

A STUDY ON PROBLEM OF TEACHING ENGLISH OF RURAL STUDENTS THROUGH THE USE OF EFFICIENT TEACHING METHODS

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Abstract

Students in rural India possess immense hidden potentialities like the urban students. They do not lag behind in any manner as compared to the students living in urban areas. The difference is in the availability of quality education. Good teachers create good students. Teacher training is an important part of education process. Government should implement appropriate measures to provide quality education in villages. Education is the prerequisite for life of dignity and standard. Students from the rural background face obstacle of low confidence which results in poor performance of the students. Proper guidance makes them confident and they become capable to perform any kind of great and difficult task. Majority of the population live in villages. To become a strong and developed nation, we have to raise the quality education in rural parts of our country. Enhancement of infrastructure, training to teachers, encouragement to students, reformation in the teaching learning process and examination system will bring bright results in the imparting of employable skills to the rural youths.

Keywords: rural school; urban schools; challenges; solutions.

Introduction

Education is the universal remedy for all types of problems. To impart quality education to the people is the responsibility of government. Education is crucial for development. It strengthens the individual and society. The importance of English language is well known in India. English is the lingua franca of India. It is one of the most effective mediums of communication in India. Knowledge of English language is required for attaining better career opportunities. It has rich treasure of literature. It is medium of education. It has become an international language. It is the language of education, courts, administration in India. The number of colleges has increased tremendously in India. Teachers make every possible effort to impart quality education to the students. If rural students learn English language well, they will

get better opportunities for employment. Rural students face many problems to learn English. If the problems are solved, they will learn English in an effective manner. Some of the problems faced by the students are:

(A) Lack of proper transportation

In rural areas students have to travel a large distance to reach the college. The transport facility is very poor. Students do not get the vehicles on time to go to college and attend the classroom lectures and enhance their career prospectus. If the transport facility is increased the enrollment and regularity will be enhanced. Some of the villages are not connected with good roads. Roads are not repaired properly. Therefore transport system must be upgraded.

(B) Low Income of Parents

Some of the students in rural India dream to learn and realize their dreams. But income of their parents is low, so their parents cannot send them to college; instead they help their parents in agriculture, dairy business to earn money. Students from poor sections of society must be provided with some incentives. Children from the low income group should be given adequate scholarships to continue and complete their education. Quality text books and learning equipments should be provided.

(C) Lack of Infrastructure

Many colleges in rural India have poor infrastructure. In Twenty first century to support quality higher education, we must provide quality infrastructure. Computers, Language Laboratories, smart boards, internet facility, library with quality books, residential facility for the students who need, decent classrooms, must be provided in order to improve the quality of higher education in India

(D) Problem of Grammar and Vocabulary

Students from rural background are afraid of learning English language because they have to learn it as a second language. They have to know the system of grammar. If they mastered the rules of grammar, they will get the confidence to create their own original sentence structure. They will be creative in expression of their ideas. Teachers must encourage them to learn grammar, and then practice the skills of listening, speaking, reading, and writing. Mock interviews, group discussions, seminars, should be conducted and exposure should be provided to them, so that they will learn English in the systematic manner. A communicator must have a rich vocabulary. Students must be trained to learn new words and use them in conversation. A sense of enthusiasm and hard work is essential to complete any task successfully. Language learning should become an experience of happiness rather than an experience of sorrow.

(E) Inadequate Teaching Staff

Many teaching positions are vacant. Teachers have been overburdened with the extra work. For quality teaching a teacher must get

appropriate time for preparation for the lectures. The teachers when they find themselves overburdened with work, they cannot think of the problems faced by students in learning English language.

(F) Faulty Management System

All colleges are not administered well. Some colleges are administered as per the rules of administration, but in majority of institutions power is abused. Many colleges are administered poorly. The people who are entrusted with the task of management of the college are driven by commercial interests. They are not the educationists in the real sense but only in name. Teachers are appointed only when they pay a huge amount as donations to the institutions. Many managers have made the business of education. The grants are not properly used. Teachers find it very difficult to maintain their enthusiasm and dedication in the corrupt atmosphere. For quality higher education, we must develop the management system of the institutions.

LITERATURE REVIEW

Teaching is the process of attending to people needs, experiences and feelings and intervening so that they learn particular things , and go beyond the given. [4]. One of the problems which is faced by English teacher is overcrowded classes and the effect of such condition for teaching and learning process [5]. Rural is the place or municipalities outside the commuting zone of urban centres with a population of 10,000 or more people [6]. Rural school often find some problems, such as lack of supplementary teaching materials, lack of teachers, low quality of teachers, lack of technology for learning, etc [8]. Futhermore, Urban School often represent a diverse population of students from variety of cultural, religious, socio-economic class, and ethnic background [9].The problem of violence and poverty may give challenges for urban education. They also affraid of the neighbourhoods where they work.

THE STUDENT CHALLENGES

There are some challenges related to the students. These challenges are vocabulary mastery, students' motivation, parents support, and student's activeness.

Vocabulary mastery

Vocabulary mastery is one of important thing in learning a foreign language. Nothing can be done without it [10] Vocabulary is the basis of communication. The participants from SMPN 3 Gantiwarno (P1 and P2) said that, their students have a problem with vocabulary mastery. Their students only master few vocabularies. This condition makes their students difficult to understand English both in oral and written. In translating the material, most of the students rely on dictionary. Furthermore, teachers investigate the students' favourite teaching and learning method. Its purpose is to increase the vocabulary learning. Teachers give a questionnaire and also interviews to their students. This way will help the teachers in getting the informations about the students' language learning behaviour. From this information, teachers increase the teaching and learning vocabulary. Then, the teachers asked their students to work in group rather than individually. In this case, they more active in negotiating and answering the questions in the class. Futhermore, Negotiation doesn't account for most vocabulary learning [11]. Besides that, teachers also using pictures in teaching learning activity. In this case, the students were active. It's indicated that imagery can definitely help students in acquiring new vocabulary and attract their attention [12]. In opposite, the participants from SMP N 1 Prambanan (P3 and P4) said that their students have good vocabulary mastery. They are able to understand the English material easily. So, it is not difficult for them in transferring their knowledge to the students. Mastering vocabulary is one of the most challenging task for the students [13].

Students' motivation

P1 and P2 stated that their students have low motivation. There are only about five students who have high motivation in the class. There are about 30 students in every class. Most of the students just sitting in the class and listening to

the teachers. In some occasions, there are some students who do not bring their homework in classroom. If the teachers ask the reason, some of them said that they forget to do the homework. The other students said that they cannot finish the homework because the questions are difficult. However, the teachers have given an example before they give the homework. In fact, many of the students do not study well at home. It was found that some of them are easy to give up in doing the task. The students are motivated when they give attention to the teaching learning process, they do tasks immediately, they ask the question and answers without the teacher's instruction, and they look happy and eager. Furthermore, some teachers try to apply some methods which are able to create a teaching learning structure and some methods that provide the environment for optimal motivation, engagement, and learning. Besides that the teachers also try to create a quality environment to increase the student's motivation. For example, if the teachers can create the safe environment, the students will easy in giving attention on teaching learning process. Teachers are advised to apply role play activity in improving the students' motivation [14]. In another side, P3 and P4 stated that almost all of their students have high motivation. P3 said that their students follow the English learning well. They answer the teachers question actively; sometimes they also ask the question to the teachers. The students do not concentrate in learning English, otherwise they will do their best and get good scores [15].

Parents support

According to P1 and P2, there is a problem about parents support. Many of the students in their school get lack of parents' support. It is because their parents work outside of the town, or even overseas. Therefore, the communication is not as good as those whose parents stay at home. Besides that, most of the parents' economic conditions in their school are low. So, they have a financial problem. Many of the students in their school only have an English book from the school library. Furthermore some of students only have a small dictionary. So, when the teachers ask them to find the meaning of words, sometimes they cannot find them in their

dictionary. Students do not have any ideas on the purpose of learning English, —an attitude which may be exacerbated by their parents [16]. One of basic problem which find in rural school is unsupportive attitude of parents [17]. To overcome this problem, according P1 and P2, the school held the meeting with the parents to discuss some problems related to their children. Besides that the school also try to give the BSM (Bantuan Siswa Miskin) to the poor students. In other cases, P3 and P4 said that most of the parents in their school support their students. There are many of their students who follow English private course. Besides that, they also facilitate them. For example, they give the other material sources for learning to the students. It means that their parents support the students' need.

The student's activeness another challenge is less activeness of the students. The activeness of students learning is the ability of students to follow the teaching learning process actively, such as involving the body, mind and the other aspect that related with the learning process. In this case, according to P1 and P2, many of their students just keep silent during the teaching learning process. They do not ask something to the teachers. Even, they just keep silent when the teachers asked them some questions. They do that because they do not understand the right answer. They do not understand the right answer because they do not study well. Many of them just watch TV and play with their friends after school. Besides that, the students also fell worry if they make mistakes in speaking English. In addition, when they do not understand about the material, they also just keep silent. There are many students are timid in front of the classmates, particularly in speaking a foreign language, since it can be face threatening. Furthermore, the learning process in not effective if the class isn't live. Moreover, teachers give more discussion and presentation rather than explanation to their students. In this section, teachers have to manage the time well and adopt student centered teaching method. To overcome the student's shyness, the teachers approach the students and then make a good relationship in the class. Teachers also try to use some motivating words to their students.

Besides that, the teachers also try to give chance to all students in participating the teaching learning process. Furthermore, the teachers also advise the students to speak as far as they can speak without a fear of making fault in grammatical. Its purpose is to improve their language skill. In some occasion, teachers also fulfill all necessary requirements such as LCD, chart or paper for presentation. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answer. In contrast, P3 and P4 said that most of their students are active in answering teachers' questions. Sometimes, they answer the question without being pointed by the teachers. Even, they raise their own hand because they want to answer the questions.

The challenges related to the teachers

Familiarity of IT

The challenges included the familiarity of IT, the mastery of teaching method, and teachers training. According to P1 and P2, there are many old teachers in their schools. They are usually unfamiliar with IT. Even, there are some teachers who are still confused using laptop and LCD. Rural and remote Indonesian Scholl —often lack qualified teachers. To overcome this problem, the school held the IT training programme to the teachers especially some old teaches. On the other hand, P3 and P4 stated that there is no problem about using IT for their teachers.

Mastery of teaching method

P1 and P2 said that the teachers in their school also have problem in teaching method. They do the same things in the different occasions. However, the students will get more advantages if the teachers acquire the suitable method for them. Then, to solve this problem, the teachers held MGMP (Musyawarah Guru Mata Pelajaran) every Tuesday. In this moment, they share all off thing which related to the teaching learning process. Sometimes, they also invite speakers from the outside of the MGMP member. Then, P3 and P4 stated that many of their teachers have good quality in teaching techniques. Even though some of them are selected regency instructors, but in transferring

their knowledge apply the various methods that suitable to their students. It is purposed to avoid the boredom of the students because many of the students may have acquired the material from their private course. The teachers have difficulties in implementing various kinds of teaching methods and techniques. It happens because they don't only transfer the language skills, but also remain the motivation of the students in teaching and learning process.

Teachers training

P1 and P2 said that the teachers in their schools have less of teachers training. Sometimes, they have to join teachers training that held in the town. Even though they have to join it by their selves payment. Furthermore, P3 and P4 stated that they have got enough teachers training. Moreover, both of them are English MGMP (Musyawarah Guru Mata Pelajaran) administrators. So, they have better opportunity in teachers training rather than the members of MGMP. Furthermore, in poor or rural area, most of the teachers teach English without having sufficient English training.

The facilities of the school

According to P1 and P2, their schools have the problem with the school facilities. For example, P1 said that there are 350 students in the school. In fact, there are only 3 LCD. P2 also said that in UNBK (Computer-Based National Exam) the school has to borrow some computers from the teachers and others schools. Besides, some computers are not in good condition, so sometimes the trouble happens during UNBK. This school is also located in the sloop of the mountain. In the dry season, there will be lack of fresh water. In contrast, in dry season, they will get flood or rob. Furthermore, the school is located in the environment with low social economy. So, many of the students also lack of book resources. They just get books from the library. To overcome this problem, the teachers sometimes ask for helping from the surrounding society, especially ex-students. Sometimes, they will give some computers and also the other facilities. Besides that, the school also proposes the Local Education Department to give some school facilities too. There must be big effort for

supporting the teachers in getting good teaching facilities, such as space, books and teachings utensils [20]. Thus, bigger number of students needs big number of sources. In opposite, P3 and P4 explained that there is no problem about facilities. P3 said the school has representative building. It is big and comfortable. He also said that it has three laboratories for UNBK. The UNBK held three times a day. Fortunately, this school got many of computers from the government. Therefore, this school does not need to borrow multimedia equipment for national examination. Last year, there are 261 students who registered for UNBK and according to P3 & P4, the result of national examination meet their target.

CONCLUSION

This research was conducted in SMP A and SMP B. It shows that there are some different challenges in teaching English at rural and urban schools. The challenges are related to the students, teachers, and facilities. In rural schools, this research find some challenges related to the students, such as low motivation, the parents support, and lack of vocabulary mastery. To overcome the problems related to the students, the teachers try to apply some methods in learning process, and make a good communication with the parents. On the other hand, in urban school, the teachers do not find those challenges. However, there is a challenge in urban school that related to the students and teachers. Because the students are always well prepare in their study, the teachers also have to be well prepared before giving the material. Furthermore, in rural schools, there are also some challenges related to the teachers. For example, the unfamiliarity of IT, the lack of methodology, and less teachers training. To overcome the problem the teachers try to join some teacher's trainings. In opposite, in urban schools, the teachers do not find these difficulties. The last is about facility. In rural school, the teachers face the lack of facilities, especially related to UNBK. Furthermore, they try to propose the Local Education Department to give some school facilities. In another case, urban school has good facilities. The schools do

not have a serious problem about facility that related to the teaching learning process.

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