THE INHIBITION ASPECTS OF ENGLISH TEACHING LEARNING PROCESS IN SMA NEGERI BENLUTU, SO’E.

Marthisa Olivia Billik  
Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) SO’E  
Email: marthisabillik@gmail.com

Abstract. The purposes of the study are to explain students’ and teachers’ experience in dealing with the inhibition aspects of English teaching-learning process. This study is used the qualitative approach and the case study as the design of the study. The participants of the study were 26 students and 3 teachers of SMA Negeri Benlutu, So’e. The results of the study shown that the inhibition aspects such as rural environment, lack of learning resources makes the students left behind in English education background. As well as the local cultural factor, it is also affects the students to use the local language more often than using English in class activity. Besides that, students’ negative attitudes also cause the students unmotivated in class. The results concluded that schools and governments should review their policies in applying English learning in a rural school environment. It is expected that teachers and students can get the solution to avoid the factors that inhibiting the effectiveness of learning English in the classroom.

Keywords: English teaching learning process; inhibition aspects.

http://sastra.unifa.ac.id/journal/index.php/jes/index

INTRODUCTION

Nowadays English becomes increasingly important and it is believed as one of the way to be succeeded in the coming era. Due to the awareness of English, people start to learn English more seriously. As well as in Indonesia, many people began to learn English in various ways and get it from other sources. Such as from school, as self-study through books, watching English movies, listening to English songs or reading English books, and other internet sources. Besides that, they also have learned English by taking private lessons to support their English skills. Likewise in Indonesia education field, through the Department of Education and Culture, the Indonesian government has made English as a compulsory subject in the curriculum. Many schools starting from the Elementary Schools, even some Kindergartens, up to the Senior High Schools give English as a foreign language in their curriculum program. Even in some big cities, there are many schools that have embraced the international standard system. Not only that, the facts show that today many books in the English language is easily found for example education books, science, language and even comics. So to be able to understand the books we must understand English. In addition, in the advancement of technology and information today, English has also been used as a instruction media or information too in such as procedures to use something, features or other things such as using e-mail or any social media. As stated in Kusdianang & Bharati (2016) that as an international language, English is very important for people especially students to master it, especially in oral form. It is very useful for students for their future such as for example when they are going abroad they will communicate in English. However, in reality, learning English in some schools in Indonesia has not shown great results even if the students have studied English for a long time. When the students are asked to speak English, they cannot speak English fluently because they do not know the words or in other words, they only memorize a little English vocabulary. In addition to the
above problems, in learning English there are some factors that inhibit the process of English teaching - learning process in class. It can be seen in the aspects that inhibit in English teaching - learning process. Those aspects are the rural environment, local cultural context, and students’ negative attitude.

The first factor that inhibits the English teaching-learning process is the rural environment. As we know that in Indonesia, we are apart from the geographical location that makes our Indonesian students in Eastern schools which located in a rural environment mostly do not get enough facilities to support their teaching and learning process. Hossain (2016) stated that the average students of rural schools are incapable to achieve the primary English language abilities due to dominant challenges in the education system. Not only that, Faridi, Rokhman, and Syaifudin (2014) also agreed that the facts that worsen the gap between urban and rural areas have been found by many researchers. They argued that the injustice and the national development are uneven between the city and rural areas are the main cause of the development gap between life in the city and in the rural areas. This reason which leads to poor education quality which involved the students' English low achievement in the rural areas because they are lack of supporting facilities compared with schools in urban areas. The problem mentioned is in line with the National Education Association in (Brown & Swanson, 2003) which shows that the low performing youth are the youth in public rural schools.

The next factor is the local cultural context which related to Indonesian students’ custom, especially for Timorese students. The reality in So’e, East Nusa Tenggara shows that people are commonly friendly and polite to one another, especially towards older people. However, such obedience habits cause students to be afraid to ask questions or express opinions to teachers in the teaching and learning process. The same idea comes from Setiono (2004) in Masduqi (2014) argues that it is not easy to expect the students to openly challenge and criticize their teacher’s opinions. They might feel uncomfortable to disagree with their teacher or feel uneasy to talk about controversial matters.

The other issues that related to the local culture are the use of local language. When people talk about the language it also talks about culture. But when it comes to the English teaching-learning process, the use of local language can give a negative influence on the students' progress of learning English. Take for the example, the use of local language will also require teachers and students to translate into Bahasa first before transfer it to English where the excessive of Bahasa usage will make the students do not practice English in the classroom so their ability to speak English will not improve. It is in line with the perspective from (Atkinson 1987:246 as cited in Agustin, Warsono & Mujiyanto, 2015) overuse of mother tongue is dangerous. Too much employment of students’ native language can cause some problems for both teachers and students. When L1 is used more than needed, it may cause dependence on linguistic transfer, failure in observing L2 equivalence, oversimplification in translation, and reluctance to speak English even when they can.

The previous problem is related to the students’ negative attitude which also became one of the problems in English teaching and learning process. Student personality in rural areas that tend to be shy gives a very negative influence in the classroom. This can be seen where there is no participation in teaching and learning English between teacher and students or students to student. According to Exley (2005), Indonesian students are culturally passive, silent and shy in the class. They tend to not take part in the class activities although they are asked by the teacher to take part.

RESEARCH METHOD

The research study was conducted by using qualitative data through interview and observation. According to Parkinson and
Drislane (2011) in Febriana and Faridi (2016), one of the purposes of qualitative studies is to understand the participants’ point of view of the events, situations, and actions that they are involved with any of the explanations that they give about their lives and experience. By looking at the definition, the qualitative study was used in this study because it was intended to describe the inhibition aspects that experienced by teachers and students in English teaching-learning process in SMA Negeri Benlutu, So’e East Nusa Tenggara. The participants of this study are 26 students and 3 English teachers of SMA Negeri Benlutu, So’e, East Nusa Tenggara. The reason why the researcher choose the numbers of participants because according to Corbin & Strauss, (1998) in Thomson (2011) they said that there will be a saturation period that normally happened between 10 and 30 interviews or more. Besides that, the researcher chose SMA Negeri Benlutu as the study site because this Senior High School could be used as an example sample where this school became one of the schools which is located in rural areas so it is also affected by several aspects which hampered the effectiveness of English teaching and learning process.

The procedure of collecting the data in this study involved several steps. After got the permission, the researcher interviewed them one by one and recorded it using the cell phone. In the interview, the participants were asked to answer the questions and explain their answers. The last section after the researcher got the data from the interview, the data were analyzed. The researcher transcribed all the data that she had from the participant and then she categorized the result based on the participants’ opinions and interpreted all the answers from the researchers’ perspective. On the other hand, the classroom observation technique was conducted to see teachers teaching learning process, students’ interaction with the teachers and among themselves and classroom or school environment. After completed the observation, the data was typed and transcribed using the field notes sheet. Here, the additional details that were not able to record would be added to complete the data. At last, the researcher elaborated the data based on the researchers’ reflections, strengthening connections between the details that she observed and issues in her personal context.

RESULT AND DISCUSSION

This section provides the results and discussions of all participants, the interview and observation.

1. Issue of Rural Environment in English Teaching Learning Process.

The rural environment generally represents a lagging world because what happens in it is always backward in terms of both social life and education. As well as the development of learning English in rural areas where the student English background knowledge is very different from students who are studying in the city. Rural environment not only affects the students but it also influences the teachers in teaching students in English class. To find out how rural environment inhibits the English teaching learning process the next question is asked to the participants. The question is “What are the problems you encounter in learning English in the rural setting?” From the question, the crucial problems faced by students in the rural environment is the majority of students believed that their English background knowledge was the central issue that students face in learning English in rural areas.

“I do not understand if anyone speaks English, so if I have to speak English I have not been able to do it. Maybe because I did not get enough English education since in the elementary so until now I have not able to speak or understand English.” (Student 1)

The similar response also came from the teacher which stated that,

“The first obstacle is they have never learned English before, whether it is from the elementary school and junior high school. It is because there are many elementary schools in rural areas never get English lessons and while
in junior high school students only get the Basic English like memorizing vocabularies and numbers. That makes it difficult for teachers to directly teach the students with the advance subject. So now we still have to do more introductions for them.” (Teacher 1)

The response indicated that the students in the rural environment did not get good English education since the beginning of their education. The problem is really obvious because, for the Senior High School students’ level, they should have to be able to master the Basic English but in reality, they do not understand at all about English. Besides the students’ low English knowledge, another problem found in the rural environment is the lack of supporting facilities and distance of the students’ and teachers’ homes which is far from the school.

Talking about facilities that support the success of education in teaching and learning process, it means talking about educational facilities and infrastructure that can be utilized by students and teachers in order to achieve the learning objectives that have been determined. As well as in learning English, supporting facilities such as language labs, books and dictionaries as the teaching media is necessary for the success of students in English. However this is not the case for most students who attend school in a rural environment. Lack of the supporting facilities is also one obstacle for students in learning English in this school. It can be seen from the following respondent below.

“In my opinion is we are lack of facilities to support our learning activities. So we do not have language lab, enough English books and even dictionaries to help us to learn English. It is because we cannot buy it by ourselves and unfortunately schools do not provided those things in the library so when we learn English we have to share books with our friends in group.” (Student 2)

The students’ circumstances which they do not get good support from the school such as the provision of adequate books and other facilities make the students cannot learn optimally because students are forced to share books with friends in groups. By studying in groups using one book makes the students unable to learn well because they will be annoyed with their other friends who do not want to learn English. As the result, what will be taught by the teacher cannot be accepted by students and cause the learning goal cannot be achieved.

The third thing is the school location. Location of a school can be a problem in the education world because it relates to the students and teachers motivation to come to school to teach and study. Usually, if a school is located in strategic location, it will not cause difficulties to students because there is a lot of transportation available to help them to go to school. It will be very different if the school location cannot be achieved easily or in an isolated area. As what happens in this rural environment, a distant school location can cause problems to make the students less motivates and lazy from coming to school. One of the students’ negative responses about the school location problem can be seen below.

“My biggest problem in learning here is my home is far from the school so it makes me lazy to come to school” (Student 3)

From the response it indicated that the school location can be a source of students’ bad attitude too. This condition also makes the students and teachers rarely enter the classroom to carry out the teaching and learning process. It is in line with a result found by Plessis (2014) in his research about problems and complexities in rural schools. He mentioned that the factor that causes poor quality of education in their area is the rural environment itself. It is because usually rural areas are remote and relatively underdeveloped.


This part is the display data and discussion for problems related to the local cultural context that gives negative influence for teachers and students in learning English. The existence of culture in the English learning
language is cannot be separated. When people studying a language it also means have to connect to the culture in the language itself. However, in the language learning process sometimes it cannot run well. This happens because the language or the person who learned the language is strongly influenced by the local culture from the place where the language is learned. To see the existence of the problem, the next question is asked to the students and teachers, “Do you think there are any local cultural values in particular, which may influence the ways in which English is delivered in the classroom and also the expectations of teachers and students with regard to how English is to be taught?”

From the question, the researcher found that the biggest problem with regard to the local culture is the use of local language in the classroom. The use of local languages is crucial because it can affect students’ skills in speaking English. This habit can make the students difficult to speak English because they speak more in the local language. Second is the students’ characteristic which they tend to be shy and not confident to take part in the process of learning and teaching English. This is also considered to be the problems in the local cultural issue because being unconfident may result in them being unmotivated in learning English. Here is one of their responses related to the question from teachers’ point of view.

“Yes, the shame culture. The shame culture is one of the problems that I found in my class while teaching the students. It makes the students always shy when they are asked to participate in the learning process. It makes us as the teachers should try harder to encourage them to have interest in learning English or willing to participate in the learning process. Likewise with the use of local language is difficult to reduce. My expectation as a teacher is like I have prepared the material, which I expect that when I taught them there will be an interaction between me and the students, but because they were embarrassed, when I asked them to participate, they will remain silent, even when I give them the opportunity to ask me whether they have my question or not still they did not ask any questions “(Teacher 2)

From the data above it shows that the shame culture and the local language use is still a barrier to the English teaching and learning process. The existence of shame culture in students causes the students tend to keep silent in class, embarrassed to express opinions and do not want to interact with their friends or teachers. These habits give a negative impact on teachers too because by the time the teacher prepares to teach they already have the expectations to get a response from the students. However, at the time of teaching, the reality does not go as what they expected because students are hampered by the nature of the local culture. As well as the existence of local culture in terms of the use of local language that has the strong influence among the students. As has been explained earlier that students cannot be separated from their local language. In the learning process, the teachers assume the students can fluently speak English without disturbed by the effects of local language in the classroom. The same problem also found by Manrique (2013) mentioned that the most common problems that caused by the students in using the local language are mispronunciation and grammatical errors between the mother tongue and the target language. Izzah & Sukrisno (2017) also agreed that wrong and incorrect pronunciation in English will result in the different interpretation of meaning from the hearer. That is why it is better to avoid local accent or foreign accent in English to make us easier to communicate and to be understood by others in English. However, the teachers also said that the students will look confused if they explained the materials without explaining and giving examples in the local language or Bahasa. So that when the teachers asked them to discuss or respond to the teaching materials, they still respond it in the local language.
3. Issue of Students’ Negative Attitude in English Teaching Learning Process.

The next finding is about students’ negative attitude in learning English. Students’ negative attitude in learning English emerged for various reasons including students’ dislike feeling in studying English. Based on the interview data, it showed that students’ negative attitude is one of the problem that both students and teachers face in learning English. From the students’ side, it is found that students’ low English ability that makes them become lazy to learn English. One of the representative responses from students is can be seen below.

“It is because my lack of understanding in English so when the teaching and learning process happened I do not know anything about it. I do not know how to respond or to answer. So do not like it.” (Student 4)

From the above answers it can conclude that the students’ weakness in English also become one of the reasons students have a negative attitude. Feeling dislike and lazy arise within the students because their English background can prevent the students from encouraging themselves to learn English. It is seen when students feel unable to understand the material in their teachers’ explanation, they become discouraged to try again. This kind of negative attitude that makes the students tends to be a slow learner in English teaching learning process. The similar finding also found by Ahmad, Abdullah, & Ghani (2014) where students’ negative and low motivation to learn English can cause students weak in English, it will make the student education quality being low. The teachers also mentioned that in the learning classes students always tend to be quiet and do not want to participate. They stated that their weakness in English also become one of the reasons students have a negative attitude. Feeling dislike and lazy arise within the students because their English background prevented them from encouraging themselves to learn English. The same idea also comes from Cotimah & Rukmini (2017) which mentioned that motivation which includes students’ attitudes and affective circumstances that may cause students effort level in learning something. It is also mentioned that student motivation becomes one of the difficult cases that gives the negative effect on English teaching-learning process achievement.

In the teachers’ side, students’ negative attitude in learning English can hinder the teachers in terms of classes that are not running well in accordance with what is expected by teachers. Therefore this next focus question is asked to the teacher to find out what are the negative attitude that appears in the teaching-learning process and how the students’ negative attitudes give negative effects on their teaching learning process. The question is “What are the negative attitudes that most shown by students in learning English and how does the students’ negative attitude inhibit your English teaching-learning process?” From the data mentioned that there is various students’ negative attitude that the teachers found in the English teaching learning process. From the teachers’ responses, the most visible students’ negative attitude is students do not have the interest and tendency in acquiring English in class. While the other negative attitude are related to students character which they are shy, like to make noisy during the class discussion, and like to speak in the local language. And all of those negative attitudes do inhibit the teachers in the way they teach English. It can be seen in the next teachers’ response.

“The most visible is their enthusiasm to learn English is very low. This is what makes them finally do not want to participate in the class. They tend to be quiet when there is a discussion and do not respond to me if I ask them questions. Not only that but also their lack of English skills make me difficult teaching them because I have to push them harder so they will try to learn English.” (Teacher 3)

From the data above indicated that students’ low desire in learning English is the most problem that the teachers’ face in their teaching learning process. It became the main problem because when the students’ feel there is
no willingness in learning English then the student will bring up other problems that inhibit the English learning process do not going well. Like for example, students keep quiet and do not want to participate in the class, do not want to learn, and disturb other friends. Therefore those problems are really hampering the teachers in teaching English. The problems make the teachers have to work extra in arousing students' interest in learning English.

CONCLUSION

The results of this study show how rural environments, local cultural context, and students’ negative attitude inhibits the English teaching learning process. Things that cause rural environment become an obstacle for student and teacher in English teaching-learning process is the students’ English skill that still in below the standards for Senior High School students’ level. The reason is that students do not get enough English language lessons since the beginning of their education. As a result, students’ English ability is not well developed. Not only English language skills but also the use of local language, the presence of local language as part of local culture makes students accustomed to using the local language in their daily conversation even in class. As happens in factors that discourage students and teachers in rural settings, local language prevents them from understanding English well. Students find it difficult to understand the teacher's explanation in English and always assisted the teacher in translating the material into Bahasa or local language.

The conclusion that can be drawn from how students’ negative attitude inhibit the English teaching-learning process is there are still found some of the negative attitudes that give negative impact in their English learning process. Some of the students’ negative attitude characteristics which often shown is students’ low motivation, lack of confidence, and fear of making mistakes in learning English. Therefore, teachers have to go the extra to encourage them such as providing the right support so that students can improve their English skills.

In addition, the observation results also concluded that, although the teacher seemed to master the material when the explanation took place, it was done by using Bahasa and local language. This is done because the students are very difficult to understand the material described in English so the teachers need to translate the English language into Bahasa or the local language first. These things are given the negative impact on students because they cannot get the maximum English knowledge. While for teachers, they will look unprofessional and also lower the quality of their skills and performance as a teacher because they are only fixated on one teaching method and cannot develop themselves in teaching. Not only that, but the teacher's English proficiency will also be threatened not to develop because they will be accustomed to speak more Bahasa or the local languages than English in the classroom.

For the teaching media and methods, it is recommended that teachers do not teach the students based on the students English ability because it will limit them in monotonous ways of teaching. It is expected that the teachers could also explore various methods and techniques of material presentation that can simultaneously reduce students’ negative attitude and increase students’ active participation in English teaching learning process.

It is also recommended that teachers avoid using translation all the time as the main technique to teach the meaning of words and reading comprehension. Direct translation of every single word and sentence of a text is not an effective way to improve students’ English comprehension.

At last from the study, it can be learned that the rural environment, local cultural context, and students’ negative attitude, may adversely affect both the students and teachers in learning English. This study also served as a first step or initial foundation to do the same research or find out the same inhibition aspects and also for
questions addressed to English language teaching problems in Indonesia, especially in Senior High Schools in general and schools in rural areas. Future research on the following areas is desirable a large-scale survey of inhibition aspects in English teaching-learning process in different underdeveloped areas of schools in Indonesia that set English as a compulsory part of the school curriculum. Collaborative research between the government, English teachers, and wider society to find the best ways to resolve the problems which currently hamper the success of English language teaching in Indonesian Senior High Schools, especially schools which is located in disadvantaged areas or rural areas

REFERENCES


