

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of the research. The researcher will provide data regarding learning English in rural schools which includes barriers and the most dominant ones faced by English teachers, these barriers are classified into several parts.

#### **A. Findings**

In this section, the findings that are displayed based on the two research questions posed as follows:

##### **1. The Barriers of English Teachers in Teaching English in Rural Areas**

The findings from the first research question are presented in close relation to the barriers faced by English teachers in schools in rural areas. The data resulting from teacher observation and English teaching activities are shown in the form of narrative text below to validate the qualitative analysis and also verified with reduced interview data. The findings are that students' stereotypes towards English, students' attitudes are poor during learning, students' difficulties in vocabulary mastery, and the use of digital dictionary from students' phones. Then it is reported in the following order:

**a. Students' Stereotypes towards English**

In this finding, it can be concluded that rural school students have unusual stereotypes in English subjects, in which students think that English subjects are too difficult for them so that they think it is not as important to learn English as other subjects. This finding is based on the results of interviews with teachers who teach directly to rural school students.

*"As a teacher, it's a little difficult to change all students' thoughts about English because that opinion already exists and grows in rural areas" (Informan B, 2022)*

The teacher provides information that stereotypes like this start with the students' assumption that English is too difficult to learn, they argue that what is important for rural school students like them to be fluent or master English. For most students (not all), they learn English for the sake of the National Examination. Opinions like this then become stereotypes for students and spread and make most rural school students underestimate the ability to speak English in the future. The teacher also added that stereotypes like this made students' interest in learning English low, besides that students' motivation did not increase and caused students' activeness in the class to not be honed either.

### **b. Poor Students' Attitude during Learning**

In this finding, it can be inferred that the attitude of students in learning English is still impolite. During English learning, only few of the students actually listened to the teacher's explanation. There are various kinds of behavior that students do during English learning, one of which is speaking when the teacher is explaining the material. This is also one of the reasons for the difficulty of students understanding the material even though the teacher has reprimanded them, but because of the teacher's lack of assertiveness and the difficulty in controlling students makes the attitude students are not good during learning. Apart from that, one of the students' actions that saddens the most is exchanging the "middle finger" with fellow friends, as it is known that this dishonorable thing is a culture from the West which has a crude meaning, it is very inappropriate to do during serious learning.

*"In my personal opinion, the behavior of students like this is predominantly caused by their environment outside of school, ya, we can say this is a rural environment"*  
(Informan B, 2022)

Based on interview data, the two teachers also confirmed the lack of student attitude during learning. Things like what has been mentioned earlier are not met by teachers once in a while but at several times while the teachers are teaching. Teacher A said that this unfavorable attitude occurred due to the influence of the student's environment which was still underdeveloped, students

were still unable to distinguish between appropriate behavior and inappropriate behavior during the learning process. Teacher B also added that in terms of student attitudes, the teacher always tries to give directions and reprimands for the good of the students themselves as long as the teachers see and find bad behavior or attitudes from students.

### **c. Students' Difficulties in Vocabulary Mastery**

From this finding, it can be inferred that the ability of rural school students in terms of vocabulary is still very low. Of the three classes at the school, there was no class that actually had proficient vocabulary skills. Most students still rely on dictionaries for every search for words or sentences that students need. The weak mastery of students in vocabulary can be seen from how their behavior during learning takes place, for example when the teacher asks "*what is the English from the newspaper?*" then none of the students could answer directly to the question, students were busy looking for dictionaries, even though the vocabulary asked by the teacher was included in the easy vocabulary category. Almost all the words or sentences that were asked were always looked up by students in the dictionary and took quite a long time without wanting to try to answer according to their vocabulary mastery abilities.

Based on interview data. Teachers agreed with how weak the students' vocabulary mastery is. Teacher A told that even since the

beginning of teaching English, teacher A had never found a class where the majority of students actually had a rich vocabulary, even though teacher A never stopped giving directions and learning about the vocabulary so that students have a lot of provision in English. According to teacher A, the weak vocabulary is caused by the innate students in the rural who are not interested or motivated to learn English, and also the student environment that does not support the student's motivation. Whereas teacher B has an effort in the form of requiring students to mention certain vocabulary in the previous lesson and most students are able to mention this vocabulary because of demands from the teacher and the lure of rewards, although this way does not really affect core learning at least students remember one or more vocabulary at each class meeting.

**d. The Use of Digital Dictionary from Students' Phones**

*"I never thought that this effort would actually have a negative impact on me and the students, I think this is the right way to facilitate rural students' vocabulary" (Informant A, 2022)*

In this finding, It can be inferred that using a digital dictionary (translation application) on phones in learning English does not give good results even has a bad effect, this is because students do not use phones according to what the teacher instructs. Mobile phones, which should be used as a substitute for book dictionaries, have become translation tools, instead, students misuse

them to play games and open other things on their respective student phones. It is the students sitting at the back of the row who are seen abusing the use of phones. When the teacher asks students to look for words or sentences, some of these students will play games as if they are looking for what the teacher ordered, unfortunately, these students' actions are not known by the teacher because most of the teacher's only focus on the front row students so that the back row students do not affordable, this also makes it easier for them to play games or access other things.

Based on the results of the interview data, the teacher's intention of using a dictionary application on a phone is to make it easier and shorten the time for students to look up words or sentences. The dictionary application used is still offline (without network), they cannot use online applications due to signal limitations. The two teachers also agreed that using a mobile dictionary application was their effort in overcoming some of the barriers faced in rural schools.

## **2. The Most Dominant Barriers faced by English Teachers in Teaching English in Rural Areas**

The findings from the second research question are presented in close relation to the most dominant barriers faced by English teachers at schools in rural areas. The data resulting from teacher observation and English teaching activities are shown in the form of narrative text below

to validate the qualitative analysis and also verified with reduced interview data. The findings are the facilities from schools and villages that do not support learning English and teacher's ability in mastering English learning methods. Then it is reported in the following order:

**a. The Facilities from Schools and Villages do not Support Learning English**

In this finding, it can be concluded that the facilities which are one of the important points that support learning English are still inadequate, both facilities from schools and facilities from the village. The condition of the school which is still in a remote place makes the school one of the institutions that get influence of the village's underdevelopment. This rural village has problems with various things, one of which is electricity, electricity in this village only works at night from around 18.00-07.00 central Indonesian time (WITA) otherwise during the day, the electricity will not work. In addition, this village also does not yet have an internet tower facility, which means that the internet network in this village is also not fulfilled.

Over time, the internet network can be accessed, but unfortunately only in certain locations such as mountains where people farm or -other high locations while in residential areas, the network is still very difficult to access including in schools, even this network can be accessed through network towers from the *Batubara*

company near the village and also from sub-district villages which are about two hour drive. As an educational institution that develops following developments in the location where the school is located, schools automatically experience a shortage in the right to learning support facilities. In addition to the deplorable state of the school, with the walls of all classes starting to peel off, teachers and students in the classroom also only use regular blackboards with markers and printed English books without using facilities that can be learning media such as LCDs and additional English books.

*"It is very difficult to provide the best English learning media for students while the village is still far behind in various fields, especially technology" (Informan B, 2022)*

Based on interview data, Teachers confirmed that school facilities were still far from advanced and qualified for the effectiveness of learning English. For LCD, teacher A said that the school already had a set of LCD equipment but was not supported by village electricity facilities which did not work during the day. Teacher B also gave answers about the library being not run properly by the school, the books in the library had not been added in the last few years and the condition of the books was also concerning which meant they had been damaged and torn apart. However, if the library is run properly and the books are updated every year it will also have an impact on learning English for students. English has a lot of unique material, the material is contained enough in printed books



in class but for English students, it is much more it is good if increase knowledge by reading English books such as story books, basic grammar, or other basic English books. This was also emphasized directly by the two teachers, even though students' enthusiasm for reading was quite high, unfortunately, English books themselves were difficult to find in the library.

#### **b. Teacher's Ability in Mastering English Learning Methods**

In this finding, it can be inferred that teachers are still very behind in mastering English learning methods. English has a variety of learning methods that are growing from time to time, such as the grammar-translation method to the silent way method, the method always develops following the development of the needs of students who are also growing. Teacher A uses the CLT (Communicative Language Teaching) method during learning but unfortunately it is not used in accordance with the characteristics of perfect CLT, where the teacher does allow students to discuss with each other to solve certain questions or topics but students who are less active in all things become the application of this method. not effective in learning English. Teacher B does not even use any method in teaching, teacher B just follows the path created by the teacher himself according to the abilities of his own students.

Based on the interviews, Teachers agreed that the method of learning English was something they had never learned before, this

was because the two teachers had never studied methods like this in college. Teacher A also said that he chose the CLT method to be implemented in his class because according to teacher A the CLT method was not too old-fashioned and outdated but could still be applied to rural area students even though it was not effective. Teacher A also added that these methods were learned by teacher A independently as a requirement to become an English teacher even though it is not in accordance with the education that Teachers have taken during college. Moreover, teacher B stated that he had never used any method in teaching English.

*"I tried to learn learning methods in English even though it was difficult because it was not within my personal reach, I started from methods that were easy and suitable for students here"*  
(Informan A, 2022)

## **B. Discussion**

After the data has been processed in the form of a description, this section presents a discussion of the findings from observations and interviews with the theories collected in chapter two about the barriers faced by teachers in schools in rural areas. The researcher discusses the findings into two objectives of this study: (1) The barriers of English teachers in teaching English in rural areas, (2) The most dominant barriers faced by English teachers in teaching English in rural areas.

## **1. The Barriers to English Teachers when Teaching English in Rural Areas**

The researcher discusses findings based on five barriers that affect teacher performance in schools (Anburaj, 2015), besides that there are also eight barriers faced by teachers teaching in rural schools (Endriyati, 2019). In order to discuss the findings effectively, the researcher divided them into two categories, namely several barriers that are in accordance with the barriers put forward in the proprietary theory (Anburaj, 2015) and (Endriyati, 2019) and barriers that are not appropriate.

First, there are three barriers that are consistent with the theory (Anburaj, 2015) and (Endriyati, 2019) based on the findings. Researcher found some specific things as follows:

### **a. Students' Stereotypes towards English**

Based on the results of interviews with teachers, researcher believe that the negative stereotypes of rural school students regarding English affect the effectiveness of learning and create many new barriers. Barriers that arise due to the roots of this negative stereotype are students' lack of interest in English subjects, lack of student motivation in learning English; low student motivation in class refers to the lack of enthusiasm and enthusiasm of students when learning in class (Mauliya et al., 2020), and the lack of student activity during the learning process; refers to the

inability of students to involve their body, mind, and all aspects related to the learning process on a regular basis (Paramita & Indarwati, 2015). In fact, all of these barriers were indeed found by researcher during observations and through interviews with teachers in rural schools.

In line with the results of interviews with previous teachers, Harlina and Yusuf (2020) also argues that English in rural areas is not widely known both in the school environment and in the community, so when they first meet English they think that English is something which is not too important to learn other than to answer the national exam. In addition, they were surprised that the language they had just met was a language they had never even known before, so stereotypes arose within them about difficulties with English.

The bad condition is further supported by the stereotypes of most parents in rural areas who think that education does not guarantee the success of their child's life (Du Plessis, 2014). In addition, parents of rural communities also do not want their children to leave their birthplaces for reasons of concern and prefer their children to work in the village rather than continue their studies or education seriously. Because of this, the knowledge gained through education is not so influential on the future of their children, including English.

### **b. Poor Students' Attitude during Learning**

From the observations and interviews, the researcher saw that the attitude of the students in this rural school was still not good in terms of learning. Attitude comes from people's feelings which are reflected in feelings of like or not like (Kurniawan et al., 2018) which can also be understood by a positive attitude and a negative attitude. Guido (2018) states that attitude plays an important role in the learning process because if students have a negative attitude, they will also have a negative attitude toward the teacher. In this study, the teacher provided information that students' negative attitudes grew because of the circumstances and environment of students who were indeed from areas that had not yet developed or were still in rural areas.

But apart from the teacher's reasons being true, the researcher felt the teacher also had a big responsibility for the growth of negative attitudes of students. Blazar & Kraft (2017) suggested that however, the way the teacher guides learning in class has a substantive impact on students' attitudes and behavior, which opinion proves that teachers also contribute to the emergence of this student's attitude. However, in essence, the teacher and students have a mutually sustainable role in the attitude of these students. Therefore, (Kurniawan et al., 2018) also added that the teacher must know the attitudes of students so that the teacher can improve the

lesson plan in class so that it is in accordance with the abilities of the students.

**c. Students' Difficulties in Vocabulary Mastery**

Through observation and interviews, researcher reported that the students' vocabulary mastery skills in rural schools were still low. Following the teacher's opinion that the environment and student circumstances which are rural students are the cause of their weak vocabulary, this is in line with the opinion of Ab dollah et al. (2016) that rural school students are indeed less proficient than students in urban schools. But after that, the findings of Ab dollah et al. (2016) showed that there was no significant difference in terms of vocabulary among rural and urban school students, however, there was indeed a difference in the frequency of students' vocabulary use. This can happen because the strategies that urban students have in improving vocabulary skills are more powerful than rural students. As is commonly known, vocabulary is closely related to the four English language skills which are speaking, listening, writing, and reading. Vocabulary also plays a very important role in conveying ideas related to four skills (Machfudi, 2022). Therefore, if students' vocabulary skills are weak, learning English at school will be less effective.

Second, there is a barrier that arises not from previous theories based on findings. The researcher found these barriers specifically as follows:

**a. The Use of Digital Dictionary from Students' Phones**

In this research, the researcher really appreciates and support the way teachers in this school use digital dictionary as an effort to reduce barriers that exist in rural schools. Using a digital dictionary is a modern way to increase student vocabulary and has the advantage of being easy and fast for vocabulary acquisition (Nomass, 2013). However, not all of these modern efforts apply to rural students, the proof is that in this school most students do not really use the digital dictionary to help them facilitate learning English, most students instead tend to do other things that are not related to learning.

Aamri et al. (2011), phones cannot yet be used widely in educational settings because of the negative reactions generated by phones and even some researchers prohibit the use of phones in class because they are considered "a source of distraction, delinquency, even crime". In terms of age too, children should not be given phones because they do not contribute to learning, and also using phones in class will cause other distractions and will only interrupt learning. For this reason, it is the teacher who should know more

about the use of these phones by monitoring students more thoroughly to avoid cheating students in using phones.

## **2. The Most Dominant Barriers faced by English Teachers in Teaching English at Rural Areas**

The researcher also discuss findings based on five barriers that affect teacher performance in schools (Anburaj, 2015), besides that there are also eight barriers faced by teachers teaching in rural schools (Endriyati, 2019). However, at this point the researcher suggests that the most dominant barriers of all barriers inventions are based on the results of observations and interviews. To discuss the findings effectively, the researcher divided them into two categories, namely barriers according to the results of interviews with teachers and barriers that the researcher chose through observations and interviews.

First, this is one barrier chosen by the teacher based on the interview findings. The researcher describes things specifically as follows:

### **a. The Facilities from Schools and Villages Not Support Learning English**

The researcher agreed with the teachers' opinion that village and school facilities that are not capable enough are one of the dominant barriers to the others. According to Gieling and Vermeij (2019), one of the functions of having village facilities is to carry out social functions as village infrastructure. Infrastructure means that can be physical or social in nature which includes buildings,



electricity supplies, bridges, internet networks, and so on. Meanwhile, the village where the school of researcher conducted the research is still far behind in terms of infrastructure which is no electricity, internet network, and school buildings that have not been advanced, based on the findings. One of the ways to achieve effectiveness in learning is by utilizing technology as a learning media (Puspitarini & Hanif, 2019), while this school cannot utilize existing learning media because of the condition of rural villages which are still lagging behind in terms of infrastructure. Therefore, schools are still very dependent on the condition of this rural village, if the village has not been able to advance existing facilities, schools will also be affected by this.

Second, there is one barrier that is the most dominant in the choice of the researcher based on the results of observations and interviews. The researcher describe things specifically as follows:

**a. Teacher's Ability in Mastering English Learning Methods**

The researcher concluded from the results of observations and interviews that the most dominant barrier in this school was teachers who did not master English learning methods. The researcher also realizes that the root of the teacher's failure to master this method lies in the fact that the teachers who teach in this rural school are not graduates of a Bachelor of English Education, but

uniquely both teachers are graduates of a Bachelor of Indonesian Language Education. Then a big barrier arises, how can teachers teach according to existing English methods when they have never studied these methods during college. This discrepancy in the placement of teacher abilities creates new barriers where teachers do not get enough teacher training and there is a lack of English teachers in rural schools, which according to Noom-Ura (2013) English graduates tend to like to work in other jobs with high wages such as flight attendants and tourism which avoid demands as teachers.

The teaching method in English is very important because the method is a procedural learning plan in other words, every procedure carried out in class must be in accordance with the chosen method (Setiyadi, 2020, p.6). The researcher believed that this reason makes learning English in rural schools inefficient, then all the barriers that the researcher gets from start to finish appear due to the inability of teachers to handle learning English that is not in accordance with their abilities.