

ENGLISH LANGUAGE TEACHING ISSUES ENCOUNTERED BY ENGLISH TEACHERS IN RURAL SETTINGS OF EAST LOMBOK

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ABSTRACT

The purpose of this research is to investigate the framework of questions concerning the challenges faced by English instructors in remote areas of East Lombok. In this study, a qualitative approach was used. This research was carried out in East Lombok, using purposive sampling. This survey's participants are six teachers from Sambelia, Sembalun and Wanasaba sub-district schools, specifically the educators at SMPN 2 Sambelia, SMP Islam Darul Ilmi Otorita, MAS Maraqitta'limat Al-Hamzar Belanting, MTS Maraqitta'limat Sembalun Bumbung, SMKS Maraqitta'limat Sembalun and SMK Sa'adatul Islamiah NWDI. This research used an interview technique that included a phone recording. The audio recorded interview questions were transcribed verbatim for proper analysis and interpretation. The findings of this study revealed that some rural teachers discovered some hindrances in teaching English such as limited infrastructure, time constraint, lack of parental involvement, students' low motivation, and less English application. It is uncovered that the education in rural schools of East Lombok remains unsatisfactory due to numerous barriers in the teaching and learning process.

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Keywords: English Language Teaching, Issues, Rural Settings.

INTRODUCTION

English's significance in the modern era of globalization and internalization cannot be understated since it is the most widely spoken language in the world which is growing quickly. In this case, Martiana (2019); Ab Aziz et al (2019); Rao (2019) claim that no one can deny the importance of English because it is the language that is most widely used worldwide, rising swiftly which is also regarded as an essential language to master. For this reason, it is crucial for learners to recognize the value of learning and mastering the language of international communication in order to increase their competitiveness, to expose themselves to more opportunities, and to improve their social mobility in facing the

global context (Shan & Abdul Aziz, 2022). Therefore, it is a must for the learners to master the English language if they want to make more available chances or to grow up the social scale for themselves within the international context. Rao (2019) also affirmed that English is the most widely spoken and most widely used language in almost all the major fields around the world. It deserves the position of an international or global status in order to fulfill the needs of the people who live in various regions across the world by speaking different languages.

In Indonesia, English is the most commonly spoken foreign language. As a result, it becomes one of the compulsory subjects from junior high school and all

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students are required to learn at school. However, it is a challenging task for English mentors to teach English as a foreign language (EFL) in Indonesia. One of the obstacles to teaching English for the EFL students is that they lack the vocabulary which makes them not actively take part in class. The main issue in teaching English to students is that they lack vocabulary knowledge, which prevents them from understanding the material and prevents them from participating in the classroom (Fareed, M., et al.). Moreover, the lack of confidence among the students makes it difficult for English language teachers who are teaching English to speakers of other languages. According to Arifin, W. L. (2017) students who lack confidence also suffer from poor self-efficacy, which is impacted by feelings of being "dumb," "worthless," and less "intelligent" than others. These students are unaware that everyone else is likely to be smarter than they are. In Addition, The inadequate means of English instruction provided to students at school presents a challenge for the teacher. The school's facilities did not assist the process of teaching and learning English (Songbatumis, 2017).

English language instructors consider teaching English to be challenging, especially in remote Indonesian schools where the students have little exposure to the language. The primary issue of the English teachers in remote areas of Indonesia is that the students are experiencing financial difficulties. Due to this economic problem, the majority of the students only have one English book from the school library. Beside that, some pupils have only a small dictionary. As a result, when their teachers ask them to look up the meaning of words, they frequently cannot find them in their dictionary (Prabowo & Akmal, 2019). Apart from that the learners' enthusiasm hinders English language instruction in the rustic area. Students' disinterest in learning English makes it difficult for educators in rural Indonesian schools to convey the English instruction (Febriana et al., 2018).

Several studies have been carried out on the issues faced by English teachers in rustic Indonesian schools. However, this has never happened in West Nusa Tenggara, particularly in East Lombok. As a result, This

study attempted to investigate the framework of questions on what the challenges of English instructors in the remote areas of East Lombok. Moreover, this study is a qualitative research of six high schools in East Lombok. In addition, the research question of this study is; what are the teachers' barriers of teaching English in some schools of East Lombok rural settings?.

LITERATURE REVIEW

Rural Indonesian Teachers

The quality of teachers in rural areas are commonly less than the urban school teachers. In this case, the lower quality of teachers in rustic areas compared to urban teachers is due to the following reasons: the city's teaching staff is usually complete and has taught based on their educational background. Employers are rarely in short supply in urban school. However, there is still a teacher shortage in some rural schools. When the remote schools lack teaching staff, one teacher teaches multiple subjects. In this case, Hargreaves et al (2009) added that rural schools are frequently perceived to be of lower quality when compared to urban schools. In addition, other infrastructures, such as libraries and laboratories, are more complete in urban schools than in rural schools, and are less complete in remote schools due to funding issues. The effectiveness and success of the implemented curriculum are also determined by the completeness of the facilities.

On the other hand, Educators in rural schools can improve their skills by attending some training courses. Wang et al (2019) declared that to develop the educators of rural settings skills of teaching, they can undergo professional development courses and an attestation process every five years. Also, the representatives of the regional education department regularly visit schools to check teachers' portfolios and observe their lessons. Additionally, there is a six-level teacher appraisal system, which motivates teachers to grow professionally. According to this new appraisal system, there is a clear career-ladder for teachers to move from a lower category of teachers (trainee teacher) to the highest

category (Master Teacher) based on his/her performance and professional learning.

Previous Related study

Previous research tried to look into the troubles that rural teachers face. Some of the difficulties have seemed to be universal. In line with this, Khulel (2021) investigated some difficulties that English teachers encounter once teaching English to elementary school students in Baureno, East Java. The teachers found challenges such as The students' socioeconomic status and the condition of English in the school. In addition, Parents of students play an important role in the success of the English curriculum in primary schools. Academics have recently noticed socioeconomic differences. An earlier study has found that students' social-economic status, as measured by parental income, educational background, and/or occupation, is related to their academic English development and achievement at school.

Furthermore, Febriana et al (2018) conducted a research on the teacher challenges in rustic areas. The following challenges are identified for teachers while teaching in rural Indonesian schools: facilities, source of teaching, language problems, parent thinking, instructor insufficiency, pupil mastery, and the student viewpoint. Additionally, Saiful & Triyono (2018) investigated a study on reflections of instructor on teaching English to rural EFL students. This study discovered that the main challenges faced by EFL teachers in rural areas were a lack of facilities and learning resources, as well as students' demotivation and proficiency in English..

METHODS

Qualitative approach was applied in this study to collect information about English mentors' challenges when instructing English in rural schools of East Lombok. Qualitative method is the investigation and comprehension of the meaning of people or groups considered to be social or human issues. It offers a few advantages, such as providing a comprehensive point of view of a few people and recording the participants' voices. It is also based on the respondents' perceptions rather than the researchers', and it

appeals to people's enjoyment of narratives (Creswell, J. W. 2014). As a consequence, in this study, the author used the qualitative approach to look deeper into the difficulties encountered by English mentors when teaching English in the rustic area of East Lombok.

This study was conducted in East Lombok particularly in Sembalun, Sambelia, and Wanasaba sub-districts which applied purposive sampling. According to Kelly (2010: 317 in Campbell, 2020) Purposive sampling is employed to pick participants who are the most likely to provide relevant and useful data and is one whose character traits are characterized for a specific study purpose (Andrade, 2021). Rai and Thapa (2015) also declared that purposive sampling is based on the researcher's discretion in selecting the units to be studied (e.g., individuals, instances, events, or a set of data) Typically, the sample under investigation is quite small, particularly when compared to probability sampling methods. The primary objective of purposive sampling is generating samples that can be reasonably considered to be representative of the population. Therefore, it is thought to be appropriate to conduct the research in these three districts because they are included in rural areas.

This study's participants are six teachers from Sambelia, Sembalun and Wanasaba sub-district schools, specifically the educators at SMPN 2 Sambelia, SMP Islam Darul Ilmi Otorita, MAS Mara'qitta'limat Al-Hamzar Belanting, MTS Mara'qitta'limat Sembalun Bumbung, SMKS Mara'qitta'limat Sembalun and SMK Sa'adatul Islamiah NWDI. To collect the data from the participants, interview technique was used in this study. Ruslin (2022) claimed that the interview primarily serves to delve into a person's or group's life story. This research implemented open-ended questions with a semi-structured interview to give participants more chance to elaborate on their challenges when teaching English to the learners. According to Magaldi and Berler (2020), a semi-structured interview is an explorative interview that is typically focused on the main topic and offers a general pattern. Semi-structured interview also has a flexibility that

enables the researchers to stimulate or encourage the interviewee if they require more information or find what they're saying intriguing.

In addition, the following questions were given to the participants: (1). What are your thoughts on English being taught in a rural school?, (2) Does the facility become a challenge in teaching English in the rural school? (3) Do the students have an interest in learning English?, (4) Do the students have a big motivation to learn English?, (5) do the students always practice their English?, and (6) what is the attitude of the students towards English?. These interviews used a recording from the phone. For appropriate analysis and interpretation, the audiorecorded interview questions were transcribed verbatim. The interviews took 3-14 minutes and were performed in Indonesian instead of English in order to obtain accurate information.

RESULTS AND DISCUSSION

This study investigates the difficulties that English teachers face when teaching English in rural areas of East Lombok. In this study, the teachers found several problems when teaching English in the rustic settings. The challenges that educators encountered were limited infrastructure, time constraint, lack of parental involvement, students' low motivation and less English application.

Limited Infrastructure

Infrastructure is essential to the teaching and learning process. A good infrastructure is able to assist the students to follow the teaching and learning process more effectively. Participant 4 & 6 stated that the unavailability becomes a problem when teaching English in the rural area.

When it comes to honing all skills, such as listening, infrastructure is limited. There is no language lab. Speaking, writing, and reading are the only skills that can be improved (Participant 4 & 6)

In line with this case, Songbatumis (2017) added that the school's available facilities did not accommodate the English teaching and learning process, such as a LCD projector and a limited sound system with only one device that could be utilized by all teachers.

Furthermore, both of the participants above considered that facility is a crucial thing that has to be available at school to improve the English skills of the pupils. Whereas, due to the unavailability of infrastructure such as a language lab, the English mentors have a difficulty to improve the students' English listening skill. On the contrary, Participant 2 stated that the infrastructure is not a challenge anymore at school when teaching English.

Facilities are not a problem because they are quite complete after becoming a guru penggerak or driving teacher (participant 2).

According to Sibagariang et al (2021) Driving teacher (guru penggerak) is a teacher who moves other teachers in independent learning to develop the potential of students holistically. This teacher must have the ability to manage learning effectively and must be able to create good relationships with students in the community in addition to using existing technology to improve the quality of education.

Time Constraint

English tutors require a certain number of teaching hours in order to deliver the materials effectively. However, this presents an issue for the educators. Instructors' opportunities to teach English are severely limited due to the limited number of hours per week. This is one of the issues that teachers in rural areas face.

One of the challenges of teaching English is a lack of teaching hours, as classes are only held once a week for an hour and a half. In contrast to instructing English at some courses, for example, in kampung Ingggris Pare, there are many teaching hours from morning to night. So, after one month, the learners can already communicate in English (Participant 6)

According to this participant, the insufficient time for teaching English at school has turned into a challenge when teaching English. As a result, it takes a long time to teach students to speak English, whereas in courses such as Kampung Ingggris Pare, students can communicate in English in one month because the teachers in this course have a lot of time to teach English, namely from morning to night.

The previous researcher also addressed the issue of limited time in teaching English. Teaching for 2 x 35 minutes per week is insufficient because the students forget what they learned in the previous session. As a result, teachers must spend the next week reviewing previous materials, which takes a long time (Khulel, 2021).

Lack of Parental Involvement

Both educators and parents play an important role in the students' educational success. In other words, The success of student learning at school is influenced not only by the teacher, but also by parental involvement. This lack of support from the parents becomes one of the problems faced by the educators in the rural area.

Parental involvement is lacking; the world of education requires parents to play a role in supporting this education. They simply sent their children to school, and it was over. They do not encourage children to study at home (Participant 1 and 3).

As a result, teachers have difficulty teaching English due to this lack of encouragement from parents to study at home. The instructors also only have a short time to teach the students at school. While at home, the learners have a lot of time to study. If their parents encourage them to study at home, the students will still master the last material given by the educators. Participant 1 explained that the teacher instructs students to memorize vocabulary at school. They are able to memorize it, but when the pupils return home and are preoccupied with games, they forget the vocabulary when entering the class for the next meeting.

In relation to this matter, Đurišić (2017) stated that academic achievement is linked to parental involvement. Children that have parents who are actively involved in their education benefit more than children who have parents that are passively involved. It means that the parents have a significant role for the success of the students in education. On the other hand, some parents cannot support the students to study at home as they are busy with their work. Masturi et al (2022) stated that due to long working hours and the need to earn more, parents were not able to support or assist their children's learning continuity

and language fluency at home, which eventually resulted in incomplete homework or at-home tasks.

In this case, parents may get involved to support the students' success in education by implementing the six Epstein's types of involvement of parents. According to Razalli et al (2015) those six types are parenting, communication, voluntary aid, learning at home, decision making, and working with the community. parenting is suggesting a home environment that promotes learning at school and Implementing the appropriate health, education, and nutrition support program. Communication is doing a seminar with parents and an open day with teachers on information about the child's progress. Voluntary aid is volunteering at school with parents. Learning at home is sharing the information in teaching and learning using appropriate techniques and methods. Decision Making is participation of parents and Teachers in the school's program and events. Working with community is Information sharing, service integration, and alumni participation.

Students' Low motivation

The motivation of students can determine their success in learning. Students who are highly motivated to learn tend to get high achievement, while students who are less motivated to learn tend to achieve less. High and low motivation can determine a person's level of effort or enthusiasm for doing activities, and high and low enthusiasm will, of course, determine the results obtained. Furthermore, teachers in rural areas discovered that low student motivation to study is a challenge for them when teaching English.

Many students are unmotivated to study English. They do not participate in class because they are sleepy, and some students bring cellphones to school (Participant 4 & 5).

However, participant 6 stated that pupils are enthusiastic about learning English, but only in the classroom; at home, they are unable to develop themselves. In addition, Students who are highly motivated to learn will seek out material on their own and will be enthusiastic in class as well. Lestari (2020)

declared that when the students were interested in learning English, they would try to find the lesson and study on their own. They'd be delighted to perform in front of the class. The students considered English to be one of the most important languages to learn.

Less English Application.

It is crucial to have a spot where the learners can practice their English that they have already learned at school. The more opportunity to practice English, the better it gets. Whereas, participant 5 stated that the students do not have an environment to practice their English; they can only practice their English at school during the English class.

Students have no place to implement their English other than at school. They also associate more with Indonesian and Local language, so when they return home from school, their knowledge gradually decreases due to the lack of application of English (Participant 5).

Implementing English is important for the students because it can boost their speaking skill that the teacher taught at school. In line with this, Mega and Sugiarto (2020) claimed that people can improve their English speaking skills by actively interacting with others. Thus, actively speaking English can improve the speaking skill.

CONCLUSION

The findings and discussions above demonstrate that this paper looks into the English language teaching issues faced by English teachers in rural settings of East Lombok. It is clear that the teachers in rural areas especially in East Lombok still find some challenges such as limited infrastructure, time constraint, lack of parental involvement, students' low motivation and less English application. It means that education in rural schools of East Lombok remains unsatisfactory due to numerous barriers in the teaching and learning processes.

To cope with the limited infrastructure, It is critical for the government to provide equal access to educational resources and infrastructure, similar to what has been provided to urban or town schools to run the

teaching and learning processes well. Furthermore, Teachers should be given more time to teach English at school, for example, twice or three times weekly. In addition, Parents may follow the Epstein's types of involvement of parents such as, parenting, communication, voluntary aid, learning at home, decision making, and working with the community.

Moreover, in order to motivate unmotivated students to learn English, teachers may employ a fun teaching method. Besides that, for those who use English infrequently, the instructors can establish an English speaking club where students can practice their English. As a whole, it is hoped that this research will help to provide a comprehensive guideline to parents, educators, school officials, policy makers, and other stakeholders in order to ensure effective English language teaching in rural areas.

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