



ELT Teachers' Difficulties at Elementary Schools in Rural Area

INFO PENULIS

Mulyadi Syahputra
Universitas Bina Bangsa Getsempena Banda Aceh
mulyadisya Putra@outlook.com

INFO ARTIKEL

ISSN: 2776-5148
Vol. 2, No. 2, Agustus 2022
<http://almufi.com/index.php/AJP>

© 2022 Almufi All rights reserved

Saran Penulisan Referensi:

Syahputra, M (2022). ELT Teachers' Difficulties at Elementary Schools in Rural Area. *Almufi Jurnal Pendidikan*, 2 (2), 108-112.

Abstract

This study highlights the difficulties of teaching English at primary level in rural areas of Aceh. The participants of the research were from Pining District, Gayo Lues, Aceh, Indonesia. Data was collected from twenty primary teachers including both male and female of government schools and the interview was conducted to two teachers randomly taken from the participant of the survey. Data was analyzed on SPSS version 25. A questionnaire gave to the teachers to express their views about difficulties of teaching English at elementary level in rural areas. The teachers described their difficulties related to socio cultural difficulties, students' lack of prior knowledge, students' lack of motivation, schools' lack of facilities and teacher' lack of training on their professionalism.

Key Words: Teachers' Difficulties, Rural Area, ELT.

A. Introduction

Teacher as human resources play significant role in education (Umar, 2021). Providing a qualified education means providing a qualified teachers to assist students not only in academic or extracurricular activities but also in shaping students' attitude and behavior to prepare them for a better human being. Most of the education issue can be solved by providing a creative, innovative, and professional teacher. So, the existence of a teacher could not be denied in education sector

The professional responsibility and duties of a teacher should not be limited to classroom and their subject, he/she must be a critical thinking, analytical person, and facilitator in guiding students to find their personality and characterization (Kurniawan et al., 2021). In term of classroom, a demand for the teacher to be able to transfer knowledge to the students, proliferating the students' soft skills that is complex and vary. Those demands are so high so they teacher need to be supported with all the facilities, infrastructure, and emotional support so they can bravely stand doing their responsibility.

The quality gap between students from urban and rural areas is quite radical (Harahap et al., 2020; Jung & Hasan, 2016; Winardi, 2017). The data shows a constant result about the lagging education in rural areas. That is why the government focused on an establishing qualified education in rural area by SM-3T program that focuses on issues of education in rural areas. It shows how high the gaps between educational quality in urban and rural area.

This gap shows that the education quality development should not be generalized. the different area of the teachers is the proof that the geographical differences made the treatment on education should also be vary and focus on the challenges found by the teacher as the core actor in education (Jung & Hasan, 2016). finding the challenges found by the teacher could help the decision maker on education to create a regulation that aims directly to the needs of the teachers in teaching and learning process.

ELT teachers at elementary level in rural areas faced many difficulties. based on the previous research, the characterization of education in rural areas are: (1) learning environment (Budnyk et al., 2021; Hendriana et al., 2019), and (2) Students' Self-Efficacy (Khulel & Wibowo, 2021). However, this result is not yet holistically found. The previous research focus on the characterization of education in rural area without providing the teachers' perspective on education itself. It is important since the teachers are the best actor in knowing the needs of students in rural area.

The objectives of the study were: (1) To find out teachers' teaching English difficulties at elementary level in rural areas, (2) To find out teachers' perception towards available sources of teaching English at elementary level, (3) To explore teachers' satisfaction about measures on the behalf of government to improve teachers' performances at elementary level.

B. Methodology

The present study used descriptive survey method. A questionnaire was used as a survey tool as well as semi structured interview also used. The target participant of the study was teachers from schools in Pining, Gayo Lues, Aceh. This region is a rural area based on the characteristics given by the government. The researcher adopted convenient sampling approach and distributed questionnaires to twenty teachers including male and female were and collected data personally and collected data were analyzed on SPSS version 25.

C. Result and Discussion

Result of Questionnaire.

The results were statistically displayed in tables.

Table 1: ELT teachers' difficulties in teaching English at Elementary level in rural area.

Statement	N	Mean	SD
In rural areas student are very lethargic towards learning English	50	3.51	1.119
Students feel no interest in English		3.22	1.356
Students have anti English background		4.08	.852
Schools are not provided with ICT facilities		3.70	1.225
Teachers do not use AV aids in classroom during teaching		2.79	1.252
Teachers are unable to teach English		3.20	1.231

The table 1 shows that the mean score about the first objective goes up from 2.79 to 4.08 while std. deviation has been from .852 to 1.356. The results make known to us that there are many problems and difficulties for the teachers at elementary level in rural areas regarding teachers' difficulties.

Table 2: Teachers' perceptions towards available ELT sources in rural area.

Statement	N	Mean	SD
Teachers are not professionally trained and skillful for English teaching	50	3.40	1.154
Syllabus of English is exceedingly difficult for students		3.88	1.073
Latest teaching methodologies are not applied in the classroom environment		3.63	1.071
Parents of the students are illiterate who enhances the problems in teaching		4.30	.949

The table 2 shows that the mean score about the first objective goes up from 3.40 to 4.30 while standard deviation has been from .099 to .121. The results reveal that there are many problems and difficulties for the teachers at elementary level in rural areas about teachers' perception toward available sources of teaching English.

Table 3. ELT Teachers' satisfaction on Government efforts to improve teachers' Performance.

Statement	N	Mean	SD
Government conduct trainings and workshops for teaching English	50	3.35	1.058
Expert, trained and initiative-taking trainers are invited of teachers training.		3.47	1.168
Training material cope with the objective of syllabus.		3.49	1.099
English teacher' guides are a reliable source to enhance teachers' skills and knowledge.		4.37	.661

The table 3 shows that the mean score about the first objective goes up from 3.35 to 4.37 while standard deviation has been from .069 to .122. The results reveal that there are many problems and

difficulties for the teachers at elementary level in rural areas regarding teachers' satisfaction on the behalf of government to improve teachers' performance.

Result of the Interview.

the data of the semi structured interviews was aimed to get the ELT teachers' awareness of the realities at elementary level education. the interviews are a form of triangulation techniques to avoid bias from the primary data. The interview data were thematically analyzed, and the data were grouped according to the order of the research objective.

The data found that the learning atmosphere at elementary schools are pitiable. Most of the teachers experienced various troubles from students. In public elementary schools, there is only two teachers that must teach more than one class. The limitation quantity of the teachers is government authority to solve. The situation goes on deterioration.

One of the difficulties in teaching English at elementary level in rural area are as follows.

1. Students' lack of motivation

Students' lack of motivation is the major problem faced by majority of the ELT teachers in rural areas. Students elementary in rural areas tend to be lazy toward learning English. This lack of motivation made the process of their learning very slow.

"P2. No matter how creative our teaching techniques (deployed), they will not pay attention to the class. I think (it) is because they feel that this lesson is not important, or they (might) give up already"

The teachers highlighted the case by showing that the teachers' quality could not make students motivated in teaching and learning process because of two factors, such as the students did not expose to the importance of the lesson in their daily life, and the student's self-efficacy is low so the students believed that they will not understand the lesson even if they focus on the lesson. So, the students find no interest in English books, so they become very lazy towards learning English and feel boredom. This situation creates troubles for the teacher.

2. Students' lack of prior knowledge.

the teacher stated that the students' prior knowledge is also their big concern in ELT. The teachers stated that the lack of their prior knowledge could significantly impact on the process of teaching and learning process. The teacher needs to modify the lesson based on their capacity. The teacher stated that they do not teach students based on the syllabus given by the government. It is because the topic discussed is too complex, the vocabulary used is too advanced for the students. Thus, they will not be able to achieve minimum criteria of the lesson.

"P1. Syllabus or any other curriculum demand to us is not useful here. We cannot teach the lesson based on their grade because they do not know anything about the topic before learning. Such as the fifth grade, we should teach them based on the second-grade subject matter. Unless they will know nothing in our class"

The teacher stated that the complexity of the content is caused because of the lack of students' prior knowledge on the subject. Teachers need to do a diagnostic assessment before stepping on designing what topic to discuss in the classroom and what activity to do during the classroom activity.

3. Schools' Lack of Facilities

The schools' lack of facilities is a common challenge faced by the teacher in teaching English to elementary students in rural area. This is because accessing the facilities would not be easy since the infrastructure of the town is not yet enough. In many elementary schools there is only one or two classrooms for six classes and have no facilities of pure water, washrooms, and electricity etc.

"P2. We do not have language lab (laboratory), it is hard for us to teach listening to the students..."

"P1. Our facility is not enough, especially in English lesson. We do not even have internet access or electricity sometime (off) to show students an authentic material. Thus, it is hard to make them imagine in what part of their life that they would need our lesson (English).

The teachers shows that the lack of ELT teaching facilities could impact on the skill they taught in the classroom. Both participants stated that the lack of facilities could hampered their efforts to teach listening skill and finding authentic material for the students.

4. Students' Socio-Cultural Challenges.

The socio economic and socio-cultural differences of the children are also key features. The rural people have no English background all the families living in rural areas are very far from English language learning and this is a major barrier in teaching English at elementary level in rural areas.

"P1. we know that they even never heard someone talking in English..."

To some extent mass media is also playing a vital role in developing the language interest in the people. In this way, presently now there is coming a tendency among people to be feeling interest in English language.

5. Lack of Teacher Training.

Furthermore, trainings are also conducted for elementary level teachers. During survey it is pointed out by the teachers that in training they are not professionally trained for teaching English, but trainers waste most of the time for so called knowledge sharing.

"P2. We are hardly being called (for the teacher training). I do not know, I think (it) because we are far from the city"

Teachers complain that the trainers who are invited for the trainings have no sound knowledge in their subjects but on the other hand it is also observed that some teachers are not capable of teaching English at elementary level in rural areas due to low qualification.

Discussion

After integrating both data, the researchers found out that the problem face by the teachers in teaching elementary level students in rural areas are as follow.



Chart 1. Teachers' Difficulties in Teaching English at Elementary Students in Rural Area

Socio Cultural Difficulties is the source of the difficulties of the ELT teachers in teaching Elementary Students in rural areas. Most of the students do not have relatives that are able to speak English thus it made the student unaware of the importance of the lesson in their daily life. The students see this subject as merely a formality. Thus the students do not have proper motivation to learn English (Khulel & Wibowo, 2021).

The condition is getting bigger since the elementary schools from rural area are lack of facilities that are specify for ELT or general facilities in schools such as toilet, washroom, internet, electricity or etc. This difficulties is even greater when the teacher do not have enough training on their professionalilty. So, facing those difficulties is tough for them when they do not have such capacity to create a creative teaching and learning and making them creative would be also impossible without proper teacher training for the teachers.

D. Conclusion

The present study concluded that elementary teachers face a numbers of difficulties while teaching English at elementary level in rural areas. The teachers' perception toward available sources of teaching English is also low since the lack of infrastructure and facilities, teachers' satisfaction on the behalf of government to improve teachers' performance is also low due to the lack of teacher training provided for the ELT teacher in elementary level in rural areas. The common difficulties faced by the teachers are: (1) social cultural difficulties, (2) lack of motivation, (3) lack of prior knowledge, (4) lack of facilities and (5) lack of teacher training.

E. References

- Budnyk, O., Nikolaesku, I., Stepanova, N., Vovk, O., Palienko, A., & Atroshchenko, T. (2021). Organization of the educational process in the Rural School of the mountain region: a case study. *Revista Brasileira de Educaçã Do Campo*. <https://doi.org/10.20873/uft.rbec.e12647>
- Harahap, E. S., Maipita, I., & Rahmadana, M. F. (2020). Determinant Analysis of Education Inequalities in Indonesia. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 3(2). <https://doi.org/10.33258/birci.v3i2.937>
- Hendriana, H., Prahmana, R. C. I., & Hidayat, W. (2019). The innovation of learning trajectory on multiplication operations for rural area students in Indonesia. *Journal on Mathematics Education*, 10(3). <https://doi.org/10.22342/jme.10.3.9257.397-408>

- Jung, H., & Hasan, A. (2016). The impact of early childhood education on early achievement gaps in Indonesia. *Journal of Development Effectiveness*, 8(2). <https://doi.org/10.1080/19439342.2015.1088054>
- Khulel, B., & Wibowo, H. (2021). Teaching English for Young Learners in Rustic Area: Teachers' Challenges. / *Lingua* |, 17(2).
- Kurniawan, A., Sulaiman, S., & Soegiyanto, S. (2021). The Performance of Physical Education Teachers With Additional Duties In Gajahmungkur District Semarang City Indonesia. *Journal of Physical Education and Sports*, 10(1).
- Umar, U. (2021). THE IMPORTANT ROLES OF TEACHERS IN ENGLISH LANGUAGE TEACHING (ELT). *Journal of English Language and Literature (JELL)*, 6(1). <https://doi.org/10.37110/jell.v6i1.117>
- Winardi, W. (2017). Decentralization of Education in Indonesia—A Study on Education Development Gaps in the Provincial Areas. *International Education Studies*, 10(7). <https://doi.org/10.5539/ies.v10n7p79>