THE PORTRAYAL OF VIETNAMESE STREET CHILDREN
AS SEEN IN JOHN SHORS’ *DRAGON HOUSE*

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2011
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

A Sarjana Pendidikan Thesis on

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DEDICATION PAGE

This thesis is dedicated to:

my beloved Mom, my Dad, my sister,

and my late grandfather, Mbah Maji

Dream, believe, and make it happen.

(Agnes Monica)
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, December 7, 2011

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ABSTRACT


This study discusses a novel entitled *Dragon House* written by John Shors. The stories of this novel resemble the social realities which happen in our life. This novel reflects the social realities in Vietnam. It is the reality of Vietnamese street children. Through this novel, Shors portrays the phenomenon of street children as a social issue. He creates many characters of Vietnamese street children with different stories. This novel contains many values as lesson of life.

The objectives of this study are to find out the portrayal of Vietnamese street children as seen in John Shors’ *Dragon House* and to reveal the relation between child poverty and their existence. Based on the objective above, this study discusses two problems. First, how are Vietnamese street children portrayed in John Shors’ *Dragon House*? Second, how is child poverty related to the existence of Vietnamese street children as portrayed in John Shors’ *Dragon House*?

The writer conducts library research in this study. The primary source is a novel entitled *Dragon House* written by John Shors. The secondary sources are documents related to this study. Those are taken from library or electronic sources. The writer employs socio-cultural approach to answer the questions.

The first finding of this study shows how the portrayal of Vietnamese street children is. It portrays the condition of Vietnamese street children, such as their appearance, their shelter, places to earn money, ways in earning money, system that they are under controlled by someone, and people’s perception to them. It also portrays the category of Vietnamese street children. Children in *Category A or Street Living Children* are Minh, Mai, and Phuong. Children in *Category B or The Children of Street Living Families* are not found in the novel. Children in *Category C or Street Working Children* are Tam and Tung. Children in *Category D* are not found in the novel. The second finding of this study finds out the causes of the existence of Vietnamese street children. The causes which bring them to the street are: they are abandoned children; street is a place where they are born and grow up; they run away from home or institution; they are disabled children; and they work on the street to supply family income. The second finding also reveals how the relations between child poverty and the existence of Vietnamese street children are. Child poverty is one of the causes that bring children to the street. Child poverty causes children are abandoned by their parents, children get violence and run away, children work on the street to supply the family income, and children are trapped in street life since their birth.

Keywords: street children, Vietnam, Dragon House
**ABSTRAK**


bekerja di jalanan untuk memenuhi kebutuhan keluarga, dan anak-anak terperangkap di jalanan sejak dilahirkan.

Kata kunci: Anak-anak jalanan, Vietnam, Dragon House
ACKNOWLEDGEMENTS

This thesis would not have been possible without the help of several individuals who contributed valuable assistance in the completion of this study.

First of all, I praise Allah SWT for the love, mercy, and blessing in my life. I owe my deepest gratitude to my advisor, Henny Herawati, S.Pd., M.Hum. for her guidance and feedback from the beginning to the accomplishment of this thesis. I am deeply indebted to Adesti Komalasari, S.Pd., M.A., Dra.Veronica Hardiati, and Imam Hidayat, S.Pd. who read and corrected my thesis. I do appreciate their help and kindness. I would like to show my gratitude to all lecturers of English Education Study Program for the useful knowledge.

My greatest gratitude goes to my beloved parents: my mother, Wahyunani and my father, Sumartana for their love, prayer, and support. I also thank my sister, Fatma Rahmia Martha Rizka for every joke in cheering me up. My special thanks go to Serviana Axis Wibowo for his love and support.

I am thankful to Betharika Sukendro for the insights that she shared. I would like to thank all staff of Realia English for sharing experiences and knowledge. I deeply thank my friends: Uni, Redy, Retha, Gaby, Agnes, Uci, Kanya, Putri, Wening, Rieta, Celli, Laras, and all my friends in PBI 2007 who help me whenever I need.

Lastly, I offer my regards to those who helped me and supported me during the completion of this thesis.

Natasya Rizki Yuanasari
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE .................................................................</td>
</tr>
<tr>
<td>APPROVAL PAGES ............................................................</td>
</tr>
<tr>
<td>DEDICATION PAGE ............................................................</td>
</tr>
<tr>
<td>STATEMENT OF WORK'S ORIGINALITY ........................................</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI ......................................</td>
</tr>
<tr>
<td>ABSTRACT ...........................................................................</td>
</tr>
<tr>
<td>ABSTRAK ...........................................................................</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS ..................................................................</td>
</tr>
<tr>
<td>TABLE OF CONTENTS ..................................................................</td>
</tr>
<tr>
<td>LIST OF APPENDICES ...............................................................</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION .....................................................

- A. Background of the Study ............................................... 1
- B. Problem Formulation ....................................................... 3
- C. Objectives of the Study ..................................................... 3
- D. Benefits of the Study ....................................................... 4
- E. Definition of Terms ......................................................... 5

## CHAPTER II REVIEW OF RELATED LITERATURE ..................

- A. Review of Related Theories ............................................. 8
1. Socio-Cultural Approach ............................................... 8
2. Child Poverty ..................................................................... 9

B. Review of Socio-Cultural Background ................................. 12
   1. Categories of Vietnamese Street Children .......................... 12
   2. Origins of Vietnamese Street Children ............................. 15
C. Theoretical Framework ...................................................... 18

CHAPTER III METHODOLOGY ............................................. 20
A. Object of the Study ......................................................... 20
B. Approach of the Study ..................................................... 21
C. Method of the Study ........................................................ 22

CHAPTER IV ANALYSIS ....................................................... 24
A. The Portrayal of Vietnamese Street Children ......................... 24
   1. Condition of Vietnamese Street Children ......................... 24
      a. Appearance .......................................................... 24
      b. Shelter ............................................................... 26
      c. Places to Earn Money ............................................. 27
      d. Ways in Earning Money ......................................... 29
      e. System in Vietnamese Street Children ......................... 32
      f. People’s Perception to the Street Children ..................... 35
   2. Category of Vietnamese Street Children ......................... 38
B. The Relation between Child Poverty and the Existence of Vietnamese Street Children .................................................40

1. Causes Which Bring Vietnamese Street Children to the Street ..............................................................................40

2. Child Poverty and the Existence of Vietnamese Street Children .............................................................................44

CHAPTER V CONCLUSIONS AND SUGGESTIONS .......................................................51

A. Conclusions .........................................................................................................................................................51

B. Suggestions .........................................................................................................................................................53

1. Suggestions for Future Researchers ...........................................53

2. Suggestions for the Implementation Teaching English Using Novel ..........................................................54

REFERENCES .........................................................................................................................................................58

APPENDICES .........................................................................................................................................................62
# LIST OF APPENDICES

| APPENDIX 1 | Summary ......................................................................................... | 64 |
| APPENDIX 2 | Biography ..................................................................................... | 66 |
| APPENDIX 3 | The Implementation of Teaching Basic Reading I ....................... | 67 |
CHAPTER I
INTRODUCTION

This chapter consists of five sections. They are background of the study, problem formulation, objectives of the study, benefits of the study, and definition of terms. Background of the study describes the background knowledge of the study. It explains the reason why the novel is chosen as the subject of the study. Problem formulation presents the questions of problem in the study. Objectives of the study describe the purposes of the study based on the problem formulation. Benefits of the study contain the benefits of the study for readers, students, and teachers. Definition of terms explains the definitions of important terms used in the study to make better understanding.

A. Background of the Study

Dealing with literature, literary works consist of four literary genres. They are short story, novel, poetry, and play. In this study, the writer chooses to analyze a novel because it represents the world where we live in. According to Laar and Schoonderwood (1957), “Novel is work of art in so far as it introduces us into a living world; in some respects resembling the world we live in” (p.163).

A novel can bring the readers to a certain situation or a certain conflict which represents social realities. According to Wallek and Warren (1956), “Literary works can play its role as documents that record social realities which are artistically portrayed by the author (p.102). In this study, the writer analyzes a
novel entitled Dragon House. This novel is a product of the reflection of social realities in Vietnam. The author, John Shors, reflects one of the social realities in Vietnam, the reality of Vietnamese street children.

Wallek and Warren (1956) state, “Since every writer is a member of society, he can be studied as social being” (p.96). A novel thus is related to social being. The readers can find a novel which represents a social issue in a society. Shors wants to deliver his deep understanding about the social issue through his novel. He can be considered as a critical person since he is aware of the problems which happen around him. He can deliver messages about his thoughts, opinions, and suggestions about the problems through his novel.

Dragon House is a novel which expresses a social issue in a society since it reflects author’s concern of the social issue through his novel. He underlines the problem of street children as one of serious problems faced by Vietnamese. Hong and Ohno (2005) state, “The problem of street children is one of the most pressing social problems in Vietnam in general and in Hanoi and Ho Chi Minh City (HCMC) in particular” (p.3). The problem of street children is interesting to be analyzed because it is a phenomenon faced by Vietnamese.

Dragon House tells the tale of Vietnamese street children. It has many characters which represent the Vietnamese street children. Each character has different stories. The novel gives illustrations about how the street children’s life is. It also portrays the causes why they are on the street.

Additionally, the stories contain valuable lessons of life. The characters of Vietnamese street children in the novel have strong motivation and hope. They do
not commit crimes, even though they have opportunities. They earn money from their own effort. Shors shows that Vietnamese street children are different from other street children. This point makes the novel interesting.

In this study, the writer limits the point. The writer focuses on Vietnamese street children’s life. This study discusses the portrayal of Vietnamese street children as seen in John Shors’s *Dragon House*. It also discusses the relation between child poverty and the existence of Vietnamese street children.

**B. Problem Formulation**

The study answers two questions as the problem. The questions can be stated as:

1. How are Vietnamese street children portrayed in John Shors’ *Dragon House*?
2. How is child poverty related to the existence of Vietnamese street children as portrayed in John Shors’ *Dragon House*?

**C. Objectives of the Study**

This study has two objectives based on the problem formulation above. The first objective is to find out how Vietnamese street children are portrayed in John Shors’ *Dragon House*. The second objective is to reveal how child poverty is related to the existence of Vietnamese street children as portrayed in John Shors’ *Dragon House*. 
D. Benefits of the Study

1. Readers

This study is expected to give descriptions of Vietnamese street children. It can give clear illustrations of how the condition and the origin of the Vietnamese street children are. It may enrich readers’ knowledge about the relation between child poverty and the existence of Vietnamese street children. Hopefully this study may give valuable lesson of life to readers. They can be aware of the problem of street children in their environment.

2. Students of Language Education

The other benefit is for Students of Language Education who are interested in Asian literary works, especially Vietnamese literary works because this study may help them to gather information for the same topic. This study can also give assistance and information to others who are going to conduct study on Dragon House novel. Furthermore, this study can be useful for those who are interested in John Shors’ works.

3. Teachers

This study gives suggestions for the implementation teaching English using novel. Teachers can develop materials for teaching reading and literary analysis using John Shors’ Dragon House. Through the materials, teachers can help their students to practice reading skills and enriching new vocabularies. Teachers can also deliver cultural and social knowledge as well as moral values to their students.
E. Definition of Terms

In order to avoid ambiguity, the writer explains the terms used throughout the study. The terms are:

1. Street Children

First, Ministry of Labor, Invalids, and Social Affairs [MOLISA] (n.d.) defines street children as, “children who leave their families, earn their living by themselves, and have unstable working and living locations; or children wandering on the street with their families” (as cited in Hong & Ohno, 2005, p.5).

Second, Terre des hommes Foundation (2004) defines street children as, “children under 18 years of age, earning money through casual, street-based activities such as begging, scavenging, peddling, portering, shoe shining, pickpocketing, and petty theft” (p.17).

Third, Bond and Hayter (1998) define street children as, children under 18 years of age, earning money through street-based activities and belonging to one of the three following categories: (a) children that run away from their family or have no family, and earn a living for themselves alone; (b) children who live with their migrant families; (c) migrant children who leave home for reasons of poverty caused by different reasons, and earn money in order to help their family (p.4).

In this study, the term street children refers to children under 18 years old who spend most of their time on the street with or without their families in order to earn money through street-based activities.

2. Child Poverty

First, according to UNICEF (2005), “Children living in poverty are those who experience deprivation of the material, spiritual and emotional resources
needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society” (p.18).

Second, Childhood Poverty Research and Policy Center [CHIP] (2004) also defines child poverty as:

a. Children grow up without an adequate livelihood. They live without access to the financial and nutritional resources needed for survival and development, such as economic, physical, and environmental resources.

b. Children grow up without opportunities for human development. Opportunities include access to quality education and life skills, health, and sanitation.

c. Children grow up without family and community structures that nurture and protect them. They live without having parents or guardians who take care of them, without an extended family that can cope if parents are not able, or without a community that protects them.

d. Children grow up without opportunities for voice. Both poor adults and poor children are powerless and they lack voice (p.1).

In this study, the term child poverty refers to a condition when:

a. Children lack adequate livelihood, such as financial and nutritional resources.

b. Children lack human development opportunities, such as education and health.

c. Children lack security and protection from family, guardian, or community.
d. Children feel powerless, such as feeling oppressed within the family, feeling excluded from the community, and lack of voice.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sections. They are review of related theories, review on socio-cultural background, and theoretical framework. The first section covers the theories of socio-cultural approach and the theories of child poverty. The second section is review on socio-cultural background which covers categories of Vietnamese street children and origins of Vietnamese street children. The last section is theoretical framework. This section explains how the review of related theories and review on socio-cultural background are assisted to answer the problem formulation.

A. Review of Related Theories

1. Socio-Cultural Approach

The writer needs a critical approach to conduct the study. Rohrberger and Woods (1971) state, “A critical approach to literature necessitates an understanding of its nature, function, and positive values. One must know what literature is, how to read it, and how to judge it” (p.3). A critical approach is a tool to understand a literary work. The writer thus needs a critical approach as a tool to analyze the novel.

Looking at the problem formulations, the appropriate critical approach in this study is socio-cultural approach. This section presents the theories of socio-cultural approach utilized to answer the problem. Rohrberger and Woods (1971)
define socio-cultural approach as a way to analyze a literary work by looking at
the civilization that produces that work. Civilization itself is the attitudes and
actions of a specific group of people. Literary work takes that attitudes and actions
as the subject matter.

Critics whose major interest is the socio-cultural approach insists that the
only way to locate the real work is in reference to the civilization that
produced it. They define civilization as the attitudes and actions of a
specific group of people and point out that literature takes this attitudes
and actions as its subject matter (p.9)

The author of *Dragon House* writes this novel by looking at a civilization,
particularly Vietnamese civilization. He takes attitudes and actions of Vietnamese
as the subject matter of his novel. Therefore, socio-cultural approach is very
suitable to reveal the subject matter of the novel.

2. Child Poverty

According to Vandemoortele (2000), “Child poverty is simply not
differentiated from general poverty” (p.2). Child poverty has similarities to
poverty in general. CHIP (2004) states, “Poverty is about a lack of economic,
social, physical, environmental, cultural and political resources that prevents
people of all ages from fulfilling their potential” (p.1). Poverty can affect all
social groups including children. Minujin et al. (2005) states, “Poverty distresses
all groups - age, ethnic, and religious - and these groups share many of causes and
effects of poverty” (p.7).
However, children face additional consequences which adults do not experience. CHIP (2004) explains children, families, communities, and countries experience similar poverty, but children have additional consequences.

Much of children and young people’s experience of poverty is clearly similar to and shared with that of their families, communities and countries. For example, for a farming family, a failed harvest may mean hunger, selling key assets, such as livestock, getting into debt and enormous stress. For children, there may be additional important consequences, such as having to drop out of school, missing out on critical health care, or being stigmatized by their peers for wearing old or torn clothing (p.1).

Ray, Davey, and Nolan (2011) describe additional shocks for children. Such crises may cause children to drop out of school and go to work to help support the family, and parents to reduce the level of care and supervision they provide. There is also the risk of violence within some families. Children may start street work, or may leave their families to live on the streets. They are also vulnerable to abandonment and trafficking (p.11).


Poverty prevents children from reaching their full potential. It denies them human rights—like those related to education, health and nutrition, participation in decisions that affect their lives, and freedom from abuse, exploitation, and discrimination” (as cited in Minujin et al., 2005, p.14).

Furthermore, the consequence of child poverty is exploitation or abuse. According to UNICEF (2005), poverty in the form of material deprivation makes
children become more vulnerable to be exploited and abused through child labour, trafficking, or commercial sexual exploitation (p.26).

There is a generational cycle of poverty. According to Corak (2006), “Poverty often manifests itself as a vicious circle, causing children to be trapped in poverty from birth onwards” (p.1). CHIP (2004) explains, “Childhood poverty stresses in the cycle of poverty being transferred from generation to generation (poor child growing into poor adult, poor adult as parent passing poverty to child, that poor child growing into poor adult)” (p.3).

Poor children grow up into poor adults. Bradbury and Micklewright (2000) state, “Uneducated, malnourished, poor children are likely to become tomorrow’s uneducated, malnourished, poor adults” (p.6). Minujin et al. (2005) explains, “If they grow up in poverty without the resources to develop physical, mental, and emotional skills to become productive adults, then they are likely to grow up to be poor adults” (p.9). The poor adults as parents pass poverty to their children. United Nations Development Programme [UNDP] (2004) argues that poverty in childhood is the cause of poverty in adulthood.

Poverty in childhood is a root cause of poverty in adulthood. Impoverished children often grow up to be impoverished parents who in turn bring up their own children in poverty. In order to break the generational cycle, poverty reduction must begin with children (as cited in Minujin et al., 2005, p.6).

According to Roelen, Gassmann, and Neubourg (2009), “Child poverty is strongly linked to that of the community and family” (p.4). Children experience poverty because of their parents or families. CHIP (2004) states, “Fundamental causes of childhood poverty are those underpinning broader community and
household poverty” (p.3). For children, the effects of poverty come indirectly from the families. CHIP (2004) argues, “For young children, most effects are indirect and come through the immediate family” (p.3).

B. Review on Socio-Cultural Background

1. Categories of Vietnamese Street Children

UNICEF (n.d.) presents three categories of street children which is based on background and living situation.

a. *Street Living Children* are those who have lost ties with their families. They live alone on the street.

b. *The Children of Street Living Families* are those who live with their families on the street.

c. *Street Working Children* are those who spend all or most of their time working on the street. They earn income on the street for their families or for themselves. They have a home to return to and do not usually sleep on the street (as cited in Hong & Ohno, 2005, p.5).

Terre des hommes Foundation (2004) categorizes street children similarly to UNICEF. There are four categories. The first three categories are the same as UNICEF’s categories. The last category is additional category which is added after Terre des hommes Foundation conducts a research on Vietnamese street children.

a. *Category A* is children who run away from home or do not have home.

b. *Category B* is children who sleep on the street with their family or guardian.
c. *Category C* is children who live at home, but work in “at risk” situation. “At risk” means working at night, prostitution work or pimping, begging, and using or selling drugs.

d. *Category D* is migrant child workers who earn money in casual street activities.

Children in *Category A* are children who live alone on the street. They do not have home to return to. Some of them are complete orphans. The others are abandoned during their infancy by their parents. Most of them run away from home. Remarriage of their parents as the result of divorce causes them to run away from home. The children leave home particularly because of maltreatment by their stepparents. Furthermore, the death of their parents is a factor which delivers them to the street.

Children in this category are independent children. They manage their life themselves without any support from their family. They work in shorter hours. They do not work as hard as children from the other categories because they only think about themselves. Only their own needs demand them to earn money. They do not need to think about the needs of the family members. They thus have a lot of time which they can spend as they wish.

Children in *Category B* are children who live on the street with their migrant families. These children do not have home to return to. They work simply in order to supply the income of their migrant families. Therefore, they work on the street because of the family poverty.
The street families usually migrate from rural areas to urban areas to earn money. Because most of these families are not legally permitted to be resident in a city, they do not have the same rights and opportunities as other citizens. Consequently, they feel very insecure. Fear of being arrested is common to these children and their families. Most of them thus change their sleeping places regularly as a way to protect themselves. Because of sharing discomfort and insecurity among family members, they have strong feeling of unity and solidarity. These children are more responsible to their family because they are aware that their families rely on their earning.

The children are money earners from very early age. When they are babies, they are carried around by their mothers, sisters, and even fathers to get people's sympathy. People thus give money as a form of their sympathy. Sometimes, they are rented to others for the same purpose. When they are old enough, they start to earn money by themselves. They can work alone, with family members, or with other children.

Children in *Category C* are children who work on the street but they do not live there. They live at home with their families. They have a home to return to and do not sleep on the street. They work on the street to help their families in earning money. These children are involved in occupations and activities which are typical of all street children. They usually bring back their earning to their families. It will be more appropriate to describe them as working children since they do not live on the street.
Children in *Category D* are migrant children. They migrate to the city to earn money to help their families. They supply the income of their families who live in the village. These children can be considered as economic migrants.

Many of them get secure jobs with regular income when they arrive in the city. This means that they are not street children as other categories. In fact, this does not mean that they are in a good situation. Many of them work for long hours. This condition can return to be exploitation. They work for years to pay off their parents’ loans and do not receive money for themselves.

Some of these economic migrants do not have regular job after they arrive in the city. They earn money on the street in the same way as street children from the other categories. If children in this category give up and leave their works, they will end as the children in Category A. They are afraid to return home and face their family.

2. Origins of Vietnamese Street Children

Hong and Ohno (2005, p.16-18) present three groups based on the causes which drive children to the street. They are the group of broken family, mindset problem, and economic migration.

Firstly, the group of broken family includes children who face difficult family situations. This condition can be the result of their parents’ death, divorce or separation of their parents, and becoming a victim of domestic violence or sexual abuse.
Divorce makes children to be the first victims. The broken family will be a great shock to the children even if one of the parents continues to take care of them. Broken family can lead the children to discourage from studying. They can be lured easily by bad friends.

West (2003) argues the reconstituted families where stepparents reject stepchildren may direct parents to abandon their children. The example is when a father remarries. He does not take his child from the previous marriage to the new household because of the behest of his new wife. The new wife will become stepmother to her husband’s child and will act violently toward the child, especially if she has a new baby of her own (p.13).

On the other hand, domestic violence can happen because of outdated feudal idea which remains more strongly among rural people. The idea is about the relationship between husband and wife or between parents and children. They believe that the husband has the right to slap his wife if she does something wrong. By doing that, the husband is fulfilling the role of the head of the family and the role of a man. Further, if the children do something wrong, their parents also have the right to slap them. That is the way for the parents to educate their children.

Domestic violence has many forms. It can be physical violence, such as beating. It can also be psychological violence, such as scolding, threatening, and quarrelling. The most common situation is that a drunken father beats his children. The children can be scolded severely when they have done something wrong. Many children leave home because they cannot bear the domestic violence.
West (2003) also argues that domestic violence can bring children to the street.

The reasons for children’s self-migration, leaving home, or running away, often revolve around parents, family, or other members of the community. Domestic violence, physical abuse, sexual abuse and exploitation, all create conditions whereby children decide to leave home... Problems of violence in families are the consequences of poverty. But, domestic violence is not limited to poor families; the children of better-off families also sometimes choose to escape and leave home (p.13).

The children try to escape from family problems. They decide to leave home and prefer to live on the street. According to World Health Organization (WHO, n.d.), “Many children feel that living on the streets is better than coping with problems in their homes. These problems can include conflicts with parents, physical or sexual abuse or neglect” (p.7). The family can reject the children and force them to leave home if the children behave badly. Street is the destination for these children to find shelter and earning. WHO (n.d.) states, “Some children are forced to leave home by their families because the family does not approve of a child’s behaviour or its consequences, e.g. pregnancy, homosexuality or substance use” (p.7).

Secondly, the group of mindset problems includes children who are on the street because of the wrong mindset and attitudes of the parents or children themselves. The families still send their children to work on the street, although they are unbroken families and have average living standard. Some parents think that cash income is more important than children’s education. They prevent their children from going to school and force them to work hard for the family.
Nowadays, some parents trade children’s future for nice furniture, electronic appliances, or a new house.

On the other hand, the mindset problem can arise from the children. Some children leave home because they are lured by friends who have known the street. These children want to get freedom instead of going to school. They think that it will be exciting to live on the street in a big city with their friends. For these children, earning money is not the main purpose.

Thirdly, the group of economic migration includes children who are forced by poverty to migrate from rural areas to urban areas in order to earn money. They migrate to the city in order to supply the income of their families who live in the village.

These children have to drop out of school. Actually, the children themselves want to continue schooling and so do the parents. The parents do not want their children work on the street, but they think that there is no other choice because of their economic condition. According to West (2003), “Children may migrate to cities on their own volition to seek work, or to escape poor family relationships, or may be sent by parents to find work. In many cases, they regularly remit money home” (p.15).

C. Theoretical Framework

Literary works can represent a particular society since the author is a member of the society. The author can reflect the reality in the society as the
subject matter of his work. Through his work, readers can see the reality of the society.

In this study, the writer analyzes the reality of Vietnamese street children described in *Dragon House*. Some theories are needed for answering the problem formulation stated in chapter I. The writer employs socio-cultural approach as the best tool. The theories of socio-cultural approach help the writer to reveal condition, category, and origin of Vietnamese street children. In addition, theories of child poverty are useful for analyzing the relation between child poverty and the existence of Vietnamese street children. Those theories will work appropriately, if they are combined with the review of socio-cultural background.

The review of socio-cultural background is useful to support the analysis. The former sources about Vietnamese street children help the writer in elaborating the analysis. It can also give illustrations about the reality of Vietnamese street children. The review of socio-cultural background consists of the categories and the origins of Vietnamese street children. The categories of street children based on the former researchers in Vietnam help the writer in categorizing every character of Vietnamese street children in the novel. The origins of Vietnamese street children help the writer in analyzing the causes which bring children to the street.
CHAPTER III

METHODOLOGY

This chapter consists of three sections. They are object of the study, approach of the study, and method of the study. Object of the study describes the novel which is studied and it is completed with the physical description. Approach of the study describes the approach used in this study and the reason of choosing the approach. The last section is method of the study which explains the steps in analyzing the work.

A. Object of the Study

The subject of this study is a novel entitled Dragon House written by John Shors. Dragon House was published by New American Library in 2009. It is divided into 18 chapters. It consists of 367 pages including the praises, author’s note, acknowledgments, and reader’s guide.

Dragon House tells about two Americans, Iris and Noah, who want to do and give something to Vietnamese street children. Iris wants to fulfill her father’s dream to establish a center for the Vietnamese street children in Ho Chi Minh City. She has promised to his father to finish establishing the center before he passed away. She also promises to sow his father’s ashes on the play ground of the center. Noah is Iris’s childhood friend who has lost his leg in the Iraq war. He is frustrated because of his physical handicapped. He is willing to go with Iris in order to find new spirit for his life.
After the two friends arrive in Ho Chi Minh City, they continue establishing the center. Thien who was Iris’s father assistant helps them. There are a lot of problems during the process of establishing the center, such as the system of Vietnamese street children who are controlled by someone, local government’s rule, and the wrong mindset of street children themselves.

Street children are the soul and heart of this novel. The characters of Vietnamese street children tell different stories. The novel tells about Minh and Mai who are controlled by someone and about Tam who suffers from Leukemia. Besides different stories, this novel gives descriptions of why they live on the street. It gives illustrations of how the reality of the Vietnamese street children is.

B. Approach of the Study

The writer needs an appropriate approach to conduct the study. The writer thus employs socio-cultural approach as the most appropriate approach for the study. The novel represents the reality of Vietnamese street children as the subject matter. Hence, socio-cultural approach is very suitable to see the reality of Vietnamese street children as portrayed in this novel.

According to Wallek and Warren (1956), “Literary works can play its role as documents that record social realities which are artistically portrayed by the author” (p.102). *Dragon House* is a product of a reflection of social realities in Vietnam. The author writes the novel to reflect one of the social realities of Vietnamese, the reality of Vietnamese street children.
The socio-cultural approach helps the writer to find out how the author portrays the reality of Vietnamese street children. The writer can gather information about the realities of Vietnamese street children from the novel. Moreover, it helps the writer to review the category and origin from secondary resources or former researchers. Therefore, the writer can analyze the novel in order to answer the problem stated in chapter I.

C. Method of the Study

The method of the study is library research. The writer needs many references related to the study. The writer needs to gather the data in order to support the analysis. According to Rohrberger and Woods (1971):

Nor in writing about literature different from ordinary expository writing. The difference lies in the places one seeks the corroborating data, not in the process used. One uses a combination of personal observations and the observations of authorities in the field. A person’s own observations gathered from a careful reading of a text become the starting point, the PRIMARY SOURCE of his analysis. The observations of others are SECONDARY SOURCES used to help corroborate the thesis (p.99).

The primary source of the study is the novel Dragon House written by John Shors. The secondary sources are documents related to the study. Those documents are taken from library or electronic sources. The secondary sources are needed to supplement the writer’s own findings.

There were many steps during the process of the study. First, the writer read the novel Dragon House for several times to get better understanding. Second, the writer decided the point which would be analyzed in the study. The writer thus was able to formulate the problem of the study. Third, the writer
collected important information from the novel based on the problem which would be discussed. Fourth, the writer gathered other related information from other sources. Those sources were from library and electronic sources. The writer also gathered the theories related to the study. Fifth, the writer compiled all of the information which had been obtained. Sixth, the writer elaborated the analysis based on the information and the approach. Lastly, the writer reported the result of the analysis. The writer made conclusion based on the findings of the study and it was completed with suggestions for future research or English teaching.
CHAPTER IV
ANALYSIS

This chapter deals with the analysis of the problems stated in chapter I. The first problem is about how Vietnamese street children are portrayed in John Shors’ *Dragon House*. The second problem is about how poverty is related to the existence of Vietnamese street children as portrayed in John Shors’ *Dragon House*. This chapter consists of two sections. For answering the first problem, the first section discusses the portrayal of Vietnamese street children. For answering the second problem, the second section discusses the connection between poverty and the existence of Vietnamese street children.

A. The portrayal of Vietnamese Street Children

1. Condition of Vietnamese Street Children

   The writer divides the condition of Vietnamese street children into six points. They are appearance, shelter, places to earn money, ways in earning money, system of Vietnamese street children, and people’s perception to the street children.

   a. Appearance

      This novel describes many Vietnamese street children as disabled children. This condition happens to Minh whose left forearm ends in a stump. “Most prominent, his left forearm ended in an ugly stump” (p.21). Dao also suffers the
same condition as Minh does because he is blind. “Mai recognized him as Dao, a kind man who’d lost his sight in the American war” (p.106).

In addition, they are small for their ages. “Both children were small for their age the result of lifelong malnutrition” (p.21). They lack adequate nutrition which leads them to malnutrition. According to WHO (n.d.), “Even though some street children can usually get enough to eat, they do not have nutritious diets. This leads to malnutrition, anemia and vitamin deficiencies” (p.13).

They can eat nothing for one or two days. This condition has been their habit to hold their hunger pangs. Only water is their food to satisfy their stomach and at least it can put their hunger away for a moment.

She hadn’t eaten in two days, and he didn’t like how weak she seemed, how she wasn’t as talkative as usual. They’d been trying to set aside a little money each night, and Minh also had an empty stomach. The first day without food had been the worst for him – the endless cramps that caused him to double over, the many thoughts of delicious treats. He’d drunk water constantly to try to fool his belly, but this trick didn’t work well for long periods of time. Fortunately the next day had been better. He’d been lethargic, of course, but at least the cramps were gone (p.87).

The condition of malnutrition also happens to Tam. She is a skinny child who suffers from Leukemia which gnaws her small body. Not having money to buy medicines causes her body worse and getting thinner. “The child was seven years old. She wore shorts and a thank top, revealing legs and arms as thin as the handle of a tennis racket. Her elbows and knees were much wider, inflamed by a disease beyond her understanding” (p.27).
b. Shelter

The street children who do not have house will stay in a place that can protect them from rain, such as under the bridge. They make the beds from boxes, old scooter seats, and sculpted sand and mud. “On most nights, a dozen or so people slept beneath the bridge. Each had her or his own bed – fashioned from boxes, from old scooter seats, from carefully sculpted sand and mud” (p.38). Mai and Minh sleep on the basket which was functioned as fishing boat.

The two friends were on their sides, curled with their knees drawn up – a pair of twins still in the womb. Around them, a circular basket rose three feet high. The basket, made of tightly woven bamboo and waterproofed with sealant, was a traditional fishing boat that had one day floated down the river. Mai and Minh had swum out and retrieved it. When no one claimed it they’d started sleeping in it, bringing pieces of discarded carpet from the city above to make their bed more comfortable. For more than a year, Mai and Minh had slept in the basket. It comforted them the way a home comforts others. It had walls. It kept rats at bay. It contained a blanket and two extra seats of clothes (p.38).

On the other hand, those who are lucky enough do not spend their night under the bridge. They have a room as their house for sleeping. They stay in the slum of Ho Chi Minh City, on the canal sides. Below is the atmosphere of Tam and Qui’s room.

She followed these planks until arriving at a vinyl tarp that covered the entrance to their room, which stilts above the canal. Perhaps seven paces wide as well as long, the room was mostly empty. Bamboo mats covered the thin floor. Plastic garbage bags full of crumpled balls of newspapers comprised a bed. Stacked neatly in the corner were metal plates, and iron pot, and a pan. A tiny, wood-burning stove was also present, as was a trio of potted plants. Hanging below the room’s lone window were two seats, and extra set of clothes for Qui and Tam, some pajamas, and a small towel. A square hole in the floor served as a toilet. Near the hole was a plastic bucket with a rope attached to its handle (p.30).
Terre des hommes Foundation (2004) describes street children stop sleeping on the street when they have more money. They will rent shared rooms with other children. This condition depends on their income and ability to pay regularly to the landlord. If they are no longer able to pay, they will sleep on the street again.

Small minority of children have stopped sleeping on the street, and rent rooms with one or more friends. Often, though, this arrangement is temporary, ending when the children are unable to pay the rent on a regular basis. So depending on their income level and their ability to hold on to their money long enough to hand over to the landlord (p.16).

c. Places to Earn Money

Street children exist mostly in big cities which provide more occupations. West (2003) states, “Street children are most evident in large cities, where they work in occupations that bring them into contact with the public, both the local population and foreign tourists” (p.10). Vietnamese street children are very visible in the two main cities of Vietnam. The cities are Ho Chi Minh City and Hanoi since those cities give more opportunities in providing job. Hong and Ohno (2005) describe, “Vibrant cities like Hanoi and Ho Chi Minh City generate new opportunities and demands for jobs like house cleaning, shoe shining, and selling petty goods to residents and foreign tourists which urban people are unwilling to perform” (p.3). Since the setting of the novel is in Ho Chi Minh City, the writer focuses on some places in Ho Chi Minh City mentioned in the novel.

Vietnamese street children depend their life on foreign tourists who are having trips in Vietnam. They thus prefer in places where foreign tourist are visible. The heart of downtown of Ho Chi Minh City is the busiest area where
tourists exist mostly. Some spots such as five stars hotels, bars, restaurants, and travel agencies are laid on the sides of boulevards.

They were now in the heart of downtown, the wealthiest area of Ho Chi Minh City. Tourists were everywhere, walking along tree-lined boulevards toward Reunification Palace, Notre Dam Cathedral, and Tao Dan Park. Galleries, banks, travel agencies, restaurants, and hotels sprouted like polished mountains from the pavement (p.55).

Foreign tourists also visit galleries located in that area. They love to shop works of art there.

In the hearth of Ho Chi Minh City stretched a treelined boulevard that housed of dozens of galleries. This shop contained original works of arts and countless reproductions. ... Tourist frequented these galleries, often leaving with rolled-up pieces of canvas that could be easily transported overseas (p.128).

Another tourist object is War Museum where foreign tourists will visit. “What about going to the war museum?” she asked. “I bet I could sell some fans there. The new tourists will go there first, like they always do, and they won’t have seen too many fans by then. And you might get a quick game or two” (p.40).

Market is also a place where street children earn money. For Tam and Qui, Market is a place where they sell old second book. They usually sit near the entry of Ben Thanh market. “Sitting near the entry, atop an old bench, a hunched woman who looked two decades older than her fifty-one years held a child on her lap” (p.26-27).

Ben Thanh market is very popular among local people or foreign tourist. They can buy their daily needs there. “Hundreds, perhaps thousands, of locals and tourists populated Ben Thanh, browsing for bargains in Ho Chi Minh City most famous and popular market” (p.26). Terre des hommes Foundation (2004) also
portrays that Ben Thaanh market is a popular market. It is an ideal territory for street children since the place is very strategic.

Ben Thanh market is the largest and best known shopping centre in Ho Chi Minh City, selling almost everything. At peak hours of the day there are crowds of shoppers, trades-people and tourists, domestic and foreign. This area is one of the city’s main centers of delinquency. The market itself and congested streets around it are the ideal territory for professional pickpockets and petty thieves (p.143).

d. Ways in Earning Money

Street children earn money in many ways. Hong and Ohno (2005) portray the occupation of street children based on the gender and the age.

The most popular jobs for boys are shoe shining, selling lottery tickets, pick-pocketing, and market portering. Meanwhile, girls often engage in selling lottery tickets and street vending. Small children often start with begging and waste scavenging because they are too young to do physically demanding works like portering. Older children like to work as street vendors after they gain certain street life experience. Many of them do more than two jobs at the same time (p.13).

The novel portrays the occupations of Vietnamese street children through the characters. One of them is Minh who is always with May. Minh relies his earning on playing Connect Four. “It was Connect Four, which featured a yellow, upright board designed to accommodate falling checkerlike pieces. The black and red pieces were dropped by opposing players until someone manages to connect four of their pieces in a row, winning the game” (p.21).

He looks out for foreign tourist who is willing to play the game and be his opponent. He bet a dollar in playing this game. The rule is that Minh will pay a dollar to the tourist if he loses the game, while he will get a dollar from the tourist if he wins the game. For Minh, the game is more efficient rather than selling
something as what the other street children do. The game can feed Minh and May and save them from the hunger. “To the Australians, the game was a way of passing time; to Mai and Minh a win would feed them for a full day” (p.21). This game is not just for earning money, but this game can shift fear from the hard life. “Mai, like Minh, played the game because it transported her from a place of hunger and pain, weariness and fear” (p.26).

The two friends, Mai and Minh, are always together wherever they go. When Minh is not in the mood playing Connect Four, Mai sells hand fan around galleries.

On occasion, when Minh wasn’t in the mood to play Connect Four, Mai sold fans on the side walk outside the busiest galleries. She had to sell about ten fans to earn five dollars’ profit. And selling ten fans, with so many other fan sales people about, wasn’t easy (p.128).

Selling fans is not easy for Mai since so many children sell the same fans to the tourists. She has to compete with the other children in selling fans. Mai said, “Too many kids are selling fans. And we’ve all got the same ones. I’m so tired selling stupid fans” (p.25).

The street children also sell postcards. “The sidewalk was populated with children who hawked packs of postcards, ...” (p.24). Tung earns money by selling postcards to the tourists. “Tung sold packages of postcards to tourist (p.129). Candies and pens are also peddled in the sidewalk “Several children soon trailed him, asking for candies and pens” (p.64).

Qui and Tam also sell something to the local people or foreigners. They sell old second book which they offer in the entry of Ben Thanh market.
A bearded foreigner walked past, and Qui tried to capture his attention. Switching to English, she said, “You want good book? The Quiet American? Lonely Planet Vietnam?” The man paused, his eyes darting from an orderly pile of books at Qui’s feet to the sickly form of Tam (p.27).

Most of them are street vendors who sell fans, postcards, candies, pens, or even old book to the tourists. According to UNICEF (2010), “Street vending and selling lottery tickets were found to be the major occupational areas for children in Ho Chi Minh City” (p.228).

The street children do not earn money as beggars. They do not beg for people’s charity. This point differs Vietnamese street children from other street children. They want to get money because of their effort of working. This phenomenon is underlined by the author. Based on his experience, he finds that Vietnamese street children prefer working for getting money to accepting without any efforts, as what he says in Readers Guide page.

They are strong. They would rather work than beg. One time, when I was about to leave Vietnam, I had a bunch of Vietnamese coins in my pocket. I offered them to a young boy. He told me that he would rather work for them. So I asked him to find me a newspaper in English. This was 1993, and such newspaper weren’t exactly sitting on every corner. Nonetheless, he returned thirty minutes later with an old USA Today in his hand grinning from ear to ear about his accomplishment (p.359).

On the other hand, Qui and Tam cannot do anything if none of their books is sold. They will beg for tourists’ charity since they need to eat and buy medicine for Tam. “A sick girl whose fate rested on whether tourists felt charitable or not” (p.115). However, Qui will not let foreigners to give their charity freely, except she hands them a book which she sells as if she thanks to them.

This woman reached into a pocket and withdrew a twenty-dollar bill. The bill was placed in Qui’s hands. Qui bowed so low that she almost fell over.
The woman helped her up. Still weeping, Qui grasped the women’s fingers tightly, squeezing the flesh of Tam’s savior. Qui repeatedly thanked the stranger, handing her a book. The women smiled and said good-bye (p.57).

e. System of Vietnamese Street Children

There is a system that someone controls the street children. He calls himself as the protector of the street children. The street children who are under the protector will be safe. They do not need to be afraid of the annoyance of the hoodlums.

While Iris is establishing her centre, she gets advice from the old policeman, Sahn, about from who the children are taken. Iris has to be careful in taking the children to her center because the children are controlled by someone. If she takes the children, the protector will lose his income. He will look for Iris in order to take the children back.

“But be careful who you take them from.” He took a half step closer to her. “You understand? You be careful. And if you have problem, then you tell me.”

She rose from her chair. “But they’re alone. That’s the whole point. They’re alone and living on the street.”

“No you mistaken. They need people and people need them. So be careful who you take them from. You take them from wrong kind of people, and someone come looking for you. And not a good person. Understand?” (p.164).

On the other hand, the street children have to pay amounts of money for the protection daily. The protector comes to the children everyday to ask money. He cuts the street children’s earning. This condition happens to Mai and Minh. They have to pay Loc, their protector.“... knowing that after Loc took his cut, only a dollar would remain for Minh and her” (p.23). They must pay five dollars every day to get Loc’s protection. “You two brats want protection?” Loc asked. “A
place to sleep? Then win more games and sell more fans. Four dollars a day isn’t enough. I want five” (p.41).

One protector can control more than one child. He has many street children who work for him. “Minh was sure that he and Mai weren’t the only children that Loc had working for him, but he believed that no other children provided him with as much money. ...And so Loc would never let them escape.” (p.141).

West (2003) also portrays the phenomenon that the street children are controlled by someone and they have to deliver amounts of money regularly.

In some of these occupations children work alone, although they frequently are under the control of adults, older street children, or gangs, and with or without knowledge of their parents (if they indeed remain in contact with their families). Many working children may be under coercion to deliver a certain amount of money each day. The adults in control of these children generally are careful not to be visible to the public (p.10).

Loc who controls Mai and Minh is not visible in the public. He only appears when it is the time for Mai and Minh to pay for his protection or when he needs the money. If the children cannot pay those amount of money, they will get violence.

“Get over here,” Loc said, pointing at his own chest. Mai was closer to shore and bravely walked forward, feeling naked in her underwear. Loc reached for her hair and pulled her roughly ahead. She whimpered but made no effort to resist him. Seeing her in pain, Minh stepped faster. Loc’s hand swung out with surprising speed, striking Ming on the side of the head. Minh’s ear rang. His vision blurred. He felt as if someone had thrust a steel pole into his brain. Still, he didn’t fall, for he knew that if he did, Loc would kick him. And kicks hurt even worse than cuffs (p.40).
Loc needs to punish Minh and Mai physically. This is a way to frighten them in order to keep them in giving money or to avoid their escape.

He’d beaten each multiple times, but never so badly that they’d been unable to work. Though sometimes he took joy in these beatings, he mainly hurt the children because he needed them to fear him. As important, he needed them to fear a world without him in it (p.175).

UNICEF (2010) also explains that physical force as punishment is common in Vietnam.

The use of physical force as punishment or for disciplining children is practiced in Vietnam. It usually takes the form of beatings with a hand, cane, rod, or other instrument. Other methods used are knocking the child’s head, hitting the buttocks, slapping the thighs, or the child being deprived of food” (p.220).

Additionally, every time Loc comes to ask money, his head is full of opium. He will be crueler to them. He always threatens to omit his protection to them unless they do as he asks.

“You brats better make some money today,” he said in his hole-in-the-throat voice, his words lacking intonation, but his face hard and unforgiving. “Win it, beg it, steal it. I don’t care how. But get my five dollars. Don’t get it and my protection is gone. And everyone will know it” (p.102).

Children are afraid of losing the protection. Protection is their soul to defend their life on the street. There is a story among the children about a child who was killed because of trying to escape from Loc. The child was found dead. And Loc always uses that story to frighten them.

And he often let them know what would befall them without his protection. A child had once run from him, and Loc had made an example of the incident, letting the city’s most deviant minds know that the boy was no longer under his protection. Three days later the child was found dead and broken (p.175).
The children tend to be unaware of their risks on the street. They prefer focusing on day to day living. They tend to concentrate how to get money to survive rather than to think how to escape from their protector. Hong and Ohno (2005) argue, “Children who work or live on streets do not have the full knowledge of their rights and are often unaware of various risks in unguided urban life. Many of them are under the stress of day-to-day living” (p.3).

Many street children are homeless children. These children are very vulnerable to experience violence and exploitation. Consortium for Street Children (2003) states, “Homeless children are subsequently exhibit more violent behavior” (p.24). Pinheiro (2006) also argues, “Children who work or live on the streets are recognized as being particularly at risk of violence” (p.13). They can experience violence from early age. Benitez (2007) reports, “This report shows street children accumulate a range of experiences of violence from an early age” (p.6). The street children lack guidance and protection. They are very vulnerable to be exploited. Volpi (2003) states, “Because of the lack of protection in these jobs, there is a greater risk of exploitation” (p.6). Moreover, street is unprotected environment. WHO (n.d.) explains, “The street is an unprotected environment and street children are exploited frequently. In some places, street children may even face the possibility of physical injuries or death from violence” (p.12).

f. People’s Perception to the Street Children

Some people look at the street children with pity. They may help the children by buying their stuffs. Sometimes, they treat the children with some chips
or colas. If they feel pity to those street children, they will give a little part of their money.

On the contrary, some people regard the street children with disdain. When the children offer the stuffs, the tourists pretend as if they do not see or hear them. The tourists just walk away and do not glance back.

People tended to look at her with pity or disdain, sometimes acting as if they didn’t hear or see her. They walked away, clutching their full bags, and didn’t glance back. With each disappearance, Qui’s sense of despondency increased. Did she and Tam appear as animals to this people? (p.56).

Some people pretend as if the street children do not exist. This happens to Qui and Tam when they sell their books outside the store. That day is a bad day for them. No one buys their books. People do not listen to them.

A tourist passed and Qui held out a book, trying to make a quick sale. The man avoided her eyes. “One book, please, mister?” she asked in English. The man walked onward, as if she didn’t exist. Perhaps we don’t exist, Qui thought bitterly. At least not to him. To most people. To them we’re no more than minnows in a river (p.54).

Stores perceive street children are disturbance. They think that the street children who offer the stuffs will disturb their customers during shopping. Therefore, the security guards often expel the children to keep their step away from the stores.

Qui’s knees buckled. She struggled to stand. Suddenly a security guard was beside her, pulling her arm, taking her away from the store front. She asked him to leave her be, to help her granddaughter, but the man only pulled harder. ... The guard only tugged with more determination, his fingers biting into Qui’s flesh (p.57).

Some people do not trust the street children. “The woman angrily thrust Mai’s fan into her hand. ‘I should have known better than to trust you,’ she said,
turning away, walking towards the elevators” (p.131). They think that the children will steal something. This condition happens to Mai when she asks a foreigner to buy three buckets of milk for helping Tung. The foreigner is willing to help her. She wants to give money to Mai and Mai can buy by herself. Mai does not want to accept the money because she is afraid of being in the store. The storekeepers will think that she will steal something. “Mai shook her head. ‘We cannot go into the store. They think we steal. So we cannot buy milk. You come with us. It only take one minute please” (p.130).

West (2003) describes that street children are often perceived as the criminals.

Street children are often stigmatized by police and the public, who believe they are doing something wrong even if they are playing. Children are not always taken into justice systems when in conflict with the law, but may be dealt with “informally” when they are perceived to have behaved wrongly. Street children may be beaten by police, shopkeepers, or other adults, reinforcing the perception of street children as criminals. Children also report having to bribe authorities including police, and often are subject to harassment by police including beatings, abuse and other violence, including sexual violation (p.11).

WHO (n.d.) also describes that people usually perceive street children as the cause of trouble and perceive them in negative descriptions.

Society usually perceives street children as difficult children who are out there to cause trouble. In general, the public thinks that street children are uncontrollable and violent, have substance use problems, have no morals, have lost all the ability to feel emotions such as love and that they turn into terrorists and revolutionaries. They tend to be unsympathetic to the street childrens’ plight (p.12).
2. Category of Vietnamese Street Children

The writer categorizes Vietnamese street children characters based on the categorization of Terre des hommes Foundation (2004) and UNICEF (n.d.). Terre des hommes Foundation categorizes street children into four groups. Its categorization is similar to those of UNICEF which is based on background and living situation.

Children in Category A are children who live alone on the street. They do not have home to return to. UNICEF calls this category as Street Living Children. These children have lost ties with their families. They thus sleep and live alone on the street.

They earn money only for themselves alone. They do not think about the needs of the family members. Only their own needs demand them to earn money.

Most of the street children characters in this novel belong to this category. One of them is Minh. He has been abandoned by his mother since he was a toddler. He does not have any relatives. He only has Mai as his best friend and he regards her as his sister. Minh and Mai do not only earn money on the street but also sleep on the street during the night. They do not have home to return to.

Another street child described in the novel is Phuong. He is an orphan who runs away from an orphanage. He prefers living on the street to staying in the orphanage. He does not have family or relatives. He has to survive alone on the street. That is why he earns money just for his living.

Children in Category B are children who sleep on the street with their family or guardian. UNICEF calls this category as The Children of Street Living
Families. These children are not alone because they live and sleep on the street with their families. They work on the street in order to help their family. Terre des hommes Foundation (2004) portrays most of them are migrant family who are not legal residents (p.156).

The street children portrayed in the novel do not include to this category. They are not from migrant families. They have been living in Ho Chi Minh City since they were born. Therefore, they are legal residents of Ho Chi Minh City.

Children in Category C are children who live at home, but work on the street. UNICEF calls this category as Street Working Children. These children spend most of their time to work on the street. They earn extra income for their families. They have a home to return to and do not usually sleep on the street.

Tam belongs to this category. She lives with her grandmother, Qui. They earn money on the street during the day and go back to their house at night. Tung also lives with his family. He has a father, a brother, and a baby sister. He does not live on the street since he has home and family to return to. He only works on the street to earn extra income for his family. He helps his father in earning money to buy baby milk for his baby sister. He does not attend school. He does not work after the school time but he works during the full day.

Children in Category D are migrant children who earn money in casual street activities to supply family income. They migrate from rural areas to urban areas to find jobs because urban areas provide much occupations and social services. Bartlett and Minujin (2009) state, “There is also the argument that urban children benefit from a range of services and facilities that are not available to
children in rural poverty” (p.5). Since they work in the city to supply family income, they will give their earning routinely to their family in the village.

No character of street children belongs to this category. Those street children do not migrate from village to Ho Chi Minh City. All of the street children characters are described from Ho Chi Minh City.

B. The Relation between Child Poverty and the Existence of Vietnamese Street Children

1. Causes Which Bring Vietnamese Street Children to the Street

This part discusses the causes that drive children to the street. There must be many causes for them to live and to earn money on the street. Hong and Ohno (2005) mention many examples of causes which bring Vietnamese street children to the street.

Children end up on the street for a variety of reasons. For some, the street is an escape from broken families or domestic violence. For others, street life is a means of supplementing family income, passing time and even having fun. In addition, the breakdown of traditional family values, education zeal and community structure leaves a large number of children without necessary care and support for their sound growth and development (p.3).

The author of the novel also portrays many causes which are described in each street children character. The causes are similar to the origins of street children reviewed in chapter II.

First, street children are abandoned children. Most of them are on the street because they are thrown away by their parents. Street is a place for them to find
shelter. Minh experiences this condition. Minh’s mother has left him on the street since he was a toddler. Loc who claims as Minh’s protector found him.

Loc glared at Minh and through the haze in his head remembered finding the toddler, remembered cutting of his hand so that he’d be a better beggar. Though Minh had almost died, Loc had been careful, and had managed to stop the bleeding and ultimately heal the wound. “I know why she left you, half boy,” Loc said, craving his pipe, fueled by the repressed aches of his own childhood. “You weren’t good enough for her. But you’d better be good enough for me. You’d better win” (p.41).

Loc cuts Minh’s hand and makes him as handicapped in order to look dirt poor as a beggar. Hence, people will look in pity on his condition and may give their generosity to him. He is expected to earn more money through his condition.

West (2003) states, “Some, it is said, have been deliberately mutilated by adults in order to earn more money” (p.16).

Tam also experiences this condition. Tam’s mother has left her daughter and her mother. She decides to migrate to Thailand for searching better opportunity although she has to abandon her daughter.

Although Tam’s mother has left Tam for many years, Tam does not even know that her mother has abandoned her. Her grand mother, Qui, always hides this reality from Tam. Since Tam suffers from leukemia, Qui is afraid of her granddaughter’s health which will be worse if Tam knows the reality. She always convinces Tam that Tam’s mother works hard in Thailand for them.

“Will Momma kiss me tonight?” Tam asked, as she did every day. Qui sniffed, pretending that something was lodged in her throat. “She’s ... in Thailand. Working hard so we can buy your medicine. She loves you so much, Tam. She and I love you so very much.” Tam didn’t respond, and Qui wondered what she was thinking. Was her sweet, innocent mind able to guess that her own mother had abandoned her, and probably would never come back? (p.29).
Second, street is the origin of some street children. They have been on the street since they were born. Street is a place where they were born and grow up. Street is not only their home but also their place to earn money. Van represents these street children. Different from Minh and Tam who are left by their mother, Van has been on the street since he was born. “And, Van who’d been born in a back alley, had known nothing but the street” (p.38).

The novel does not explain further information about Van and his family. It does not mention whether he lives alone or with his family on the street.

Third, street children are children who run away from home or institution. They choose to live on the street. They try to escape from the broken family or domestic violence in their homes, schools, centers, or even orphanages.

Phuong is an orphan who prefers to live on the street. He had stayed in an orphanage for three years, but then he decided to run away. “Phuong had run away from the orphanage that had housed him for three years” (p.38).

The novel does not state the causes why he runs away from the orphanage. While, WHO states, “Street children may feel that children’s homes are ‘like prisons’. They cannot adjust to rules after experiencing the freedom of the streets. At times the personnel in these institutions may abuse children” (p.8).

Phuong may face violence, abuse, or exploitation at the orphanage. He can be the subject of bullying or violence from teachers, staffs, or other children. He may face pressures because of the quantity of works which are given by the orphanage or the anxieties in doing them well. On the contrary, he decides to run away because of his mindset. If he has experienced living on the street before he
lives in the orphanage, he may feel the orphanage like a prison. He cannot adjust the rules in the orphanage. He misses to get freedom as what he gets on the street.

Additionally, he may be lured by his friends who have known the street life and consider the freedom of living on the street. He may choose to live on the street to escape from the constraint in the orphanage. This condition is supported by Hong and Ohno (2005).

Some children leave home because they are lured by friends or because they want to savor freedom instead of going to school. Seemingly exciting life in big cities and friends who already know the street life are the pulling force. For such children, earning money is not the main purpose (p.17).

Fourth, street children are disabled children who have few choices and opportunities. Physical handicap directs them to the street since the family cannot pay for the reconstruction through surgery. Some of them face discrimination in their family, such as their parents cannot accept their physical condition. This condition causes them being abandoned. West (2003) states, “Disabled children often are abandoned at birth” (p.16).

Dao is one of these children. “Mai and Minh moved under the canopy of a nearby bank, pausing when they spied a beggar. Mai recognized him as Dao, a kind man who’d lost his sight in the American war. He sat motionless, apparently listening to the rain” (p.106). For Dao, street is a destination place where he can escape from the reality of his physical handicap. He is blind which makes him unable to do anything except being a beggar to earn money. West (2003) describes, “Many street children in the region are disabled, and a large number work as beggars” (p.16).
Finally, street children are children who work on the street to supply family income. Tung experiences this condition. He does not live on the street but works on the street since he returns home and lives with his family.

He didn’t live on the street. But his mother had died a few months earlier during childbirth and he had quit school to help his father earn extra money. Tung sold packages of postcards to tourists. His older brother had also left school and now carried passengers around the city in a cyclo he rented (p.129).

Since the death of Tung’s mother during childbirth, there is no one can breast-feed Tung’s baby sister. The family has to buy baby milk to feed the baby, but the baby milk is very expensive. It thus makes difficult condition for this family. Tung and his older brother must quit from school and earn money to help his father buys baby milk. His family sends him on the street in order to supply the family income. West (2003) adds, “…children may be sent out by the family to work as a necessity for family survival… Families may have long depended on the work of children, or may have fallen on hard times due to unemployment, illness or death in the family, or changing welfare economies” (p.5). In Tung’s case, the death of his mother is the cause which delivers him to work on the street. There is no other place for him except street to earn money. No company has willingness to employ under age children. He also has no skills to work. Street becomes the only place for him to earn money.

2. Child Poverty and the Existence of Vietnamese Street Children

problem in Vietnam” (p.2). According to CHIP’s definition of child poverty (2004), these children include in children who live in poverty. Vietnamese street children grow up without adequate livelihood. They lack resources for survival and development. They grow up without opportunities for human development, such as education, life skills, and health. They also grow up without the protection of their family or guardian.

Furthermore, Fenny and Boyden (2003) portray poverty that happens on particular groups, including the group of street people. Among others, orphans, children separated from their families, children living in female or child headed households, those in hazardous and/or exploitative jobs, or living on the streets, are commonly singled out for special attention. This is partly in recognition of the fact that poverty can be highly concentrated among these groups (p. 10).

There is no doubt that poverty is one of the causes of street children. If children do not experience poverty, the street children may not be visible. Apteker (2003) states, “Many authors believe that most children in the developing world are in the streets because of poverty” (p.11). The Consortium for Street Children (2003) also states, “The main cause of the street children phenomenon is often stated to be poverty” (p.7). West (2003) also argues, “Poverty is perceived often as a major reason for children coming onto the street” (p.13).

According to Vandemoortele (2000), “Child poverty is simply not differentiated from general poverty” (p.2). Child poverty is similar to poverty in general because both adults and children experience similar condition of poverty. CHIP (2004) states, “Much of children and young people’s experience of poverty
is clearly similar to and shared with that of their families, communities and countries” (p.1).

Roelen, Gassmann, and Neubourg (2006) state, “Child poverty is strongly linked to that of the community and family” (p.4). Poor parents pass poverty to their children. If parents experience poverty, their children will also experience poverty since children depend their living on their parents. Minujin et al. (2005) argue, “Young children are dependent on their parents or guardians for their needs” (p.8). Therefore, children experience poverty because of their parents or families. CHIP (2004) states, “Fundamental causes of childhood poverty are those underpinning broader community and household poverty” (p.3).

Although both poor children and poor adults as parents experience similar poverty, the children have additional consequences which adult do not experience. The consequences differ child poverty from poverty in general. CHIP (2004), explains, “For children, there may be additional important consequences, such as having to drop out of school, missing out on critical health care, or being stigmatized by their peers for wearing old or torn clothing” (p.1).

Here, the writer discusses the consequences of poverty for the children. There are four consequences as the causes of the existence of the Vietnamese street children.

First, poverty makes parents abandon their children. Street becomes the destination for children to survive. Poverty which happens in family causes parents feel stressed. Parents can sell their children or abandon them since they
cannot take care of them. West (2003) argues that the impact of poverty is parents sell or abandon their children since they are not able to feed their children.

Outcomes of poverty include parents’ selling or abandoning children. Children who are sold tend to be very young, while abandoned children usually are infants, particularly disabled children. Some parents abandon their children because they are in particular situations when they have too many children and too many mouths to feed (p.13).

Tam experiences this condition. Her mother, Hong, has abandoned her after the death of his father.

“Why don’t you come back? Qui whispered, closing her eyes, remembering Hong’s abrupt departure. The death of Hong’s husband, and the poverty that dominated all of their lives, had been too much for her. She had withered and blown away before Qui’s eyes. She disappeared – figuratively and then literally (p.94).

Hong’s husband was the bread winner in her family. Because of his death, her family lost the income and delivered them to the poverty. Hong and Ohno (2005) state, “Poverty may be the result of the death or desertion of a bread earner” (p.18).

In addition, poverty is the result of economic inequality. Valentine (1968) says that “The essence of poverty is inequality” (as citied in Bradshaw, 2006, p.4). Inequality which happens in Hong’s city makes her stressed. She has been tired of being poor that dominates her life. She wants to escape from the reality although she has to abandon her little daughter. She thus migrates to Thailand to change her fate. Migration is a way for her to escape from poverty and make up her life. This phenomenon is supported by West (2003), “Inequality also results in migration in search of opportunity believed to exist in urban area inside or outside original country of residence.” (p.12).
Second, poverty causes children get violence. Satyanathan and Pollack (n.d.) state, “Families who experience domestic violence are often also victims of poverty” (p.17). Poverty makes family feel stressed which is manifested in domestic violence to their children. West (2003) argues, “Along with poverty, economic inequality has been shown to have a major impact on family health and to exacerbate family stresses, which often are manifested in domestic violence (p.12).

Getting violence delivers children to run away. They try to escape from the domestic violence in their homes, schools, centers, or even orphanages. They do not have a place to go except street. According to Benitez (2007), “… family violence as a key factor pushing children onto the street” (p.16). UNICEF (2005) also argues, “Violence and abuse at home can force children onto the streets, where their poverty is likely to become entrenched, (p.26).

One character of street children who runs away is Phuong. He is an orphan who prefers to live on the street. He had stayed in an orphanage for three years, but then he decided to run away. “Phuong had run away from the orphanage that had housed him for three years” (p.38).

WHO (n.d.) states, “Street children may feel that children’s homes are ‘like prisons’… At times the personnel in these institutions may abuse children” (p.8). Phuong may face violence, abuse, or exploitation in the orphanage which cause him run away. He can be the subject of being bullied or violence from teachers, staffs, or other children.
Third, poverty which happens in the family causes children work on the street to supply the family income. In this case, children contribute to household and they have additional responsibility. Ridge (2009) explains, “Children in low-income working families were often taking on additional responsibilities in the home, including housework and caring responsibilities, or engaged in paid work themselves to ease financial pressures at home and to gain access to their own money” (p.3).

West (2003) explains that children are sent by their family to work for supplying family income or to reduce family size.

Poverty also makes families send their children to work, either to supplement family income or to reduce family size. Children may go to work daily and return home to live with parents at night, or be sent away to work by parents, or go off to seek work by themselves (p.13).

Tung experiences this condition. Since the death of his mother during childbirth, noone can breast-feed Tung’s baby sister. The family has to buy baby milk to feed the baby, but it is very expensive. The condition of his baby sister brings Tung works on the street to help his family. Jones et al. (2007) explains that the number and condition of the siblings in the household may affect the probability of child working (p.5).

Tung has to drop out from school. “He had quit school to help his father earn extra money” (p.129). The impact of family poverty deprives him of his opportunity at school. WHO (n.d.) states, “Street children work on the streets to earn money for themselves. Some children need to work to support their families. Some children may have been denied a chance to go to school or have dropped
out of school” (p.6). Ridge (2009) also explains that one the impacts of poverty for children is school deprivation.

Children experienced restricted opportunities at school, largely through an inability to pay for resources such as study guides and exam materials, and restricted social opportunities through an inability to pay for school trips and other social activities (p.2).

Finally, child poverty happens in generation cycle. CHIP (2004) explains, “Childhood poverty stresses in the cycle of poverty being transferred from generation to generation (poor child growing into poor adult, poor adult as parent passing poverty to child, that poor child growing into poor adult)” (p.3). Some street children are born in poor families who have lived on the street. These children who are born in street families will become street children. Street thus is not only the origin of poor parents but also the origin of the street children. This condition becomes a poverty cycle which is difficult to be broken. A family who has lived on the street has a cycle of life. Later on, if the family has children, the children will be trapped in street life. This condition will continue for many generations.

The cycle traps these children in poverty from birth onwards. According to Corak (2006), “Poverty often manifests itself as a vicious cycle, causing children to be trapped in poverty from birth onwards” (p.1).

One of street children characters who experiences this condition is Van. Street is his origin. Street is not only a place where he was born but also a place where he grows up. He is trapped in poverty since his birth. He is in the generation cycle of a poor family who lives on the street.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections. The first section is conclusions which present the findings of the study. The second section is suggestions which present the suggestions for future researchers who discuss the same topic or work and for the implementation of John Shors’ *Dragon House* in teaching English.

A. Conclusions

In this study, the writer discusses two points. The first point is how Vietnamese street children are portrayed in John Shors’ *Dragon House*. The second point is how child poverty is related to the existence of Vietnamese street children. Based on the analysis in chapter IV, there are some conclusions that can be drawn.

First, the portrayal of Vietnamese street children covers the condition and the category of Vietnamese street children. In portraying the condition of Vietnamese street children, the writer describes their appearance, their shelter, places to earn money, ways in earning money, the system that they are controlled by someone, and people’s perception to them. Discussing about the appearance, many street children are described as disabled children and they are small for their ages because of malnutrition. Street children who do not have house spend their night on the street by staying in a place that can protect them from rain, such as under the bridge. Those who are lucky have a home to return to at night. They are
visible in the heart of downtown where tourists are more visible. Most of them earn money as street vendors who sell fans, postcards, candies, pens, or even old book to the tourist. There is a system that the street children are controlled by someone who calls himself as the protector. The children have to pay amounts of money to the protector for the protection daily. Some people look at the street children with pity and they may help them. By contrast, some people perceive street children as the criminals or other negative perceptions.

In categorizing the Vietnamese street children, the writer refers to the categorization of Terre des hommes Foundation and UNICEF. Children in Category A or Street Living Children are Minh, Mai, and Phuong. Children in Category B or The Children of Street Living Families are not found in the novel. Children in Category C or Street Working Children are Tam and Tung. Children in Category D or migrant child workers are not found in the novel.

Second, discussing the relation between child poverty and the existence of Vietnamese street children, the writer reveals many causes which bring Vietnamese street children to the street. The causes are: they are abandoned children; street is their origin; they run away and choose to live on the street; they are disabled children; and they work on the street to supply family income.

These children experience child poverty. There are four consequences of poverty for children. Those consequences are the causes of the existence of the Vietnamese street children. First, child poverty causes children are abandoned by their parents and street is the destination for children to survive. Second, child poverty causes children get violence. Poverty makes family feel stressed which is
manifested in domestic violence to their children. Getting violence delivers children to run away. Third, child poverty causes children to work on the street to supply the family income. Finally, child poverty traps children in the street life since their birth. Poverty happens in generation cycle. Children who are born in street families will become street children.

B. Suggestions

This section consists of two parts. The first part is the suggestion for future researchers. The second part is the suggestion for the implementation of John Shors’ *Dragon House* in teaching English.

1. Suggestions for Future Researchers

John Shors’ *Dragon House* is an interesting novel because it describes the reality of street children. Besides the enjoyment of reading the novel, the readers can get many social values. This novel gives readers knowledge about Vietnamese culture, society, and history. Therefore, there are many aspects can be explored for future researchers.

Since the writer considers that this study needs further improvements, the writer suggests many aspects which can be analyzed for future researchers. The writer has analyzed how Vietnamese street children are portrayed in the novel and the relation between child poverty and the existence of Vietnamese street children. Future researchers can analyze the characters of Vietnamese street children which are different from other street children by using psychological approach. They can
analyze the friendship among the street children. They can also analyze their motivation in earning money by their own effort in spite of begging for people’s charity. Further, they can analyze more deeply about the system of Vietnamese street children who are controlled by the protectors.

2. Suggestions for the Implementation Teaching English Using Novel

There are four basic skills in teaching and learning English. Those four skills are listening, speaking, reading, and writing. In this study, the writer provides the implementation in teaching reading skill since reading is fundamental skill. Miller (1972) states, “Reading is a fundamental communication skill, and as much, needs to be a flexible and durable tool which can serve many purposes” (2). She also explains that reading becomes more important skill. It is not only as a study skill but also as a way to keep up to date in the professional fields. With the rapid technology of publication and knowledge, people will get information in the particular fields through reading since in it is more efficient.

According to Mitchell (1982), “Reading can be defined loosely as the ability to make sense of written or printed symbols. The reader uses the symbols to guide the recovery information from his or her memory and subsequently uses this information to construct a plausible interpretation of the writers massage” (p.1).

For some students, reading is recognized as hard working. They do not consider the benefits of it. They do not have motivation in reading. They thus develop negative attitudes towards reading, such as associating reading with
frustration. Therefore, the teacher should make reading more fun in order to gain students’ interest. It is supported by Miller (1972).

Dislike of reading is expressed by many students at all levels of education. Reading seems to be associated with many negative feelings for students with poor study habits. Many students find no pleasure or relaxation in reading activities. ...one of the challenges for the teacher is to try to create an atmosphere in which attitudes toward reading can be changed (p.4).

The teacher should select interesting materials to create reading activities become more fun. Reading passage can be taken from a novel. It can be used as teaching-learning materials. The writer suggests that John Shors’ *Dragon House* can be used as interesting material. The text taken from this novel contains many values and knowledge about Vietnamese society. The writer takes the text from page 37 – 41 of John Shors’ *Dragon House* because those pages describe the origins, shelter, and system of Vietnamese street children.

On the other hand, one of the subjects taught in English Education study program at Sanata Dharma University is Basic Reading. In this study, the writer thus gives suggestion for the implementation of using John Shors’ *Dragon House* in teaching Basic Reading I which is taught in the first semester. *Panduan Akademik* (2011) explains the objectives of Basic Reading I.

Basic Reading I is designed to introduce students with the reading strategies. In this course, the students are provided with the hands-on experience in applying the reading strategies when reading various types of texts. Moreover, the course helps the students develop their English vocabulary and reading aloud ability. It also helps the students become independent and effective readers. The topic of this course include: basic reading skill which consist of various reading strategies and exercises. This course is compulsory and offered in semester I. There is no prerequisite course for Basic Reading I (p.35).
The objectives of Basic Reading I is to read aloud with correct pronunciation. The text from page 37 – 41 of John Shors’ *Dragon House* can be suitable for practicing pronunciation by reading aloud. The text can also enrich student’s vocabulary. The text can be used in applying reading strategies, such as previewing, predicting, skimming and scanning. According to Mikulecky (1990), previewing is high speed reading skill. The reader can gain information from the text by hypothesizing about the text and matching new information with what has been known (p.33). While predicting means predict the text before reading the text (p.38). According to Wallace (2004), skimming means reading the text quickly to get an overall impression of the text, while scanning means looking for specific information which we know or we suspect in there (p.10).

The following are the steps on how to carry out teaching Basic Reading I using the passage taken from John Shors’ *Dragon House*.

1. Teacher asks students some questions as the pre-reading activity to introduce the topic and to gain students’ interest.

2. Teacher distributes the worksheet and asks about the picture and the title in order to practice students’s strategy in previewing and predicting.

3. Teacher gives students difficult vocabularies to be answered.

4. Teacher guides students in practicing pronunciation of the difficult vocabularies.

5. Teacher discusses the answers of the difficult vocabularies and the other difficult words that the students find during the first reading.
6. Teacher gives students some questions for developing their skimming and scanning skills.

7. Teacher asks students to discuss the answers of the questions in a group.

8. Teacher discusses the answers of the questions with students in the class.

9. Teacher asks students about the knowledge or value that they get from the text and their comments or opinions about the text.

10. Teacher gives feedback and sums up the learning activity briefly.
REFERENCES


APPENDICES
SUMMARY

Iris’ Father was a veteran in Vietnam during the war between South Vietnam defended by United States and North Vietnam defended by Soviet Union. He was an American soldier who fought with South Vietnam. Although the war had ended, he still stayed in Ho Chi Minh City. He dreamed of building a center for Vietnamese street children. He devoted his time in establishing the center. He seldom returned back to his home in America, as well as he was seldom present for his daughter and his family.

When he went back to America, he was sick. He returned to America to get better, but he never returned to Vietnam again. He passed away before he finished establishing the center. Iris promised his father to continue establishing it. She was accompanied by Noah, her childhood friend. Noah was an American soldier who fought in the Iraq war. His leg was amputated as a result of the war. He no longer felt whole because he suffered from both physical and psychological pain. He was willing to accompany and help Iris in order to find new spirit of life.

In establishing the center, the two friends were helped by Thien. She was Iris’ father’s assistant. There was also Sahn, a policeman. He patrolled the area
including the center. Actually Sahn hated Americans, but because he knew that Iris would do something good for his country, he was willing to help Iris and friends.

The first street child who stayed in the center was Tam. Before she stayed there, she lived with her grandmother, Qui. They sold old books to earn a living. Tam always dreamed that her mother returned to their home soon. However, Qui always hid the reality that Tam was abandoned by her mother who went to Thailand to earn money. Qui was afraid of Tam’s condition because Tam was dying of leukemia. At the end of the story, Tam died because of her illness. Qui thus committed suicide because she did not want to continue her life without Tam in her side.

The next street children who stayed in the center were Mai and Minh. Mai earned money on the street by selling fans, while Ming earned money by playing Connect Four for one dollar per game. Minh’s forearm ended in a stump because he was mutilated by Loc. Loc claimed himself as protector who controlled the street children cruelly. Mai and Minh had to pay amount of money for Loc’s protection. The street children’s money allowed Loc to consume opium and hire a woman daily.

When Iris took Mai and Minh into the center, Loc was very angry. He lost his income because the two children were his money supplier. Loc thus kidnapped Mai and Minh and took them out to other city. Luckily, Noah and Thien could take back Mai and Minh to the center. Finally, Iris, Noah, and Thien were successful in establishing the center and filling it with many street children.
BIOGRAPHY OF JOHN SHORS

After graduating from Colorado College, John Shors lived for several years in Kyoto, Japan, where he taught English. On a shoestring budget, he later trekked across Asia, visiting ten countries and climbing the Himalayas. After returning to the United States, he became a newspaper reporter in his hometown, Des Moines, Iowa, winning several statewide awards in journalism. John then moved to Boulder, Colorado, and helped launch GroundFloor Media, now one of the state’s largest public relations firms.

John has been lucky enough to spend much of his life abroad, traveling in Asia, the South Pacific, Europe, Africa, and North America. Now a full-time novelist, John spends his days writing and going on family outings with his wife, Allison, and their two young children, Sophie and Jack.

John’s first five novels, *Beneath a Marble Sky*, *Beside a Burning Sea*, *Dragon House*, *The Wishing Trees*, and *Cross Currents*, have won multiple awards, and have been translated into twenty-five languages.

*(Taken from www.johnshors.com)*
LESSON PLAN

University: Sanata Dharma University
Faculty: Teachers Training and Education
Department: Language and Arts Education
Study Program: English Language Education
Subject: Basic Reading I
Semester: I
Time Allocation: 2 X 50 minutes

Competence Standard: After completing the course, the students are able to improve their reading skill, especially comprehension and speed by applying reading strategies through various types of texts, develop reading aloud ability with correct pronunciation and develop their English vocabularies.

Basic Competence: On completing this course the students will be able to:

1. Read aloud with correct pronunciation
2. Understand the types of the basic reading strategies
3. Understand various types of texts
4. Apply the reading strategies when reading various types of texts.

A. Objectives

1. Students are able to identify various types of texts.
2. Students are able to know the meaning of new vocabularies.

3. Students are able to read aloud with correct pronunciation.

4. Students are able to apply reading strategies (previewing, predicting, skimming, and scanning) through reading the text.

5. Students are able to comprehend the questions related to the text.

6. Students are able to give responds to the other students’ answers about the topic.

B. Learning Material

1. Text from page 37 – 41 of John Shors’ *Dragon House*.

2. Worksheet

C. Learning Methods:

1. Lecturing

2. Discussion

3. Individual and Group working

D. Learning Activities

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<th>ACTIVITIES</th>
<th>Time Allocation</th>
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<td>Teacher’s Activities</td>
<td>Students’ Activities</td>
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<tr>
<td>1.</td>
<td>a. Teacher reviews about the previous meeting about reading strategies (previewing, predicting, skimming, and scanning).</td>
<td>a. Students listen and answer the teacher’s questions.</td>
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<td>Teacher’s Activities</td>
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<tr>
<td>Pre-Activity</td>
<td>b. Teacher asks questions to introduce the topic of the text.</td>
<td>b. Students answer the teacher’s questions.</td>
</tr>
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<td></td>
<td>c. Teacher distributes the worksheet and asks about the picture and the title in order to practice students’ strategy in previewing and predicting.</td>
<td>c. Students do the teacher’s instructions.</td>
</tr>
<tr>
<td></td>
<td>d. Teacher gives brief description by introducing the topic, telling the text which is taken from a novel, and telling the learning activities.</td>
<td>d. Students listen to the teacher’s explanation.</td>
</tr>
<tr>
<td>2.</td>
<td>a. Teacher guides students to pronoun the difficult vocabularies given from the worksheet.</td>
<td>a. Students practice the pronunciation of the difficult vocabularies.</td>
</tr>
<tr>
<td></td>
<td>b. Teacher asks students to find the meaning of the difficult vocabularies from the worksheet.</td>
<td>b. Students find the meaning of the difficult vocabularies from the worksheet.</td>
</tr>
<tr>
<td></td>
<td>c. Teacher and students discuss the meaning of the vocabularies and other difficult words that students find during the skimming.</td>
<td>c. Teacher and students discuss the meaning of the vocabularies and other difficult words that students find during the skimming.</td>
</tr>
<tr>
<td>No</td>
<td>ACTIVITIES</td>
<td>Time Allocation</td>
</tr>
<tr>
<td>----</td>
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</tr>
<tr>
<td></td>
<td>Teacher’s Activities</td>
<td>Students’ Activities</td>
</tr>
<tr>
<td>d.</td>
<td>Teacher asks students to read and answer the questions in the worksheet through scanning.</td>
<td>d. Students read and answer the questions in the worksheet through scanning.</td>
</tr>
<tr>
<td>e.</td>
<td>Teacher asks students to gather in a group of four to discuss their answer.</td>
<td>e. Students gather in a group of four to discuss their answer.</td>
</tr>
<tr>
<td>f.</td>
<td>Teacher and students discuss the answers of the questions in the class.</td>
<td>f. Teacher and students discuss the answers of the questions in the class.</td>
</tr>
<tr>
<td>3.</td>
<td>Post-Activity</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Teacher asks students’ opinion and comment about the text and the topic.</td>
<td>a. Students give opinion and comment about the text and the topic.</td>
</tr>
<tr>
<td>b.</td>
<td>Teacher reviews and summarizes briefly.</td>
<td>b. Students listen to the teacher’s explanation.</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100’</strong></td>
</tr>
</tbody>
</table>

E. Learning Sources


F. Evaluation

1. Students’ exercise

2. Students’ participation in the group and in the class.
A. Pre-Reading Questions

Answer the following questions!

1. In your opinion, who can be classified as street children?
2. Are the street children visible in your town?
3. What do the street children in your town do on the streets?
4. Tell the condition of the street children in your town as what you know!

B. Expanding Your Vocabulary

Pronounce these words, then find the meaning!

- seep /sɪp/ (v, ¶ 1) : __________
- rumble /rʌm.bl/ (v, ¶ 1) : __________
- scavenge /skæv.ɪndʒ/ (v, ¶ 1) : __________
- stench /stɛntʃ/ (n, ¶ 1) : __________
- discard /dɪskɔːd/ (v, ¶ 2) : __________
- propel /prəpel/ (v, ¶ 4) : __________
- debris /ˈdebrɪs/ (n, ¶ 4) : __________
- orphanage /ˈɔr.nənderɪdʒ/ (n, ¶ 5) : __________
C. How well do you read?

Read the following statements, then write (T) for the true statement and (F) for the false statement!

1. Minh and Mai slept on used boxes under the bridge. (___)
2. Minh and Mai were not the only street children who slept under the bridge. (___)
3. Several street children usually took bath in the river near the bridge. (___)
4. Van had run away from the orphanage and preferred to stay on the street. (___)
5. Minh asked Mai to find a mosquito net. (___)
6. Minh and Mai had forty dollars as their stash. (___)
7. Loc visited Mai and Minh while they were bathing in the river. (___)
8. After getting tortured, Minh and Mai gave Loc five dollar on that day. 
   (___)

9. Minh had been abandoned by his mother since he was a toddler. (___)

10. After that day, Minh and Mai had to pay four dollars to Loc for his 
    protection. (___)

Answer the following question!

1. How did the street children sleep at night?

2. Mention the origins of some street children described on the text!

3. Explain the relationship between Minh and Mai!

4. How did Minh and Mai earn money?

5. Who was Loc? Describe his appearance!
6. Why did Loc always torture Minh and Mai? What is his purpose?

____________________________________________________________________________________

____________________________________________________________________________________

7. Describe Minh and Mai’s feeling when they were visited by Loc!

____________________________________________________________________________________

____________________________________________________________________________________

8. Why did Loc cut Minh’s hand when Minh was a toddler?

____________________________________________________________________________________

____________________________________________________________________________________

9. What values can you get after reading the text?

____________________________________________________________________________________

____________________________________________________________________________________

10. The text is unfinished story. Predict what will come next in the story!

____________________________________________________________________________________

____________________________________________________________________________________
Look at the picture and the title. What will be the text about?

After previewing the text, what is the text about?

Under the bridge, dawn came slowly, as if teasing of warm and pleasant tidings. Muted light seeped through the tin shanties on either side of the space directly under the bridge. The light was unnoticed at first, simply one more intrusion into a world not of Mai and Minh's control. The trucks rumbling above, the giant cockroaches scavenging for food, the stench of urine in the early-morning air were such intrusions—realities impossible to govern or flee.

Minh woke first, as usual. He kept still, not wanting to bother Mai, who lay next to him. The two friends were on their sides, curled with their knees drawn up—a pair of twins still in the womb. Around them, a circular basket rose three feet high. The basket, made of tightly woven bamboo and waterproofed with sealant, was a traditional fishing boat that had one day floated down the river. Mai and Minh had seen it out and retrieved it. When no one claimed it, they'd started

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sleeping in it, bringing pieces of discarded carpet from the city above to make their bed more comfortable.

For more than a year, Mai and Minh had slept in the basket. It comforted them the way a home comforts others. It had walls. It kept rats at bay. It contained a blanket and two extra sets of clothes. On most nights, a dozen or so people slept beneath the bridge. Each had her or his own bed—fashioned from boxes, from old scooter seats, from carefully sculpted sand and mud.

Mai stirred beside him and Minh carefully sat up, raising his head above the rim of the basket. Not far away, a legless veteran of the American War was tying a wooden block to the stumps below his waist. Upon this block, as well as on smaller blocks that he attached to his palms, he’d propel himself along the city sidewalks. The blocks protected him from glass and other debris.

Several children had risen and were bathing in the river. Minh knew them all, knew them to be discarded in some form or another. Thi, whose name meant “poem” and whose body had been poisoned by lingering chemicals from the war, had oversize eyes that looked as if they’d burst from her head. Pthough had run away from the orphanage that had housed him for three years. And Van, who’d been born in a back alley, had known nothing but the streets.

Mai watched the other children for a few minutes, then lay back down in the basket. He reached beneath a piece of carpet and carefully felt the section of bamboo that he’d loosened months earlier. Under this false bottom, under rocks and the silt of distant lands, was a plastic bag containing fourteen dollars. The money was the result of a year’s worth of secrecy, of deceptions that could cost him his life. Only Mai and he knew of the stash. Were Loc to find it, he’d beat the flesh from their bones. One day, so went their dream, the two friends would save enough money to flee Loc, to travel to a place where they could go to school and not fear the night.

“You didn’t sleep well, did you, Minh the Restless?” Mai asked softly, her eyes still closed.

Mai watched dust drift down from the bridge above as a heavy truck strained the pitted concrete. He wondered who’d be under the bridge when it fell someday.

“You’re like a boiling pot of pho,” she added, rising to survey the morning. “Never resting. Never sitting still for a minute. Are you like the pho, afraid that you’re going to be eaten?”

Minh smiled, never having been compared to a pot of noodles. He wiggled his head back and forth, pretending that he was being boiled.

She giggled. “Maybe I’ll toss some onions and sprouts on you tonight while you’re sleeping. I’ll prepare you just right, and slurp you up.”

Happy that her face carried a smile, Minh pointed to their game of Connect Four.

“You think it’s time to go play?” Mai asked. “Ah, I’m so tired of selling fans. Why don’t I play? You sell fans and find foreigners for me to play against. I’ll just sit and drop checkers. And I’ll be Mai the Magnificent.”

Minh shook his head and rose to his feet. The other children had finished bathing in the river, and he wanted to clean himself before the adults entered the water. Mai followed his lead and the two friends carried their extra set of clothes to the water’s edge. After carefully setting the clothes aside, they strode into the river. The water, as brown as dirt, gently raged at their ankles, then legs, then waists. They stripped to their underwear and began to clean their shirts and shorts, wringing the pollution and grit from them. Over the past few months, they’d seen dead snakes, cats, and even a water buffalo float past. But since the rainy season had ended, the river tended to steal much less life.

“We should find a mosquito net,” Mai said, scratching at her neck. Minh shrugged, knowing that if they ever found such a sought-after net it would be promptly stolen. Better just to sleep under their blankets than to worry about mosquito nets. Still, he wished that Mai didn’t attract so many flying pests. Maybe he’d try to find her a net after all.

“What should we get today with our dollar?” Mai asked, for one crisp dollar bill was all that remained from the previous day’s win-
nings, and they had to decide whether to buy noodles, bananas, dragon fruit, bread, or rice.

Minh wanted to save the dollar, to add it to their secret stash. But they'd eaten nothing for so long that he felt weak, and so he pretended to slurp up a noodle.

"Phở it is," she replied, darting underwater to rinse her hair. She then rubbed her scalp, her gums, her privates. "What about going to the war museum?" she asked. "I bet I could sell some fans there. The new tourists will go there first, like they always do, and they won't have seen too many fans by then. And you might get a quick game or two. We can sit beneath that big tree and it won't be too hot. Well, what do you think, Minh the Teeth Scrubber?"

Minh stopped cleaning his teeth and shook his head. He didn't want to be near the war museum, as he'd seen what was within its walls.

"I don't like it either," Mai replied. "But you can't be so picky, Minh. We need to—"

"She's right," a man said, stepping to the water's edge.

Minh turned toward the raspy voice, instinctively lowering himself deeper, as if the river were a mighty shield that could protect him from every danger. Loc hacked and spat in Minh's direction. Gathering his will, Minh forced himself to look at Loc—a large man who always wore a New York Yankees baseball jersey. Loc's face was prematurely aged from years of smoking opium. His bloodshot eyes wandered slowly. His fingers were burned and battered. A mole on his chin sprouted thick hairs that fell halfway to his neck.

"Get over here," Loc said, pointing at his own chest.

Mai was closer to shore and bravely walked forward, feeling naked in her underwear. Loc reached for her hair and pulled her roughly ahead. She whimpered but made no effort to resist him. Seeing her in pain, Minh stepped faster. Loc's hand swung out with surprising speed, striking Minh on the side of the head. Minh's ear rang. His vision blurred. He felt as if someone had thrust a steel pole into his brain. Still, he didn't fall, for he knew that if he did, Loc would kick him. And kicks hurt even worse than cuts.

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