

The Implementation of English Conversation Program in Elementary School at Rural Area

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Introduction

- According to MA et al., (2021) The ability to engage in conversation is an urgent target that allows students to express their thoughts and impressions, socialize, attend conferences and meetings, make arguments, deliver speeches and presentations, make friends, and seek information.
- Hargreaves et al., (2009) stated that rural schools are inferior compared to urban schools because urban schools have more teachers and easier access to resources for teaching and learning.
- The purpose of the conversation learning system is to assist the beginner student. This communication system integrates vocabulary translation to assist the user in learning the words used in the conversation material (Wicha et al., 2015).

Introduction

Previous Study

One of the researches was conducted by (Renganathan, 2021). This research was conducted in rural school in Malaysia

Another research has been conducted by (Wicha et al., 2015). This research involved were students from primary 4 to primary 6 who were just beginning to learn English, this research was conducted in Thailand and this research use approach for using SEVCLS in improving vocabulary cognition actually motivates the learner to learn that can be able to improve the learning skill of Thai rural residents

Introduction

Gap and novelty

- What has not been done or what makes it different from previous research is that it does not pay attention to the level of ability of each student or school
- The strategies used to support the implementation of the program are not detailed by observing the condition of the students first and the level of ability in English, especially in terms of communication. and for this research, we must first pay attention to the environmental conditions and the character of students, especially different human resources, so we must find the right strategy or media to use in supporting this English conversation program.

Research Questions

1. How the implement of English conversation in this rural area?
2. What the method used to support the conversation program?
3. How the students' responses after this program carried out? How the students' responses after this program carried out?

Methods

This Research used a method, namely self-study. According to Hauge(2021)The first is that self-study strives to bring about improvements and changes at the institutional, collective, and individual levels. Additionally, one of the goals of self-study is to provide fresh knowledge and advancement to teacher education. As a result, it is essential that self-study fully explains and supports decisions made, and studies should highlight modifications or new organizational structures in thinking, learning, and development processes and behaviors.

Result/Findings

1. The Implementation of English Conversation

Several stages to find out the implementation of English conversation and to answer the first research question, namely

- **Preparation** is the first stages to implement this program, and my preparation are includes lesson plan, execution time, instructional media, learning strategies.
- **Implementation:** After carrying out the preparation the researcher can implement an English conversation program with a design that has been prepared through observation and interviews. This English conversation program is also one of the suggestions by the English teacher to overcome student difficulties. The implementation of the conversion program is carried out to produce students' ability to communicate their thoughts and feelings.
- **Assessment:** After carrying out the English conversation program, the researcher made an assessment through a quiz last week. The questions that are made are not much different from the material that has been given every week. This quiz is specifically for grade 5 which is given to eleven students who take part in the English conversation program. The quiz levels given are also balanced from easy, medium and difficult.

Result/findings

2. The methods used to support this conversation program

Observations were used to collect data to answer the research question second number: after observing the students' abilities and knowledge in learning English, I applied the TPR (Total Physical Response) method. The implementation of the TPR method can be said to be a success if students can understand and follow what the teachers submitted.

Result/findings

3. How the students responses after this program was carried out

Table 3

Competency	The finding after observation
Grammar skill	Almost all student do not know how to use simple grammar correctly.
Pronunciation	Some students still can't pronounce correctly and fluently, especially in spelling words.
Vocabulary knowledge	There are still many students who do not know much about simple or non-simple vocabulary.
Writing words	There are still not many student students' writing that is correct in English sentences.

The findings of the researchers at the time of observation show in Table 3 that the ability of students in rural schools is quite low in the context of grammar, vocabulary, pronunciation and writing skills. The lack of encouragement from both teachers and parents greatly affects students' knowledge.

Result/findings

Table 4

Achievement Competency	The finding after implementation the program
Grammar skill	Some students have used the grammar rules correctly during the quiz.
Pronunciation	Students have used the correct pronunciation, which includes loose words, phrases, sentences and dialogues or English discourse that I provide.
Vocabulary Knowledge	Students already know a lot about the vocabulary that I gave during the quiz because they had learned it when the program was implemented with the handbook that I gave them.
Writing Words	Many students have corrected the writing of English words or sentences that I gave after participating in the program that had been implemented.

The findings of the researcher when implementing this conversation program got a difference more than during the observation and after this program took place, it can be seen in Table 4 shows that the students' abilities when taking the quiz given by the researcher showed that the students' abilities had increased. Both in grammar skills, vocabulary knowledge, pronunciation and writing skills. This shows that this program is very much needed by the conditions of students in rural areas.

Discussion

After I implemented this Conversation program in my self-study research by conducting observations and interviews with English teachers at SDS Hidayatul Mubtadi'en Tulungagung which is a school located in a rural area. Teaching school located in a rural area presents many challenges and critical success factors in teaching. Students in rural areas sometimes lack motivation. Therefore, after I did my self-study by observing and interviewing teachers and students in rural schools, and implementing the program that I had created, namely "conversation" which is held every Tuesday and Saturday, it has several challenges in its implementation including:

1. Infrastructure
2. Source of learning
3. Parent mindset
4. Student Competence

After I observed and knew the challenges and abilities of students in learning English, I implemented a conversation program by applying the TPR (Total Physical Response) method. TPR is a very appropriate method in implementing the program I found, namely "conversation" which is very much needed in this rural school. Although there are some challenges in implementing this program, but by paying attention to the difficulties and applying appropriate methods in delivering the material, the conversation program that I implemented went well.

Conclusion

Teaching is progressive in that teachers learn more and become more skilled at interactions, administration, and integrating content, time, and materials. In order that teachers to progress in their knowledge of teaching, they must also progress in their understanding of reflection (Fitzgerald). Where this research was conducted to find out the difficulties that occur in SDS Hidayatul Mubtadi'en Tulungagung, and then given a solution, namely implementing an English conversation program in rural areas. This program is carried out to strive for the development of the English language of the 5th graders of SDS Hidayatul Mubtadi'en with learning methods and strategies that have never been applied before. This program is conducted twice a week. Through the campus teaching program, many experiences were learned, one of which was the successful implementation of the conversation program for schools in rural areas. Further research should pay attention to the ability level of students, especially in schools in rural areas, where there are many difficulties. This research can help further research to find out what is needed in schools in rural areas. The author hopes that this program will continue so that the development of students in learning English continues to increase.

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