background of the Research

The crimes committed by humans must all be justified even those which are considered children. Children who broke the law and sentenced to prison are mostly caused by their juvenile delinquency. There are several definitions related to the meaning of this word presented by experts. Heilbrun, Goldstein and Redding (2005) stated that the definition of juvenile delinquency is a crime of antisocial behavior of a child that is not in accordance with the norms implemented by the society which could relate to drug use, political upheaval, violence etc. Krohn and Lane (2015) added that juvenile delinquency is a global problem that must be handled immediately. This behavior of a child is assumed to be a social disability and mischief behaviour. The understanding of juvenile delinquency by researches varies. Children that has committed juvenile delinquency that has violated the law has to face the law itself. Based on article 1 item 2 of law number 3 year 1997, the children or delinquent are those who are under 18 years of age that have committed crimes which are prohibited by the law according to statutory regulations or other legal regulations that applies in the community.

The law and some experts also stated that children is obligated to get education and deserves to have a bright future after what they have committed. Many of the law states this including the UU No.23 bab 1 pasal 1 alinea 2 (2003) stated that child protection are all activities to guarantee and protect children and their rights in order to live, grow, develop, and participate optimally in accordance with human dignity and get protection from violence and discrimination. In addition, a slightly similar proposition comes from the UU No.23 bab 4 bagian 2 pasal 21 alinea 1 and 2 (2003) which explained that state and the government have the obligation and responsibility to respect and guarantee the rights of every child regardless of their race, religion, tribe, class, gender, ethnicity, culture and language, legal status of children, birth order of children, and physical and/or mental conditions.

United Nations Children's Fund (2007), based on many treaties, has established as an entitlement to free, compulsory primary education for all children; an obligation to develop secondary education, supported by measures to render it accessible to all children, as well as equitable access to higher education; and a responsibility to provide basic education for individuals who have not completed primary education. It is a must where the creation of a sustainable and rights-respecting education for all children requires that the concept of education is understood and owned by parents, families and all members of the community which is inline with the same vision as Indonesia's law. United Nations Children's Fund (2007) also states

the standard of a quality of education is an education that works for every child and enables them to reach their full potential. The same intention goes for the Indonesian constitution (UUD 1945) which is to enrich the intellect of the nation and to achieve that is non other than through education.

Education is an important part of life that helps to enrich knowledge and broaden perspectives in many ways. It refers to the universal declaration of human right on paragraph 26 of article 1 which states that every person deserves education. On paragraph 26 of article 1, education must be directed to the development of human personality. It must also be able to strengthen the honor of human right and its basic freedoms. The right of prisoners is generally a right to be treated well. The prisoners deserve to get the education as the provision after being freed from the prison. The prisoners also have human rights during the sentence in prison as reflected in law, number 12 of 1995 about the society. Children who are sentenced in prison are not excluded and must also get their human rights to receive education.

As important as education is in our life, English has become a vital asset in education. English cannot be denied nor ignored as it is the universal language in order for us to communicate. English is the common means of communication between the people globally (Verghese, 2007), hence why it is a must for all students to learn and acquire English in any circumstance even when they are sentenced to prison. If English is such a vital part of the human development, English Language Teaching also becomes important. In this case, teachers plays an important role for the succession of English

Language Teaching. As a teacher, one has to undergo various preparations like the lesson plan in order to educate the pupils. On the other hand, English teachers tend to have massive responsibilities when teaching English as well as having massive obstacles that they will have to encounter.

A previous research from Alrawashdeh & Al Zayed (2017) resulted that English teachers in Bangladesh have encountered many teaching difficulties when it comes to teaching a language class. Many of which have encountered problems such as: 1) problems related to the proficiency of teachers where teachers need more training courses that indicate their lack of experience and 2) problems that face teachers regarding the educational environment and the availability of resources and teaching aids are connected to the high number of students' in class and the lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as an English lab.

However, those case studies occurred in regular schools but in this study it is not a normal school that is put forth. In this study a prison's school specially made for children or young inmates are being researched. Teachers in correctional institutions might have a background that is used to freedom that might differ in prison where students activity is rigidly controlled and regulated. The teaching process, the relationship between the teacher and the learners, teacher's creativity in choosing the forms, methods and means of education are strongly determined by the character of a total institution. The teacher brings into prison education his or her own view of the world, an

approach to education that is, oftentimes, incongruent with prison and prison culture. As such, these contradictions can become a source of stress for the correctional educator. Thomas and Thomas (2008) covered many problems that has occurred in a correctional institution such as prisoners' cultural conflict, students' low productivity, an inmates' psychiatric disorder, assigning credit for students' success, requests for legal assistance, offensive body odor, hostile learners and rival gangs. Some correctional educators may experience philosophical dilemmas as a result of getting to know their environment and student and adapting it from their normal lives.

Indonesia implemented many educational programs by the government to educate young inmates which were sentenced to prison but still have the rights to receive education. In Palembang, there is only one correctional institution available for children called First Class Correctional Institution for Children. This school is affiliated with other schools outside of the institution based on their level in education starting from elementary till high school. The high school level is cooperating with senior high school number 11 Palembang (YU, personal communication, February 29, 2020).

Considering that high school is the end result of the obligatory education system, the teachers have more responsibilities and obstacles to face in order to prevent them from repeating such delinquency in the future, I have decided to take a closer look upon the teachers' difficulties of teaching English to delinquent children young inmates. Because of the facts shown above, I have chosen to research: "EFL High School Teachers' Difficulties in Teaching

English to Juvenile Offenders: A Case Study at First Class Correctional Institution in Palembang, Indonesia”.

1.2 Problem of the Study

Based on the data above, I formulated the problem of the study in the form of one research question asking about: What difficulties had the English teachers' encountered during teaching English in First Class Correctional Institution for children?

1.3 Objectives of the Study

In accordance of this study above, the objective of this study was to find out the difficulties that the English teachers' had encountered during teaching English in First Class Correctional Institution for children.

1.4 Significance of the Study

This study is expected to give valuable information and contribution to some parties: 1) The EFL teachers at First Class Correctional Institution for children in Palembang. The information provided in this study can be used to give some information of the obstacles that the teacher have encountered to later develop a more significant and accurate policy. 2) The future researchers. This study is provided openly by the future researchers for their references that are inline with the same area developing further research upon the teachers difficulties in children's correctional institutions.