

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Teaching English to adults can be quite challenging. It is rather difficult to make them realize how important it is to learn English nowadays. I notice that some adults complain that learning English at their ages is the hardest thing for them. From that point of view, I tried to motivate them by giving English lessons. Althans states, "Often your adult students are studying English for a specific reason, either they have to use English at work for meetings and phone calls with foreigners or plan to travel abroad or communicate more with their foreign friends" (par 9). Based on his statement, I notice that the desire of the learners to be able to speak English is the reason for them to join my English class. Therefore, I was eager to help them realize that English language is the most spoken language and they deserve to learn it.

I was teaching English language to adult people during my internship at Rumah Cemara (henceforth, RC). RC is a community – based organization which has a goal to increase the quality of life of people with HIV/AIDS and people who use drugs in Indonesia. I was

working as an Assistant of Grand – Writing Manager and was in charge of helping my supervisor in translating the spiritual book for the people who come from treatment center and the personal hand book for the foreign intern, and also teaching English. The lesson was held twice a week. The class was from 2 PM until 4 PM at RC. The learners were several staff from RC, some people who lived with HIV/AIDS and former drug users from the treatment center. The range of ages of the learners was 23- 35 years old and there were 10 to 15 adults joining in my class. They learnt the materials such as ; the common tenses in daily live ( Simple Present, Present Continuous, and Simple Past) , vocabulary, and simple conversation. The aim of giving them the lesson is to help the learners speak English language confidently.

Teaching English to adults in RC was my my first experience of teaching English. The problem that I found was I had difficulties in teaching adults. I could not deliver the English lesson well. I did not know how to teach adults without knowing their backgrounds and to create a conducive situation in the class in my first day of teaching.

Based on the problem that I have already described in the previous paragraph, I would like to analyze my difficulties in teaching English to adults at RC as the topic of my term paper. The causes and the effects of the problem are also presented with the best solutions to overcome the problem.

## B. Identification of the Problem

The problem that is being discussed is formulated in the following research questions. The questions are:

1. Why did I find it difficult to teach English to adult learners at RC?
2. How did the problem influence the teacher, the learners, and the learning process?
3. How should I handle my difficulty in teaching English to adult learners at RC?

## C. Objectives and Benefits of the Study

The objectives of the study are, first, to find the causes of my difficulty in teaching English at RC, second is to analyze the effects of the problem. The last objective is to find the best solution for my problem.

The benefits of the study are addressed to myself, the institution and the readers. For myself, by writing this term paper I will learn how to handle the difficulties in teaching English to less fortunate adults ( people who lived with HIV/AIDS and former drug users).

The benefit for the staff at RC is they will get some some information related to teaching English when there will be a staff who continues the English class as a permanent acitivity. The staff at RC can also apply the same ideas when they face the same problem in teaching English to other adult learners at RC.

The last benefit of my term paper is for the readers. I hope after reading my term paper the readers will learn the reflection of my experience to teach adults and have a passion to teach adults. I believe with my experience, the readers will know that teaching adults can be challenging, but rewarding.

#### D. Description of the Institution

Based on RC's website, RC is a community - based organization dealing with people who live with HIV/AIDS and people who use drugs. it was founded on January 1<sup>st</sup> 2003 by five former drug users, they are Patrianto Handoyo, Hartanto M. K., Darwis B., Ikbil Rahman, and Deradjat Ginandjar Koesmayadi.

RC has a goal to embrace people who live with HIV/AIDS and drug users from all of stigma and discrimination to themselves. With this goal, all of stigma and discrimination will no longer exists and they (people who live with HIV/AIDS and drug users) could live properly with normal people.

Located at Jalan Gegerkalong Girang No. 52 Bandung, RC has become the largest network of people living with HIV and people who use drugs in West Java, Indonesia. RC employs 45 staff, 70% men and 30% women, in the 20-35 year range. Most of them are former drug users and 85% are living with HIV.

Based on the data from Short –term Internship Orientation Packet, RC has several programs to run their goal, but the most famous

programs are The Harm Reduction Outreach Program and Peer approach program. Harm Reduction Outreach Program is an outreach program by RC staff to distribute clean syringe and condom for 2,240 injecting drug users, 3,256 prisoners, 214 female sex workers, 264 men who have sex with men (MSM), and 4,375 high-risk men (HRM) to peer approach. Peer approach is the program to give a support for drug users or people who live with HIV/AIDS by using simple approach such as music performance, art and cultural exhibitions, football, fund raising, and the latest programs are teaching English language, Math, Writing to less fortune people (e.g homeless people, people who live with HIV/AIDS and former drug users).

## E. Method of the Study

For my term paper the data collection to support the analysis is from field research and library research. For field research, I use the data from my internship journal and my internship experience. I also interviewed several staff at RC. For library research, I read several books and some articles from the Internet to find some theories for my analysis. The data is used to analyze the causes, effects, and the potential solutions.

## F. Limitation of the Study

The subject of the research is myself. I was teaching English language during my internship at RC. I worked as an intern at RC from

3<sup>th</sup> January 2012 to 17<sup>th</sup> February 2012. I worked under Grand-Writing Manager supervision as an Assistant Grand-Writing Manager. I taught English class from 4<sup>th</sup> January 2012 twice a week for about 2 hours. The people who joined my class were several staff from RC and people who were from the treatment center. The age range of the adult learners is 23-35 years old.

## G. Organization of the Term Paper

This Term paper starts with the Abstract, Declaration of Originality, and Table of Content. Then it is divided into five chapters. In Chapter One there are Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of the Term. In Chapter Two, I analyze the causes and effects of the problem as the Problem Analysis. After I describe the causes and effects of the problem, in Chapter Three, I describe three potential solutions to solve the problem along with the positive and the negative effects of each solution. Chapter Four is the Conclusion, in this chapter I define the best solution for my problem. In this chapter I also put the reason why this potential solution is the best solution for my problem.

For the last part, I write the source of all theories in the Bibliography and put the Flowchart and the example of a questionnaire in the Appendices.