

CHAPTER I

INTRODUCTION

This chapter presents the following subheadings; (1) the background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1.1 Background of the Study

In terms of etymology, the word of education has its roots in the Latin *Eductum* which is composed of two words, namely *E* which means the development of "something" that comes from the inside to outside, and *Duco* is something that develops. Education is a continuous practice consisting of a structured learning process that deliberately serves the realization of goals that consciously derive from certain conceptions good (Sarid, 2017). Then, education is an institution that typically established through a collective social desire to have civil and supportive societies (Lee, 2013). From this definition, education means one's own abilities and individual strengths that are developed towards a better direction. In short, the definition of education is a learning process carried out by students who understand and have a good understanding of something and then grow into a person who thinks critically.

Education is something that sometimes goes unnoticed when it comes to street children. According to Murphy, Mufti, and Kassem (2009 p.75), education is important in the development of human capital resources within any given society as well as for the individual. In the 1945 Constitution of Indonesia Number 20 about National Education System (2003) stated that everyone has the

same right to get a decent education. Research by Jamiludin, Darmawati, Uke, and Irawati (2018) found that street children are same as children in general who have right to obtain a decent education, to get knowledge, and to play around. Therefore, education needs to be given to street children and when street children are provided by the opportunity of education, they can transformed into better human beings and compatible citizens for their societies. In short, by education street children can be useful children and have a bright future.

Education can be gotten from everywhere. It can be reached formally or informally. For education which gotten formally is education from school, while for informally education can be gotten from out of school. Schools in public and private sector should be convinced through social campaign to accept children for enrolment. Education which specialized for street children should be provided to help the street children in getting education. Many countries in this world have some ways to tackle the problem of street children, such as establishing the school or other places for studying. In Egypt, there is HVS (Hope Village Society) which is established in 1988 as a program from Non-Governmental Organization (NGO) to tackle the problem of street children such as the place for live, health and education. Therefore, hope village society is the pioneer of education to street children (Al-Dien, 2009). Furthermore in Indonesia context, education for street children can be gotten both from government and non-government program; such as from the social community or private foundation. In Palembang especially, there is a public community that cares of street children. That community named save street children that gathered street children in Palembang city to study and

play together. Beside of that, the government also established formal school which is devoted for street children namely filial school Palembang.

A teacher, someone who is important in the learning process, has a noble obligation in carrying out their duties. As an educator, the teacher is required to be someone who has good quality to be able to teach students. According to Harmer (2001), a teacher is a giver of knowledge, the controller, the authority, a facilitator and resource of the students. In lined with a research by Low & Ang (2011) found that a good teacher should devote all the time and energy to students in the classroom without expecting in return. In short, good teacher is a teacher who can understand students in every condition.

The classroom management and mastering order inside the classroom become the most important factor in teaching. The word “classroom order” points the learners’ discipline based on the followed systems and rules which support the classroom interaction. According to Laker (2001), teachers are expected to be able to manage the class of students and organize them effectively. In teaching, a teacher faces students with various backgrounds and various students conditions. These differences make teachers have to adjust to their students and manage the classroom.

In Indonesia, the position of English is as a foreign language. According to Broughton, Brumfit, Flavell, Hill, and Pincas (1980), English as foreign language is a language that is taught in schools which is not as an essential role in daily life. Furthermore, foreign language is a language that is not used as the language of everyday communication in daily life. In the 2013 curriculum, English for the

elementary school level is not a compulsory subject. Therefore, English is included as a local content. It is in lined with a research by Jazuly, Indrayani, and Prystiananta, (2019), since 2012 the government has changed the English language policy from the compulsory subject at elementary level to be a local subject in the national education curriculum in Indonesia. Then, English becomes compulsory learning in Indonesia starting from junior high school to high school or vocational level. So that, students still have a least knowledge of English from school.

A teacher when teaching street children finds different things, especially in teaching English subject. Street children are very unfamiliar with English. They are not familiar to communicate in English even in recognizing basic English words. In fact, many street children come from dropouts school. So that, they do not get a knowledge related to learning at school. According to Suyanto (2010), street children do not come from wealthy families, which makes them forced to fulfill the needs of their families at home by doing several informal jobs on the street. Working outside or on the street can bother the learning time. It is because the time for learning is not enough. In other words, the street children spend much time for working than learning. In addition, street children sometimes do not have a harmonious relationship with their parents, so they get less attention from their parents. From the factors that have been mentioned above, it can influence their attitude in learning, especially learning English.

The Indonesian government is taking serious steps in dealing with street children. In Indonesia, there are various ways to empower street children. One

form of street children empowerment is through education. Especially in the city of Palembang, the government established school that is specialized for street children. It is a form of local government concern for the existing street children phenomenon. This school accommodates street children who want to return to school. Street children were gathered from various corners in the city of Palembang and invited to go to school and study at school so that they can gain education.

Education for street children has been pursued by the government of Palembang city by opening a Filial School. Based on personal interview and discussions with teachers that were carried out via the WhatsApp application on August 12th, 2020, it is true that there is a school that is only devoted to street children which is called as filial school. There are 3 levels of education, namely elementary school, junior high school, and senior high school. Filial School Palembang provides one class for each educational level. Those education levels adopt different school. For elementary level, the headquarter school is SDN 238 Palembang. For Junior High School level, the headquarter school is SMPN 19 Palembang. For Senior High School level, the headquarter is SMAN 11 Palembang. Those level of education, the school building is in Filial School Palembang that is located in Jalan Srijaya KM 5,5 No. 896 Palembang, except for the elementary level, the students study at SDN 238 Palembang which is exactly near from the location of Filial School Palembang. In this study I choose junior high school level that has the main headquarters in SMP N 19 Palembang. Filial School Palembang was launched officially in September 12th 2019. The

government support this program by giving facilities such as uniform, and learning tools to the students. English become one of main subject taught at school. There is only one teacher who teaches English. The teacher never taught English to street children before. The teacher also told that this school is different from other formal school, for example from the schedule of the teaching and learning process. It means that the students only come to school three times in a week such as; Monday, Wednesday, and Friday during this pandemic of Covid-19. The meeting between the students and teacher did not do directly. When the students have some assignment from the teacher, the parent or other relative family took that assignment to school then after it was done, the parents or other relative family should collect the assignment to the teacher at school.

Based on the phenomenon mentioned above, I feel interested to conduct a research related to challenges faced by the teacher in teaching English to street children. This research focuses on investigating the classroom problem faced by the English teacher in filial school at junior high school level. Furthermore, I am enthusiastic about this problem and raised the research entitled “The Teacher’s Challenges in Teaching English to Street Children : A Case Study at Filial School Palembang.

1.2. Problem of the Study

According to the background, the research formulated in the following research question:

- (1) What were the teacher’s challenges faced in the classroom while teaching English to street children at Filial School Palembang.

1.3. Objective of the Study

In accordance with the problem above, the objective of this study is to describe and analyze the teacher's challenges faced in the classroom while teaching English to street children at Filial School Palembang.

1.4. Significance of the Study

The study was expected to give more advantageous information to the development of language teaching and learning process such as teachers, students, I, and the further researchers. First of all, by this research the teacher can know the challenges when teaching English to street children. By knowing that thing, it is hoped he/she can tackle those challenges in the future. Second, since the students especially street children are expected in order they can understand the method implemented by English teacher at Filial School in teaching English. Furthermore, it can motivate them to start learning foreign language especially English. The third significance of this study is for me. By doing this research, I personally will get more lessons especially in case of teaching English to street children which means I have an experience how to tackle the challenges while teaching English to street children in the future and I hope I can contribute positively in education world. At last, it is also expected to be beneficial for future researchers who would like to explore related study.