

# CHAPTER I

## INTRODUCTION

### A. Background of Study

The Sanggar Kegiatan Belajar (SKB) fulfils a significant function as a non-formal educational institution, providing education to those who lack access to formal educational establishments. SKB is a non-formal educational establishment. One of the non-formal schools in Banyumas, Central Java, Indonesia, is SKB Kalibagor. SKB Kalibagor functions as a centre for learning, catering to a diverse range of communities with a specific focus on comprehensive development and empowerment. SKB Kalibagor is a non-formal school that concentrates on imparting education through the "Kejar Paket" program, which is an adaptable educational initiative designed to accommodate individuals who have not completed their formal education or have discontinued it. In this particular context, "Kejar Paket" serves as an educational hub, offering valuable learning opportunities to those who, due to various circumstances, could not pursue conventional formal education.

The researcher did initial research on August 1<sup>st</sup>, 2023, at SKB Kalibagor. The researcher interviewed the SKB Kalibagor principal and one of the English teachers about the overview of SKB Kalibagor, the objectives of SKB Kalibagor in language education, the importance of English language education, unique aspects of SKB Kalibagor's approach

to English language teaching, and purpose of exploring the teacher's strategies in teaching English. The respondents explained that SKB Kalibagor, well-known as the "Kejar Paket" program, typically covers essential subjects in formal schools, such as mathematics, science, social studies, and languages, enabling students to attain a foundational education in an unconventional environment. The primary objective of Sanggar Kegiatan Belajar Kejar Paket is to offer an alternative avenue for individuals to acquire essential educational credentials, such as elementary, junior high, or senior high school qualifications, beyond the confines of the conventional educational system. SKB can prove particularly advantageous for individuals who face hindrances in attending mainstream schools, including adult learners, employed individuals, or those residing in geographically remote areas. The non-traditional nature of this educational approach often allows for flexible scheduling options (morning and afternoon) and personalized learning plans. Educators in SKB Kalibagor possess the ability to tailor their instructional strategies to cater to the diverse needs of the learners, thereby fostering a more inclusive educational milieu. This approach addresses the academic requirements of individuals who may have been deprived of formal schooling opportunities, thereby contributing to a more equitable and all-encompassing education system.

The exploration of the pedagogical approaches employed by educators in teaching English at SKB Kalibagor is a multifaceted and

pivotal endeavor that significantly contributes to the overall educational development of the students. Comprehending and evaluating the teaching strategies implemented in the domain of English language instruction facilitates a comprehensive assessment of the efficacy of the learning process. Nugroho (2018) stated that through an examination of the various methods and approaches employed, educational administrators and policymakers can identify areas of achievement as well as potential avenues for enhancement. This insight is vital for the implementation of targeted professional development programs that enable teachers to remain updated on the latest best practices and innovative techniques in language education. Delving into the strategies employed by teachers at SKB Kalibagor serves as a means to augment the quality of English language instruction itself. By identifying effective methodologies and acknowledging the challenges encountered by educators, stakeholders can collaboratively work towards implementing tailored solutions that address the specific needs of the students. This not only fosters a more dynamic and immersive learning environment but also contributes to the overall academic achievements and linguistic competence of the students. Ultimately, the exploration of the pedagogical strategies employed by teachers in teaching English at SKB Kalibagor aligns with the objective of continuous improvement in education, cultivating an environment that nurtures effective teaching practices and maximizes the language-learning experience for the students.

EFL teachers at non-formal schools confront a variety of difficulties. One difficulty is that they frequently have to teach pupils with diverse talents and backgrounds. In line with Lestari (2022), another issue is that they often have limited resources, such as teaching materials and classroom space. EFL teachers at Indonesia's non-formal schools encounter numerous challenges. Akbar and Purwanti (2022) stated on their research about the challenges EFL teachers at non-formal school were adapting to diverse learning requirements: EFL teachers must customize their teaching practice to meet the specific learning requirements and objectives of students of all ages and backgrounds, limitations in resources: a lack of teaching materials, technology, and professional development opportunities might make it difficult to apply new and effective teaching practices, balancing local and global English: finding the correct balance between teaching global English for worldwide communication and recognizing the significance of local English variants is a difficult task, assessment and evaluation: due to limited assessment methods and standardized testing, evaluating student progress and the success of teaching strategies in non-formal education settings can be difficult, and lack of professional development possibilities: professional development opportunities for EFL teachers in non-formal schools are frequently limited: this can make it challenging for them to keep up with the most recent instructional approaches. The researcher is interested in

investigating the teaching challenges and strategies an EFL teacher uses at one of Indonesia's non-formal schools, SKB Kalibagor.

## **B. Reason for Choosing the Topic**

Based on the previous context, the researcher may pinpoint a few issues, including 1) Kalibagor, Banyumas, Central Java, Indonesia, is widely recognised for its abundant cultural legacy, encompassing traditional artistic expressions, ceremonial activities, and customary practices. Examining how SKB Kalibagor assimilates these cultural components into its pedagogical approaches yields valuable insights into the distinctive challenges and prospects of imparting knowledge within a culturally diverse milieu. This subject matter allows delving into how educators at SKB Kalibagor seamlessly incorporate cultural facets into English language instruction. This may involve integrating local narratives, folklore, or customs into language lessons, thereby rendering the learning process more relevant and captivating for students; 2) The investigation of English language education in a non-formal education setting, SKB Kalibagor, presents an exceptional viewpoint on the pedagogy and acquisition of a global language such as English within a regional milieu. It accentuates the dynamic interplay between worldwide and local influences in the realm of education. The distinctive cultural milieu may engender the need to adapt instructional methodologies. Comprehending how educators tailor their approaches to harmonise with

the local milieu illuminates the adaptability and ingenuity requisite in informal educational settings like SKB Kalibagor.

### **C. Research Question**

The problems of this research are:

1. What challenges does the English teacher face in teaching English SKB Kalibagor?
2. What strategies are used by the English teacher in teaching English at SKB Kalibagor?

### **D. The Aim of Research**

The aims of this research are:

1. To identify the challenges English teachers face at SKB Kalibagor.
2. To describe the teaching strategies used by the English teacher at SKB Kalibagor.

### **E. Clarification of the Key Terms**

In order to avoid misunderstanding and misinterpretation, the key terms used in the study are clarified as follows:

1. EFL

EFL is an abbreviation for "English as a Foreign Language." EFL is the teaching and learning of the English language in countries where English is not the predominant language of communication. EFL programs primarily concentrate on improving students' English skills for communication, education, or business reasons (Richards and Rodgers, 2014):

## 2. Teaching Strategy

According to Novitasari (2017), this expression refers to the technique or method used by an English as a Foreign Language (EFL) teacher to teach pupils English. Teaching tactics include a variety of techniques, pedagogical approaches, and procedures educators use to promote effective language learning.

## 3. Sanggar Kegiatan Belajar (SKB)

A Non-formal Government School, explicitly known for its adherence to the Sanggar Kegiatan Belajar (SKB) model alongside the Kejar Paket program, represents a novel and inventive approach to education within the Indonesian context. Operating outside the traditional formal education system, this non-formal institution prioritises flexibility and inclusivity, catering to individuals who may not have completed their formal education or possess specific educational requirements. Governed by the government, this school adheres to regulatory standards while functioning outside the conventional formal education system. This distinctive educational environment not only emphasises academic learning but also adapts to the diverse needs of students, cultivating an atmosphere where cultural, social, and economic considerations are intricately interwoven into the fabric of the learning experience. SKB, with the Kejar Paket program, is a prime example of a dynamic and responsive educational model that effectively addresses the complexities of diverse learner backgrounds within the Indonesian

context (Yusuf, 2012).

## **F. The Contribution of the Research**

The contributions of this research are:

1. The study can unveil effective methods for teaching the English language in educational settings that lack formal frameworks, thereby presenting a potential model for similar educational institutions. This could prove particularly advantageous for educators operating in analogous contexts worldwide, as it contributes to the advancement of exemplar practices in non-formal language education.
2. The research can provide valuable insights into effective teaching strategies used by educators at SKB Kalibagor. These insights can enhance English language education practices within the local community and broader educational contexts.
3. Examining the challenges teachers face at SKB Kalibagor and the strategies employed to overcome them can provide valuable insights into resilience and adaptability in education. These findings can inform educational policies and practices that support teachers in navigating challenges effectively.