

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) underprivileged students, (2) factors that caused students become underprivileged students, (3) problems of underprivileged students in learning English, and (4) previous related studies.

#### **2.1 Underprivileged Students**

Underprivileged students are the students who come from low-income family. Hall (2019) argued that underprivileged learners are number of learners that has been mostly missed and known that life is like under the poverty line. In addition, Aziz and Bakar (2019) stated that underprivileged students can be defined as students' population who are being deprived through social or economic conditions of a civilized society. Individuals who are underprivileged are at disadvantage in many aspects, especially in term of education. As a matter of fact, an underprivileged individual might not even afford to go to school. In conclusion, this individual did not have access to services and opportunities which the general population enjoys.

The family background of underprivileged students could influence their performance in learning English. Students from disadvantaged socio-economic backgrounds' have a powerful influence on their performance (Ischinger, 2012). Thus, underprivileged includes the poor, downtrodden, the ethnic minority group such as the scheduled caste and scheduled tribe refugee, immigrants and the socially, economically and locationally backward learners (Sharma, 2014). When

a learner comes from low-income family, the student will have not the opportunity to learn in an enjoyable and supportive environment; thus, their motivation may drop and end up quitting school. At home, underprivileged student does not speak another language, does not have relatives or parents who speak English, comes from a low-income family that their income less than RM500 per month, low marks for final English Form Four examination, and comes from an arts class in a rural school (Ghazali, 2016; cited in Aziz & Bakar, 2019). In indonesia, if there is one household consisting 4-5 family members which the income is under Rp. 2.216.714 per-month, it is concluded in the poor category (Statistical Center Bureau, 2021). For instance, underprivileged students were the disadvantaged students who came from low income family.

## **2.2 Factors Causing Students to Become Underprivileged Students**

The background of students and family exerted an important influence on underprivileged students' performance. Learners from low educations' families, negative attitudes towards schooling, incompetence to support their children, or poverty stricken single parents have a higher likelihood of underprivileged students (Heckman, 2011). Endriyanti et. al. (2019) conveyed that most parents of underprivileged students' economic condition are low. So, they have financial problems. In addition, Hall (2014) stated that underprivileged students have limited access. So when limited access to fresh, nutritious food is combined with poverty and racially marginalized status (and, in many cases, new immigrant parental status), this produces situations for children that undermine their overall

health and well-being. Taken together, these factors could have devastating effects on their academic performance.

Furthermore, Sharma (2014) added some reasons caused the students becomes underprivileged students, as follows:

a) Shortage

The first and main common core of underdevelopment is shortage. Opportunities are kept because the fact that they are needy. They are the ones who are not adequate to engage fully in economic concepts in the environment in which they live. These need people few food, sanctuary, and attire to continue their live. Needy nutrition prohibits them from building full engage of agility. Lack of agility is shown at an early level of growth of meager students which outcomes in needy achievement in tests and chances of economic declined.

b) Profiteering and intolerance by the honored plurality

One can note from the earlier of the history performs pictures of bleeding of an outnumbered group by the plurality. Plurality due to ownership of competence, wealth, and status influences the minority. Profiteering is commonplace and will stand. The example can be seen of education system this time which is generally depends on wealth elite class. In the textbook there is practically many sources to the offering of disadvantaged to the major current culture. This negative self-image among them starts negative attitude, negative environments and negative perception through their speed people.

c) Locationally deprivation

The location of their living becomes another substantial characteristic for which they stay restrained. They live in remote village locations or shanty in towns and urban. Such an environment leads to needy nutrition, short life anticipation and high level of base curricula. Because of this egregious area they are lacked of chances and extent which honored human get by living in good place.

d) Downtown low class and superior culture based education system

The current schools, syllabus, and textbooks, teaching method, exploration systems are depended on high and middle class. The culture, the life style, the mode of living, the identity of disadvantaged is barely arrested into discussion. The honored class student comes from homes where English is regularly engaged. So, institution is a maintenance of home for them. But the underprivileged student comes from parts from where there was no earlier disclosure to the language. And so, this makes a large gap between home and institutions for them.

e) Small inspiration for high flexibility

Long goal is preserved only when one is physically, socially, economically, locationally, mentally powerful situated. But this is not in case of underprivileged student who are disadvantaged from all the sectors which will edge them from preserving long phrase objectives. The underprivileged students are adapted at this time. They live only

for existing and have no matter for the future. And this leads to small inspiration to rise higher. They are fulfilled with what they obtain and have small desire to go bigger to boost their dignity at this time.

### **2.3 Problems Encountered by Underprivileged Students in Learning English**

Underprivileged students have specific problems in English language learning, and it may be different from those of other groups of language learners (Tangkijmongkol & Wasanasomsithi, 2013). There are some problems of underprivileged students faced in learning English, as follows:

a. Afraid of Learning English

One factor that prevents underprivileged students in learning English was they are afraid in learning English subject. English becomes a new language for underprivileged as they are not exposed to it neither at home or their surroundings. So, a new language with new rules leads them to afraid of the subject. The privileged students were familiar with the language and had no difficulty while going through the textbooks while answering questions, meanwhile this makes an anxiety in underprivileged students' minds (Sharma, 2014).

b. Lack of English mastery and lack of reading ability

Underprivileged students were speakers of nonstandard variety or language of students of minority. The dialect of underprivileged was not used in the field of education (Sharma, 2014). According to

Tangkijmongkol & Wasanasomsithi (2013), English is not the underprivileged students' mother tongue, it is difficult for them to have sufficient practice to master pronunciation, syntax, and also idiomatic usage of the language. Furthermore, Sharma (2014) conveyed that underprivileged students are weak in reading skills. As they are lack of English mastery, they are also poor in reading abilities.

c. Inappropriate textbooks, teaching method and teaching procedure

The textbooks were too difficult and packed with too much information which are suitable for highly motivated privileged students. Underprivileged students whom parents due to utter poverty couldn't afford outside help. It is different from privileged students. If the privileged students' failed to understand the textbook, they took helped of tutors or buying books in the shops but underprivileged does not. The method of teaching is based on dominant, privilege culture. The exam system is also biased and the content of the question, instruction, time factor and testing procedure are based on privileged class system (Sharma, 2014).

In addition, underprivileged students are lack of practice English skills outside the classroom about what they had learned inside the school. They also identify a number of problems, such as the limited English skills of the parents, which means they are unable to support their children in their learning (Tangkijmongkol & Wasanasomsithi, 2013). According to Yung (2019), students from low-income families is seldom spoken English outside the classroom even

though English is a core subject in the school curriculum. Therefore, home environment of these students did not encourage them to study English (Sherin, 2021).

## **2.4 Previous Related Studies**

In this study there were three previous studies which are related to the underprivileged students' difficulties in learning English.

The first study was conducted by Faustina (2017) which entitled "Teaching English to the Underprivileged". The purpose of this study was to determine the problems that underprivileged students faced in learning English. The result of this study showed that underprivileged students feel anxiety and have no confidence in learning English. Underprivileged students are lack of knowledge, shelter and money so it makes them do not have opportunity and feel diffident to expose themselves in English language learning. There are some similarity and differences between this previous study and the writer's present study. The similarity was both find out the underprivileged students' difficulties in learning English. The difference was the research location, this previous study was located in India, while the writers' present study was located in Indonesia.

The second study was conducted by Aziz and Bakar (2019) which entitled "Perception and Attitude of Malaysian Underprivileged students in Learning ESL: A Preliminary Case Study". This study used a quantitative study by using questionnaire survey and interviews and was analyzed by using descriptive statistics. There were thirty respondents aged between 13-17 years old were

recruited as participants in this study from a school in the area of Selangor, Malaysia. They had been identified as underprivileged learners due to socioeconomic status of the parents. The result of the study showed that underprivileged students feel difficult and anxiety in learning English. Besides, lack of vocabulary made understanding and communicating in English becomes difficult. Underprivileged students also felt that they did not have time to enhance their English skills. There are some similarity and difference between this previous study and the writers' present study. The similarity is both studies aimed to find out underprivileged students' problems in learning English. The difference was the research location, this previous study was located in Malaysia, while the writers' present study was located in Indonesia.

The last was study was conducted by Dar, Wani and Dadhich (2016) which entitled "English language teaching to underprivileged learners: A puzzling circumstance and manipulative remedial". The purpose of this study was to explore some factors and problems that effecting underprivileged students' difficulty in learning English. This study used qualitative study. This study found that there were three major problems that underprivileged students faced in learning English. First was English phobia: as English becomes a new language to them as they are not exposed to it neither at home or their environments, so a new language with new rules leads them to afraid of the material. Second was language load and bad reading abilities: underprivileged are not exposed to standard language in the field of education. So, they have poor command on English reading skills. They find themselves unable to express in English and they



have no idea of proper sentence structure. The last was inappropriate textbooks, teaching methods and teaching procedures: The textbooks are too hard to be understood and packed with too much information which was appropriate only for highly motivated privileged learners. So, the medium of instruction is difficult which makes the situation even more difficult for underprivileged students. There were some similarity and difference between this previous study and the writer's present study. The similarity was both find out the underprivileged students' difficulties in learning English. The difference was the research location, this previous study was located in India, while the writers' present study was located in Indonesia.