

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, and (4) significance of the study.

1.1 Background

In globalization era, many challenges must be faced by people, especially about education. Education is very important for everyone. According to Johan & Harlan (2014), education is a learning process of teaching to gain knowledge, to understand the higher of specific objects, and to improve knowledge, so that they can know what is right and what is wrong. Additionally, Naziev (2017) states that education is the process of living through learning based on experience and getting better. Pointedly, education is the element that has important role.

Language is as a means of communication that consists of symbols which is used to deliver messages. According to Wigati (2016), in education world, language is a tool for communicating by the use of sounds with some several functions between teacher and students, if the teacher uses clear language, it can make students will be easy get the point what the teacher talks about. Besides that, language is also to express our thoughts, feelings, and for communication with others. Delcastillo (2015) indicated that language include communication, the expression of identity, and to make contact with others. Pointedly, language consists of symbols, which is used to tell others what to do, to convey meaning of messages in communication and the most important is a good language is the key to create a successful teaching.

In teaching English as a second language to students is a challenging task for teachers. Wigati (2016) states that teaching English is different teaching than other subjects because teaching English has some challenges, there are many elements in English such as vocabulary, pronunciation, grammar, intonation and etc. According to Derakhshan and Shirmohammadli (2015), teaching English is the most important issue in every country where English is not their first language, therefore learning foreign language is not easy teaching English to another student from another language because they cannot speak English in the real life situations, because they must learn more sentences in textbooks not in a real life environment. Shortly, teaching English as a second language is different with the teaching another subject and has some challenges because it is not their first language.

However, as a good teacher must think and find effective ways to overcome challenging task, so that when teaching the material can be understood properly. According to Derakhshan and Shirmohammadli (2015), teachers have to know what students need, how to make lessons productive and interesting regarding different students' attitudes and approaches, then it could be beneficial for them in the next time. In line with this, Endriyati, Prabowo, Abasa, and Akmal (2019) revealing that teaching english is a challenging task, because Teacher does not only teach and give material to the students but also teacher must pay attention to the language skills of the students such as reading, writing, listening, and speaking. Hence, to overcome the problems the teachers have to apply some methods in learning process and also have to be well prepare before giving the

material, it is important because the main goal of teaching is to improve student learning.

In teaching English the most important is the teachers must be a good psychologist before they play the role of teacher. Xuelian (2016) states that psychological suggestion in English teaching can arouse students' interest in learning English as well as make full use of students' potential in learning English and make English learning of students in school become a kind of enjoyment at the same time. Additionally, Kheirabadi (2018) claims that every teacher should have complete knowledge of educational psychology to help the students improve their learning in the English classes, when a teacher manages the class that knows psychology very well, it can help the learners in learning a foreign language. Hence, psychology can help teachers to know their learner, to develop necessary skills and interest in teaching English to their students.

Furthermore, teaching English to students who are being rehabilitated is not the same as teaching students in general. Rehabilitation is a way of psychotherapeutic or medically management of the addict person, for its dependency on drug and alcohol related problem achieves an optimal state of health (Adzrago et al., 2018). O'Gorman (2000) states that rehabilitation is the defined process for patients with a drug related problem achieves an optimal state of health and to ensure that addict person start to cease substance abuse through substitution treatment. Pointedly, rehabilitation is to return a patient back to normal life, healthy condition and mental capabilities that were lost due to injury, illness or disease.

In relation to this, a preliminary study I had conducted at MTs Arrahman Palembang through an informal interview with the school principals at MTs Arrahman Palembang that the rehabilitated students were sent to school with the others there without a distinction. Then, if there were children or adolescents who are being rehabilitated then they must be sent to school while they are in drug addiction treatment (RL, August 28th). Otherwise, an informal interview conducted with one of teachers at MTs Arrahman Palembang indicated that the curriculum representative said that the rehabilitated students were allowed to study in a pesantren (AH, personal communication, August 29th, 2020). Then, an informal interview with one of the rehabilitation students at MTs Arrahman Palembang indicated that in learning English they preferred to be silent during ongoing lesson because they lack of interest and motivation for learning English (AM, August 30th, 2020). Consequently, the result of the preliminary study about teachers' difficulties in teaching English to rehabilitation students becomes the main concern of this research.

In addition, there have been numerous previous studies which show that teachers' difficulties in teaching English to rehabilitation students. According to Budianto (2010), there are some factors students' psychological in second language acquisition such as anxiety, attitude, aptitude and motivation influence the students' process of language acquisition. Then, Songbatumis (2017) stated that challenges in teaching English faced by English teachers is their students. Because students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem. Additionally,

Khasinah (2014) stated that there are some factors influencing second language acquisition such as motivation, attitude, age, intelligence, aptitude, cognitive style, and personality are considered as factors that greatly influence someone in the process of his or her second language acquisition.

As the result, this phenomenon encouraged myself to conduct a similar research about teacher's difficulties in teaching English to rehabilitation students at MTs Arrahman Palembang. This research aims to find out what are difficulties faced by teacher in teaching English to rehabilitation students. Next, I chose this school because it is one of the popular schools in Palembang. Then, I had a well-known teacher who taught English there and I decided to conduct a research in line with the discussion of this issue. Therefore, so this research was entitled "Teacher's Difficulties in Teaching English to Rehabilitation Students at MTs Arrahman Palembang".

1.2 Research Problem

Based on the background, the research problem is formulated as the following question:

What are the teacher's difficulties in teaching English to rehabilitation students at MTs Arrahman Palembang?

1.3 Research Objective

To find out the teacher's difficulties in teaching English to rehabilitation students at MTs Arrahman Palembang.

1.4 Significance of the Study

The results of this study are expected to give beneficial contribution for some ideas. This research gives an explanation of the teachers' difficulties in teaching English to rehabilitation students and also know what are the difficulties that students encounter in learning English . After knowing everything, this will encourage the teachers to be more spirit in teaching English to rehabilitation students, the teacher must find good strategies to solve all aspects of the problem their rehabilitation students in learning English process.

The second, the rehabilitation students will know the difficulties that they faced in learning English and also their factors, and the rehabilitation students are motivated to learn English through this rehabilitation program. Then, they can try to solve the problems. Not only change their bad habits, mindset and their perception about learning English language but also the students will study hard and be more diligent in order to overcome their difficulties. After that, they will be more interested to study English.

Third is for myself, this research will give many advantages and information about what are the teachers' difficulties in teaching English to rehabilitation students. The result of this research will help me to know and analyze the factors that affected the rehabilitation students. In the next time, my rehabilitation students will be more interested to study English.

The last, this research expected to give a contribution for others researcher to get knowledge about teachers difficulties in teaching English to rehabilitation students, and to expand information to help others researcher as the guidance in developing their research in the same field.