

TEACHING ENGLISH FOR JUNIOR HIGH SCHOOL STUDENTS IN RURAL AREA

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Abstract: *Teaching English in rural area is challenging task. The teachers have many difficulties in teaching and learning process, especially in teaching four skills of English. The minimum facilities and the student's motivation become the trigger of it. The purpose of this research was to identify the rural school facilities, second to identify the teaching English in rural area, third to identify the obstacles of teaching English in rural area. The Qualitative method was used in this research, Open ended questionnaire and interview were used to collect the data. The subject of this research was eight English teacher from eight different rural areas of junior high school in Bojonegoro. The result of this research showed that there were three main obstacles of teaching English in rural areas in Bojonegoro, first the minimum school facilities, second the low students' motivation and mind set, and third the minimum support of parents.*

Keywords: *Teaching English, Junior high school, Rural area,*

Abstrak: Mengajar Bahasa Inggris di daerah pelosok merupakan salah satu tugas yang menantang. Guru mempunyai banyak kesulitan dalam proses belajar mengajar, khususnya dalam pembelajaran 4 kemampuan Bahasa Inggris. Minimnya fasilitas dan motivasi siswa menjadi pemicu dari kesulitan tersebut. Tujuan dari penelitian ini adalah untuk mengidentifikasi fasilitas sekolah yang ada di pelosok, kedua untuk mengidentifikasi proses belajar mengajar Bahasa Inggris, ketiga untuk mengidentifikasi kesulitan dalam hal pengajaran Bahasa Inggris di daerah pelosok. Metode kualitatif digunakan dalam penelitian ini. Kuesioner dan wawancara terbuka digunakan untuk memperoleh data. Subyek penelitian ini adalah delapan guru dari delapan Sekolah Menengah Pertama yang ada di delapan daerah pelosok Bojonegoro. Hasil dari penelitian ini menunjukkan bahwa ada tiga kesulitan dalam pembelajaran Bahasa Inggris di pelosok Bojonegoro yaitu, pertama kurangnya fasilitas sekolah, kedua rendahnya motivasi dan pola pikir siswa, dan ketiga kurangnya dukungan dari orang tua.

Kata Kunci: Mengajar Bahasa Inggris, Sekolah Menengah Pertama, Daerah pedesaan

INTRODUCTION

Language is a powerful tool that we have as human. The idea can be expressed and understood by other people through the language (Di Pietro, 1994). Language is very important in education, the people can learn the knowledge through the language, and they can communicate with all people around the world through the language. The importance of learning language has no doubt. Besides learning the national language the students have also should be able to learn international language.

Teaching English in Indonesia is a challenging task, one of the reasons is because English is regarded as a foreign language and English is considered as a subject not as a language. In this issue the teacher should be able to give the appropriate material for the students based on the curriculum, they also should be able to motivate the students. English should be taught as a language in an interesting method and environment (Dasaradi and Kumari, 2016)

The suitable environment for learning English should be established. The teacher should be able to set the classroom into a comfortable place. The students can learn the language in a highly motivated way. In fact it is difficult to fulfill it in some rural areas in Indonesia. In the rural area there are limited access of internet, fewer skilled teachers, lack of parental support and educational resources. The government should step in to give the solutions to overcome those problems.

There are some studies that have been pointed out that there has been an education crisis that affects the country's development and the rural population is having a great impact on this situation. The main reason is that cities have significant resources in education while in rural areas is highly inconsistent with people's learning needs (Cheung, 2021).

In teaching English there are four skills that should be taught those are Listening, Speaking, reading, and writing. Those four skills cannot be separated and should be taught simultaneously. The aims of this research were, first to identify the rural area facilities and system in teaching English, second to identify the teaching English in rural area, third to identify the obstacles of teaching English in rural area.

METHOD

In this research, the qualitative research design was used to describe the natural setting of the subject. Qualitative approach to gather information about English teachers' obstacles in teaching English in Listening skill to the junior high school students. The subject of this research was the English teacher from rural areas school in Bojonegoro. Creswell (2014) defines qualitative research as the "the exploration and understanding of the meaning of individuals or groups who are deemed to be social or human problems."

To get to know the actual picture of teaching English in rural areas of Bojonegoro, 8 Junior high schools from rural areas of Bojonegoro were selected. The primary purpose of this research was to find out the teachers' difficulty in teaching English in rural areas, therefore questionnaire and interview were used to find out the data from the teacher. There were open ended questionnaire and interview.

RESULT AND DISCUSSION

Profile of the school

In this research there were 8 junior high schools in Bojonegoro becomes the objective of this research. Those 8 junior high schools is located in rural areas in Bojonegoro.

Table 1. Profile of the school

No	Name of the school	Address
1	SMP PGRI Ngraho	Jl. Raya Ngraho, Glagah, Kalirejo, Kec. Ngraho
2	SMP PGRI Kanor	Sawah, Kedungprimpen, Kec. Kanor
3	SMP PGRI Ngasem	Jalan Raya, Kolong, Kec. Ngasem
4	SMPN 2 Sugihwaras	Panunggalan, Kec. Sugihwaras
5	SMP Muhammadiyah Kedungadem	5 Jl. Puk No. 598 Tlogoagung - Kedungadem, Tlogoagung, Kec. Kedungadem
6	SMP Muhammadiyah Sugihwaras	6 Jalan Raya Sugihwaras No. 660, Sugihwaras, Kec. Sugihwaras
7	SMPN 1 atap Soko	Wedekan, Soko, Kec. Temayang
8	SMP Al Mutamakin	Desa Semen Pinggir, Semen Pinggir, Kec. Kapas

Profile of the Teacher

In those 8 schools there are 8 English teachers that becomes the subject

of this research, and the profile of the teacher are

Table 2. Profile of the Teachers

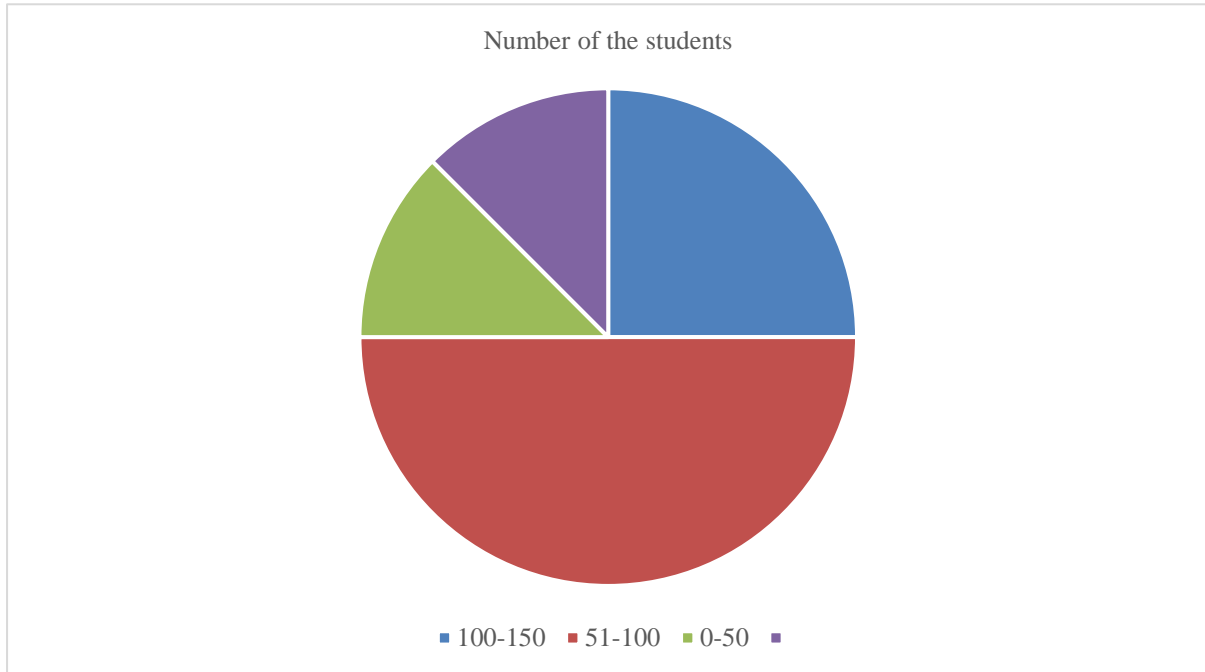
No	Name	Age	Gender	Teaching Experience	Educational Background
1	IW	46	Male	19 years	Bachelor degree of English Education
2	YN	33	Male	19 years	Bachelor degree of English Education
3	C	35	Female	11 years	Bachelor degree of English Education
4	LV	44	Female	22 years	Bachelor degree of English Education
5	J	27	Male	5 years	Bachelor degree of Mathematic
6	SM	40	Male	18 years	Bachelor degree of English Education
7	KK	37	Female	12 years	Bachelor degree of English Education
8	NH	32	Female	10 years	Bachelor degree of English Education

87.5% of the teacher are graduated from Bachelor degree of English Education. 87.5 % of the teacher are having more than 10 years teaching experience, it means that they are probable enough to teach at that place and they know the obstacles of teaching English in

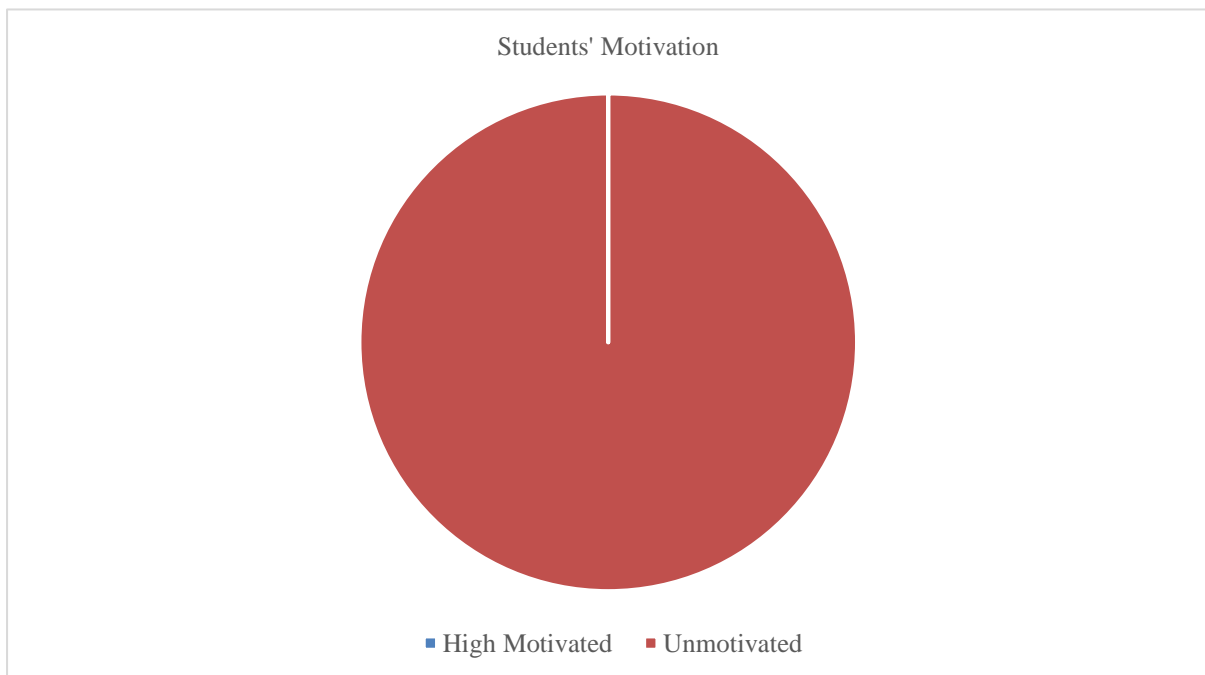
those rural areas. While there were 12.5 % of the English teacher was not from English Education.

Profile Of the students

1. Number of the students in the school

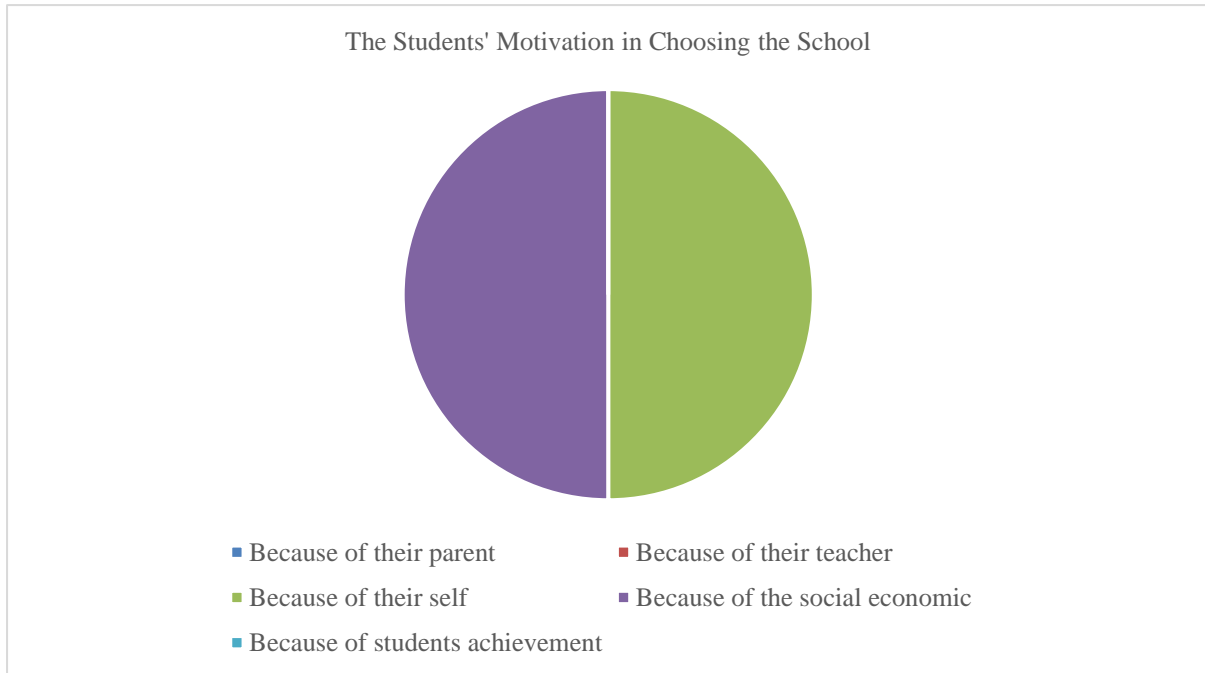


The location of the school affected that 50 % of the number of the students in rural area are between 51-100. to the number of the students. It showed



The result of the questionnaire showed that 100% of the teachers stated that their students is unmotivated in learning English. The reason is because the less support of the parents, the economic situation, unsupportive environment, and the students' mindset in learning English.

3. The student's motivation in choosing the school

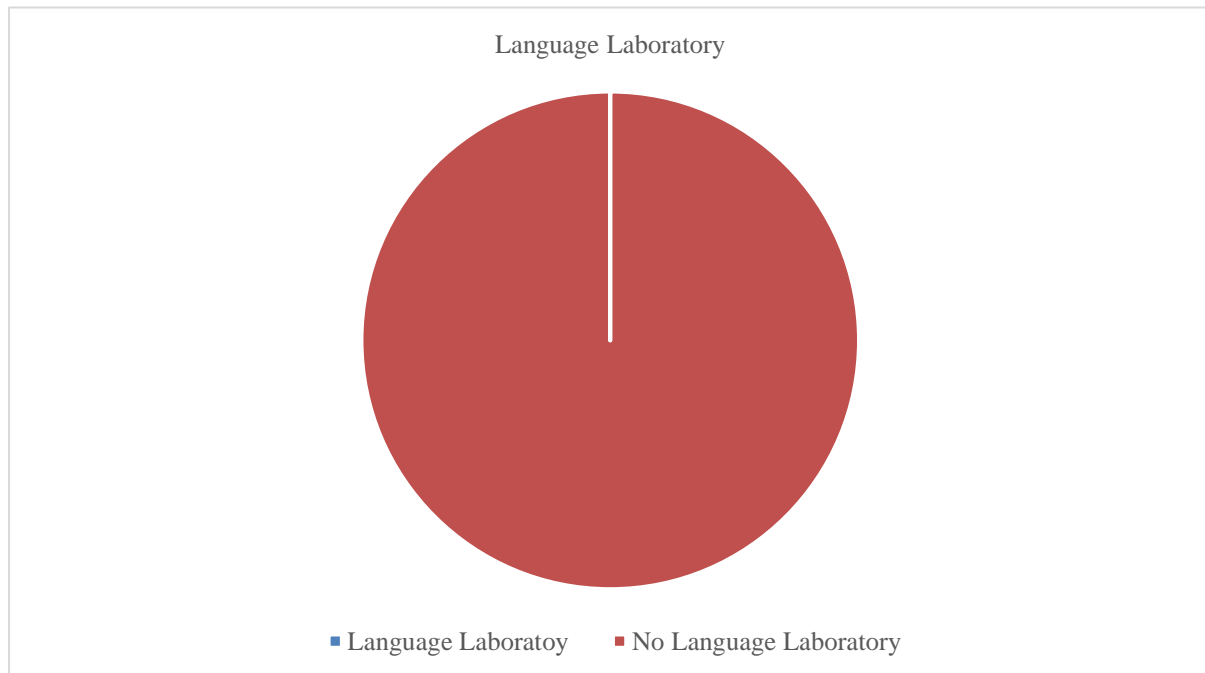


The students' motivation in choosing the school is affected to their motivation in learning. And based on the questionnaire 50% of the students choosing the school is because their economic situation and 50% other stated that they choose the school because of their

self. There is no parents' role of the teachers' role in choosing the school.

Rural Area Schools Facilities

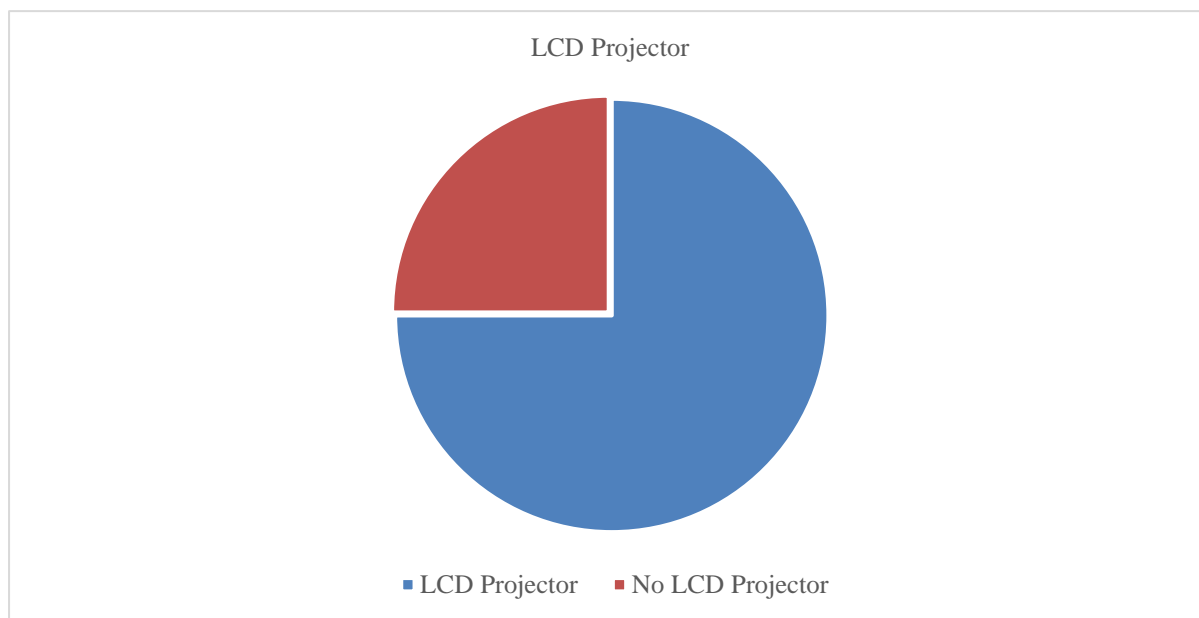
1. Language Laboratory



There was 0 % of the school having language laboratory, the teachers was using portable sound when they wanted to have listening section. This is the reason why the teacher are rarely give listening for their students. While as we know listening is one of

the important part of teaching English. Listening give the students experience of learning English in real situation of native speaker.

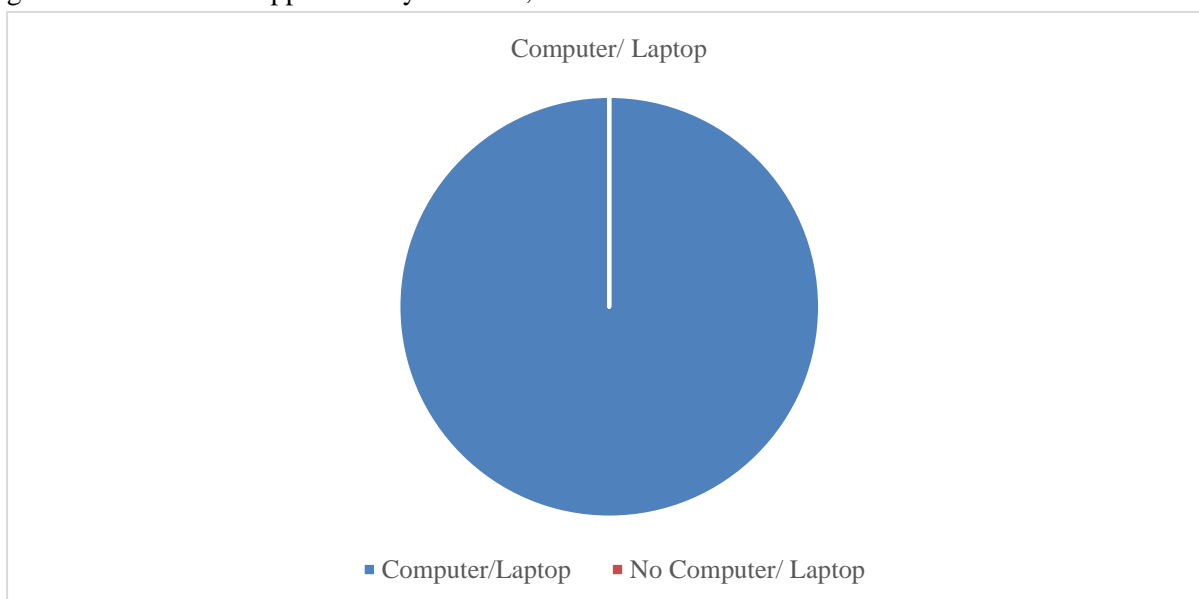
2. LCD Projector



Based on the result of questionnaire and the field observation there were 75 % of the school having LCD Projector. Unfortunately the teacher were rarely use it because there were only one or two LCD in one school. Therefore the teachers were rarely give the Video for supplementary material, if

they wanted to play the video for the material they had to bring their own laptop, the students watched the video by using the teacher's laptop and this is ineffective.

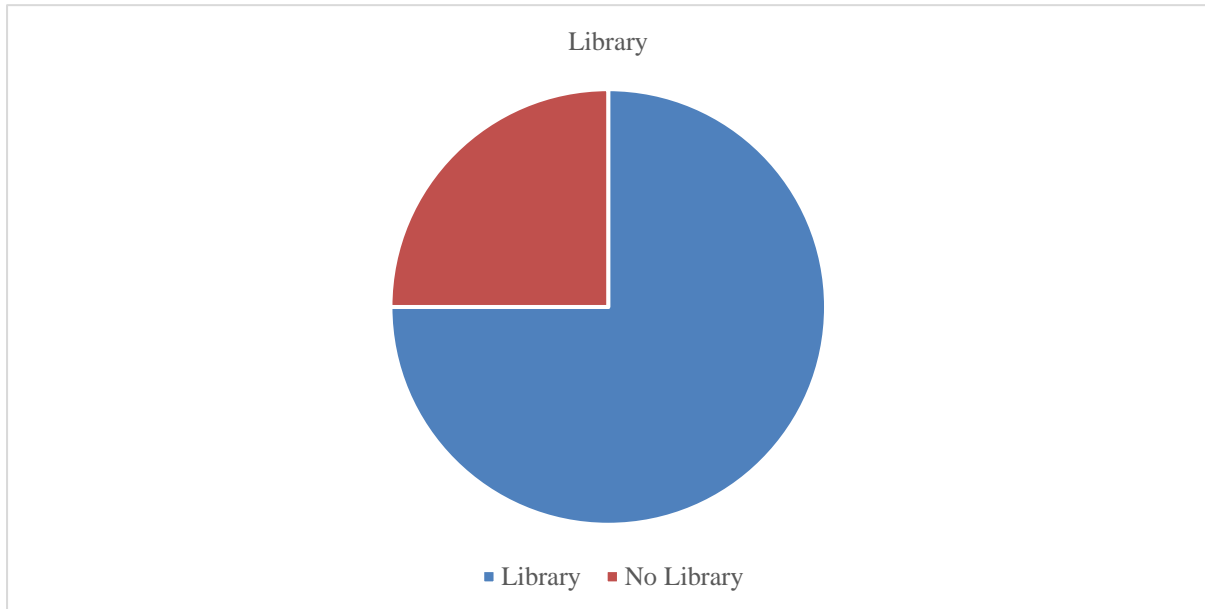
3. Laptop/ Computer



There were 100% of the rural areas schools have set of computer or laptop. The computer was used for administrative purpose. It was rarely used for teaching

and learning process. The teacher teach the students by using text book.

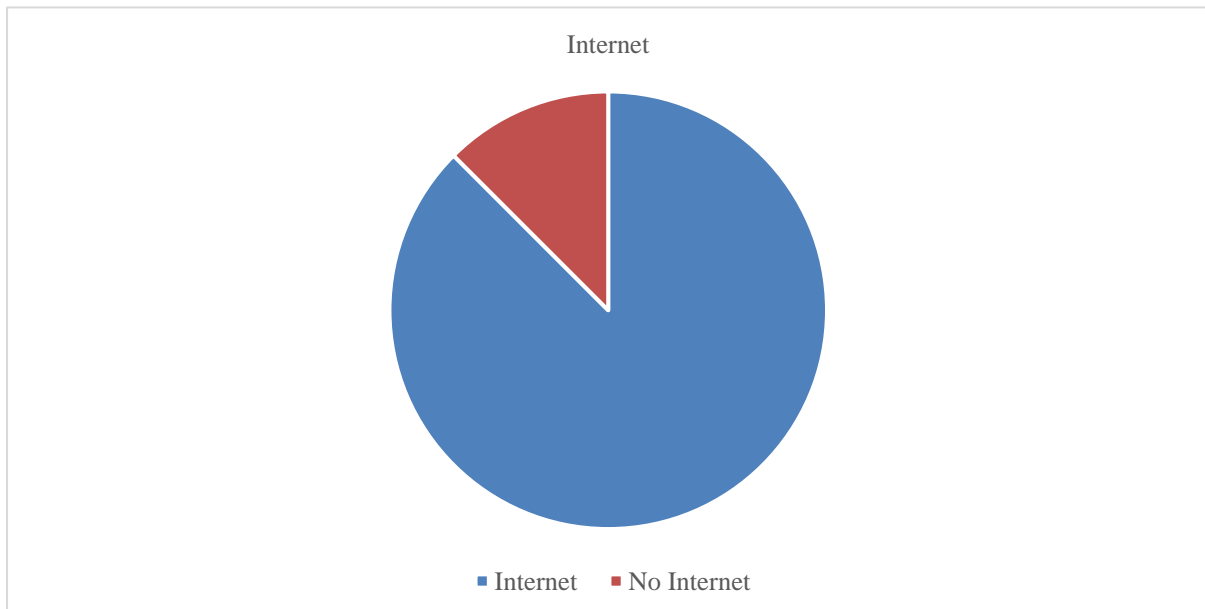
4. Library



In learning English the students need a lot of sources especially in books sources. Unfortunately there were limited English books in the school library. In Fact that there were 25% of the rural schools have no library.

It is difficult for the students and the teacher be able to improve the quality of education in the limited facilities of library.

5. Internet



On the internet facilities, there were 87.5 % of the school having internet access and other 12.5% have no internet access.

Although there was a Wi-Fi or internet facilities at the school but there were some of the schools having minimum signal. If the

students and the teachers wanted to access internet they should provide it by them self. Therefore the students becomes more passive and depending on the teacher.

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The teacher were rarely give the listening section because of the minimum facilities. The teachers should provide the material and equipment for listening by them self. The teachers have less time and equipment in providing listening section for the students. This problems should be known and understood by the leader of the school and the government, because they have the right to develop more effective school systems and raise levels of the student learning and achievement (Hopkins and Levin, 2000)

In speaking skill the teacher were given time to the student to speak up, but unfortunately the students were passive and only few students were able and wanted to try speaking in front of the class. The minimum ability in speaking were affected by the minimum time of listening, they have no enough experience and example for speaking.

Reading and writing were become the material that often be taught in English classroom because it was provided in text book. It was easy for the teacher to control reading and writing class. The effect of teaching reading and writing most of the time is the students become passive in English because they are rarely given time to speak up or having the real example of listening from native speaker.

English text book and internet were become important source in teaching English. There were a lot of English materials that freely to download. The up to date English material were easy to find on the Google and other platform. Unfortunately the availability of internet access sometimes blocked by the minimum signal in rural areas.

The Obstacles of Teaching English in Rural Area

There were some obstacles faced by the teachers, those are:

1. The minimum school facilities

There were no language laboratory in those 8 rural schools, while the language laboratory is needed for both the teacher and the students to learn English. The expensiveness of building the language laboratory is become one of the reason. This problem can be solved with the use of portable sound and laptop but unfortunately there were no laptop that specially used for classroom.

The references of English text book was limited. The students and the teacher were only have one or two text books. While the other sources should be found on the internet by the teachers. Based on the result in some school there were internet facilities but in minimum signal, it makes the teacher should try to find out the material and download it outside the school and with their own internet.

2. The students motivation and mind set

The teacher were try to give the best teaching material but the students are having low motivation. The students thought that English is a difficult subject and it's possible for them to master it. They have no willing to learn English more. They only tried to do the exercise and pass the exam. They never think that in the future they will need it. While the motivation is the important aspect in success learning. Motivation plays the role in language learning and students need to initiate the steps towards language learning. As conclusion, students' beliefs, actions and effort that take precedence in becoming successful language learners. (Yunus and Nur rashidah, 2011)

3. The minimum support of parents
There are some reasons why students became silent or passive were divided into various factors, such as: local environment, inadequate family support, the school context, low motivation, and lack of language (Mulyono, 2020). The less support of the parents becomes one of the reason why the teaching of English in rural area is difficult. Most of the students' parent are farmer. They never thought that one day their children will become the leader of the country, they have no ambition of having better life and better condition. Those belief make the students have no passion in learning especially in learning English.

SUGGESTION

To overcome the problems in teaching English in rural areas there are some suggestions. Those are:

1. Increasing school facilities
Facility is one of the important aspect in teaching and learning process. The good facilities will develop the teachers' and students' skill. The teacher will be able to teach with up to date materials and method, while the students will have a lot of opportunities to develop their knowledge and skill in English. The school facilities is very important part in developing the students' learning outcomes and students' learning motivation (Susanti, Lian, Mulyadi, 2021).
2. Training experience for the teacher in order to increase the students' motivation
Training for the teacher is needed to overcome the motivation problem of the students. Although the teacher experience is more than 10 years but the teacher need an up to date material and method to teach. The new methods and materials will give refreshment both for the teachers and the students. Training for the teacher can be used to improve teacher quality and student educational performance in

developing countries, has also been included as an important component in social development programmes. (Rao,2019)

3. Increasing Teacher's salary
In rural areas the teacher's salary is quite low. Therefore the teachers need another side job to fulfill their needs. It makes the teachers less focus on teaching and learning process. Therefore increasing teacher salary is needed to develop the quality of teaching and learning process in rural areas. Increasing teacher's salary can also attract high quality teacher to teach in rural area (Cheung, 2021).
4. Increasing Parental Support in the English Learning.
The involvement of the parents in learning process of English by the students could contribute positively to their learning achievement and motivation (Sumanti and Muljani, 2021). Therefore the support of the parents should be increased. One of the way is through showing the students' ability to their parents, give the student's collaborative task with their parents. For example the students should make a video explaining about their family tree with their parents, or the students should make a letter for their parents in English and should be given to their parents.

CONCLUSION

Based on the result of the research showed that there were three obstacles faced by the teacher in teaching English in rural area, first the minimum school facilities, second the low students' motivation and mind set, and third the minimum support of parents. Based on those obstacles the researcher give four suggestions to overcome it, first increasing school facilities, second training experience for the teacher in order to increase the students' motivation, third increasing teacher's salary in order to attract high quality

teacher to teach in rural area, fourth increasing parental support in the English Learning.

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