Teaching and Learninng English Vocabulary for Beginners in Rural and Urbal Schools

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Abstrak

Penelitian ini bertujuan untuk menemukan: 1) Bagaimana siswa mempelajari kosakata bahasa Inggris di sekolah Pedesaan dan Perkotaan; 2) Bagaimana cara guru mengajarkan kosakata bahasa Inggris di sekolah Pedesaan dan Perkotaan. Penelitian ini berfokus pada investigasi proses Pengajaran Kosakata Bahasa Inggris untuk pemula di sekolah pedesaan dan perkotaan. Penelitian ini dilaksanakan di SMPN 12 Buton, MTSN 4 Buton, SMPN 40 Buton, SMPN 48 Buton, SMPN 4 Baubau, SMPN 18 Baubau, MTSN 1 Baubau, MTSs Al-Ikhwan Baubau. Partisipan penelitian ini adalah siswa kelas satu, dua dan tiga serta guru bahasa Inggris di sekolah pedesaan dan perkotaan. Penelitian ini adalah penelitian kualitatif dengan menggunakan metode Grounded Theory. Pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan wawancara. Hasil penelitian ini menunjukan bahwa kosakata bahasa Inggris untuk pemula di sekolah pedesaan cukup rendah, hal ini dapat di lihat dari siswa belum mampu menyebutkan kosakata bahasa inggris dengan benar, siswa belum mampu menulis kosakata bahasa inggris sesuai dengan artinya, siswa belum mampu membaca kosakata bahasa Inggris sesuai ejaan yang benar. Peneliti menemukan kosakata bahasa Inggris di sekolah Perkotaan sangat baik, hal ini dapat di lihat dari siswa mampu menyebutkan kosakata dengan benar, siswa mampu menulis kosakata bahasa inggris sesuai dengan artinya, siswa mampu membaca kosakata bahasa Inggris sesuai dengan ejaan yang benar. Kesimpulan dari penelitian ini adalah pembelajaran kosakata bahasa Inggris pemula di sekolah pedesaan lebih rendah dibandingkan sekolah perkotaan, hal ini dapat di lihat dari tiga indikator penguasaan kosakata bahasa Inggris yaitu; pengucapan, ejaan dan arti kosakata.

Kata kunci: *Pembelajaran, Kosakata, Pedesaan dan Perkotaan*

Abstract

The objective of the research is to find out: 1) How students learn English vocabulary in rural and urban schools; 2) How do teachers teach English vocabulary in rural and urban schools. This research focuses on investigating the process of Teaching English Vocabulary to beginners in rural and urban schools. The research conducted in SMPN 12 Buton, MTSN 4 Buton, SMPN 40 Buton, SMPN 48 Buton, SMPN 4 Baubau, SMPN 18 Baubau, MTSN 1

Baubau, MTSs Al-Ikhwan Baubau. The participants in this research were first, second and third grade students and English teachers in rural and urban schools. The research is qualitative research used Grounded Theory method. The data collection used in this research was observation and interviews. The result of the research shows that the English vocabulary for beginners in rural schools is quite low, this can be seen from students not being able to pronounce English vocabulary correctly, students not being able to write English vocabulary according to the meaning, students not being able to read English vocabulary according to correct spelling. Researcher found that the English vocabulary in the urban school was very good, this can be seen from students being able to pronounce vocabulary correctly, students being able to write English vocabulary according to the meaning, students being able to read English vocabulary according to the correct spelling. The conclusion of the research is English vocabulary learning in rural schools is lower than in urban schools, this can be seen from three indicators of English vocabulary mastery, namely; pronunciation, spelling and general meaning.

Keywords: *Learning, Vocabulary, Rural and Urban*

INTRODUCTION

Vocabulary refers to the amount of words/vocabulary a language has (Soedjito et al., 2011: 3). Vocabulary is considered synonymous with dictionaries and lexicons and is defined as the supply of words in a language (Jackson & Amvela, 2000: 1). Vocabulary plays an important role in oral communication because it is an integral part of human language. However, teachers of a foreign or second language tend to teach grammar and often neglect vocabulary; this may be due to the fact that grammar is a finite system while vocabulary is not (Sheehan, 2004). It is conventional wisdom that beginners should have a minimal vocabulary when they begin to face basic grammar problems (O'Dell, 1997). In fact, it is virtually impossible to express anything without grammar, and it is impossible to express anything without vocabulary (McCarten, 2007: 20). Vocabulary underpins the four macro language skills in ESL/EFL settings, and a lack of vocabulary knowledge is a barrier to learning (Nam, 2010). It is recommended to pay more attention to vocabulary and research effective vocabulary teaching methods to help learners acquire, store, and retrieve vocabulary of the target language as well as possible. Language learning cannot be separated from vocabulary learning because vocabulary is the core of language and plays an important role in the fluency of verbal communication. English 5 vocabulary is one of the essential conditions for mastering English. A good command of vocabulary improves English proficiency because it affects language proficiency, and Tarrigan (Bari', 2003: 1) points out that the quality of an individual's language proficiency clearly depends on the quantity and quality of his or her vocabulary.

According to Azleen (2008: 76) there are several things that cause low students' motivation to learn English, namely: (1) teachers are not creative in learning, (2) students do not see any advantages in learning English, (3) the number of students are too many in one class, (4) the teacher himself is not very fluent in the use of English, (5) the use of books that are not in accordance with the abilities of students. Sardiman (2003) also argues, motivation

to learn has a distinctive role in terms of growing passion, feeling happy and eager to learn and having a lot of energy to learn. Therefore, the thing that needs further thought is about how to create interesting, conceptual, meaningful and quality learning so that it can arouse students' enthusiasm for learning in vocabulary mastery. In reality, based on various levels and ages in institutional education, English teachers may have different perspectives in implementing their belief in learning methods. According to Birgili and Seggie (2016), the reasons why teachers have 7 different preferences and choices in using methods are different curricula, student conditions, and the physical condition of the school. This means that English teachers will have different and varied considerations, methods and approaches in teaching English according to the state of school facilities. A similar thing also happened in schools in Baubau City. Learning English in schools located in the city center is supported by adequate facilities, whereas in schools located far from the city there are always problems with learning facilities. In fact, one of the teachers at a suburban school said that it was not only facilities that were an obstacle in the teaching and learning process, but for English subjects, the school did not have a special English teacher.

In Indonesia, especially in the Baubau city of archipelago Buton, English is not yet taught at elementary school level, only a few schools teach English as a local content subject at school. English begins to be taught at junior high school level so students' English vocabulary is very limited. Therefore, researchers feel the need for research into this phenomenon to find out how teaching and learning English vocabulary is taught in rural schools and urban schools in Baubau city of archipelago Buton.

METHOD

This research is a qualitative in nature and applied a grounded theory method. According to Cresswell (2012;16) stated that qualitative research is the problem or phenomenon should be explored not only in surface but also in deep analysis. Grounded theory research was first introduced by Barney & Anselm Strauss in 1967 (Cresswell, 1998). Grounded theory is a qualitative research design that allows researchers to form constructs and build theories from data direcly collected by researchers rather that from existing theories (Adebayo;2004). Generally speaking, grounded theory is an approach for looking sytematically at (mostly) qualitative data (like transcripts of interview or protocols of observations) aiming at the generation of theory. In this research the researcher will analyze English vocabulary learning methods between rural schools and urban schools.

FINDINGS AND DISCUSSIONS
Findings
1. Teaching and Learning English Vocabulary for Beginners in Rural Schools

Based on the results of interviews supported by observations, students in rural schools have very little enthusiasm for learning English vocabulary. This can be seen from students have not been able to name vocabulary according to the meaning, students not yet able to master English vocabulary in terms of writing words according to correct spelling, students are not yet able to read English vocabulary because the way of writing and reading is different from the way of reading in Indonesian so students have difficulty pronouncing

words correctly. Apart from that, students are also passive during the teaching and learning process. Only a few students are active and enthusiastic when learning English vocabulary. However, students said they liked learning English vocabulary because the teacher was good and always motivated students to learn. Some students also said that sometimes they felt annoyed when they did not understand the lessons taught by the teacher during the teaching and learning process of English vocabulary. The other students also said; that learning English vocabulary was rarely taught, students also felt bored and did not like learning English vocabulary. Sometimes students are given assignments by teachers to memorize English vocabulary, but because teachers rarely come into class to teach, the students have very little English vocabulary.

This is supported by the statements of teachers and students during interviews;

(1) The enthusiasm of the children here is very low in learning English vocabulary, it is different from in urban areas which are close to tourist attractions and there are tourists so they can occasionally speaking in english, here it is only for educational formality purpose. (T-1)

(2) I like learning English vocabulary because the teacher is fun but sometimes I feel annoyed because I don't understand the meaning. (S-1)

(3) Rarely learn English vocabulary, bored, don't like it, the teacher also rarely teaches in class, he was also given the task of write some vocabulary, make sntences and memorizing English vocabulary. (S-2)

The English vocabulary learning technique used by the teacher is a memorization technique. Students are required to memorize one English vocabulary word every day to know a lot of English vocabulary. According to the students; their school has a WIFI network available but they have never learned English vocabulary using online learning media, YouTube videos, games, or English vocabulary applications on Android because not all students have handphones. In the other school in rural areas some students to give statements, their said; they liked learning English vocabulary and some students said they didn't like learning English vocabulary because they couldn't remember it well. According to some students, learning English is very exciting and enjoyable, especially when teachers teach using video media when teaching, but sometimes students also feel bored when they cannot understand what the teacher is saying when using English. Students' English vocabulary knowledge is quite large for some students, and still lacking for other students. students also added their statement, that; In the school too have a WIFI network is available but it cannot be used in the teaching and learning process because the network is unstable.

(4) I dont like learning English vocabulary because sometimes I get bored if I don't understand the meaning. (S-3)

Apart from that, when the process of learning English vocabulary was taking place, the situasion in the classroom looked calm, some students looked confused when the teacher was explaining and some students looked noisy, only some students looked enthusiastic about participating in learning English vocabulary.

From the results of interviews supported by the observations above, it can be concluded that Teaching and learning English vocabulary in rural schools are still very low, this can be seen from three indicators of English vocabulary mastery, namely; pronunciation, spelling and meaning of vocabulary. Besides that, this too influenced by students' lack of enthusiasm during the teaching and learning process, the learning techniques/methods used by teachers are still traditional, teachers' lack of creativity when teaching, and inadequate school facilities, namely the unstable quality of the internet network so it cannot be used in the teaching and learning process.

2. Teaching and Learning English Vocabulary for Beginners in Urban Schools

Based on the results of interviews supported by research observation results, students said they liked learning English vocabulary because the teacher was fun to teach in class. Students feel excited and enthusiastic when participating in the learning process. This can be seen from students are able to name vocabulary according to meaning, students have been able to master English vocabulary in terms of writing words according to correct spelling, this is based on when the teacher gives questions, students write answers correctly, students are able to read and pronounce english vocabulary correctly. According to some students, learning English vocabulary is fun, they also feel free to express themselves and are not afraid of making mistakes when learning English vocabulary because the teachers are kind and friendly. The English teacher also said that she really tried hard to support students in learning English vocabulary so they could speak English, the teacher even said that he opened an additional study class in the afternoon to learn English for free. Apart from that, the teacher also added that he uses various methods when teaching English vocabulary, sometimes he gives assignments to memorize vocabulary, learn vocabulary through pictures, videos, objects in the classroom, and even learn vocabulary with an outdoor theme so that students don't feel bored.

(5) I really like learning English vocabulary, it's fun, the teacher is fun and kind). (S-4)
(6) I always tell students, come on.. come on.. study, it's okay to make mistakes, don't be afraid to learn. (T-2)
　　　　In the other schools in urban schools the students and English teacher give a arguments, so the teacher said in indonesia;
(7) Teachers use different methods when teaching. Write vocabulary and make sentences, translation of vocabulary, memorization vocabulary and sometimes using videos, pictures, and the most exciting thing is learning to recognize English vocabulary outdoors. (S-6)
(8) In junior high school, it was the first time the students learned English, so didn't know to speaking, but for vocabulary some students have vocabulary, there were several elementary schools that had studied English but only in additional subjects, not all elementary schools studied English). (T-4)

Apart from that, the English teacher also said that he created an English club outside of class hours, the English club was held in the afternoon. The aim of holding an English club is so that students can learn English vocabulary with a more relaxed feeling so that it gives the impression that learning English is fun. In indonesia He said;

(9) I created an English club in the afternoon for students who want to learn English, in the morning the time is limited, in the afternoon it can be more relaxed, if the students diligently to the participate, at least she/he will already know a lot of vocabulary. (T-5)

Furthermore, at school there is also an adequate WIFI network available, all students are also allowed to use the available internet network and students are also allowed to bring cellphones to school so that students can study online at school, students can even use the English vocabulary application on Android. During the learning process, the researcher saw that the class looked pleasant, most of the students seemed enthusiastic about receiving lessons from their teacher, some students were also seen using the English vocabulary learning application on their Android. The teacher helps by explaining on the blackboard and teaching students to recognize vocabulary in the form of nouns in the school environment.

From this it can be concluded that Teaching and Learning English vocabulary for beginners in urban schools it can be said to be very good, this can be seen from three indicators of English vocabulary mastery, namely; pronunciation, spelling and meaning of vocabulary. Besides that, this too influenced by the existence of adequate school facilities in the form of a stable and well-accessible internet/WIFI network to support the teaching and learning process. Another thing is creative English teachers and the use of innovative learning methods.

Discussions

Based on the results of research in rural schools and urban schools, researchers found that English vocabulary for beginners in urban schools was better than rural schools due to environmental factors, namely; family environment and school environment. This is in line with Nurhalimah, et. al (2020) said there are two factors that influence vocabulary, namely:

1. Family environment

Various atmospheres and family conditions must determine how and to what extent the child learns as well as the abilities and abilities possessed and achieved by the child. Including in learning also plays an important role. Certain studies on the association between language development and family socioeconomic status reveal that children from homes with low incomes are likely to experience language development delays than children from higher-income families.

2. School environment

The attitude and personality of teachers, the level of English language skills that teachers have and the way teachers teach science to their students, also determine the learning outcomes that will be achieved. In addition, a school that has adequate learning facilities and facilities as well as the teachers' skills in using security tools will facilitate and speed up the learning process. A pleasant learning atmosphere will help students learning goals.

Similarly, on the contrary, a stressful environment will cause students to experience many barriers in learning. Learning activities as a system, considering that media is an integral part of well-designed and integrated learning activities and systems can not only help students in learning, but more importantly help in completing the intended learning goals. As

one of the educational world's demands, to enhance the level of English learning, the use of the laboratory. The extent of a person's language knowledge will always be affected by their level of schooling. The depth of a person's language mastery increases with their level of schooling. The subjects taught at each level differ, and many new terms are introduced at the higher level, thus this must is accepted. A person's mastery is also influenced by how many references they have read.

The ultimate aim of a teaching-learning process is the mastery of the subject matter. Students are deemed to have successfully learned a subject when they can master it to its full potential. Based on the opinion above, it can be simplified that that the development of student vocabulary is influenced by several internal factors: age level, child abilities, motivation and external factors: family environment, school environment. The learning of vocabulary in children is tought systematically and develops as they age. Children experience the same stage of development but what distinguishes them is: social, family, intelligence, health, impulses, relationships, with friends who also influence them, this means the environment also affects the growth of children's vocabulary, a good environment, so the child's development will be good, but otherwise the child will also participate in his environment. This is the measure or basis why a child at a certain age can speak, or at a particular age cannot speak.

Furthermore, researchers found that learning English vocabulary in rural schools still used traditional methods to improve mastery of English vocabulary. This is in line with Petty, Herold & Stoll (1968) in Kastam Syamsi (1998) said "Vocabulary teaching in schools generally involves direct teaching of word meanings from word lists". Traditionally, direct methods in vocabulary learning include definitional and contextual methods (Klesius & Searls, 1991). The definition method is a method of giving assignments to students or asking them to determine the definition of vocabulary and then writing it in a sentence with that word. While the contextual method is the introduction of new vocabulary in the context of sentences or short discourse that provides clues to that vocabulary (Klesius & Searls, 1991).

However, if we look at the children's abilities, students' self-confidence and motivation are very low, students do not feel confident when learning vocabulary and students' motivation to learn is very low. Self-confidence is one of the factors that supports students in mastering vocabulary. According to Habibah (2019: 197), self-confidence is the psychological condition of a person who has strong belief in himself to do something. Self-confidence can also be interpreted as the abilities that a person has and can utilize. Good self-confidence will make someone continue to learn vocabulary well. A person's self-confidence will enable him to master vocabulary. However, there are still many students who feel less confident in their abilities. Apart from that, motivation is one of the drivers for someone to learn vocabulary. According to Baharudin, et al. (2019:51), motivation is one of the things that encourages someone to do something. Motivation is very important in determining how much students will learn and absorb information. Having high motivation will encourage students to learn more things and encourage them to be enthusiastic about learning new vocabulary and being able to master it. This motivation must be possessed by students in rural schools if they want to master vocabulary.

In addition, vocabulary learning in urban schools is better. English teachers are more creative and used various methods when learning English. This is in accordance with Harmer (2001: 155) who provides a broad explanation of several comprehension teaching techniques which are summarized as follows:

1) Demonstration; the teacher demonstrates the language according to his wishes students to learn by offering them there in action.
2) Explanation; the teacher explains language constructions in diagrams, using a textbook, using a board or OHP.
3) Invention; students can be encouraged to understand the new language forms by finding them in tests or by looking at grammatical evidence to draw up grammatical rules.
4) Check Questions; Teachers can check questions to see if students have them understand its meaning and use in a text or paragraph.
5) Presentation; the teacher shows something and does not present words to students, for example pictures, videos and also using pantomime, actions and gestures to present words.

Besides that, the results of the research show that students' abilities, student self-confidence and student motivation in urban schools in studying vocabulary are fairly good, students are very enthusiastic in learning vocabulary, students feel confident because of high motivation from within the students themselves. This is also in line with Nurhalimah, et. al (2020: 74) also said that a person's level of success or failure in learning vocabulary is determined or influenced by the child's abilities. Children must have good mental readiness for the learning process. A child's ability to master vocabulary is also influenced by self-confidence, because when a child has self-confidence, the child will try to learn something new, use it according to the purpose, and the child will not feel anxious when he wants to express himself. have an opinion or ask if there is learning material that is not well understood, so that from this process children can acquire new vocabulary and clearer explanations and motivation has a strong influence on the vocabulary learning process. Motivation has the aspect of providing encouragement to students when they want to do something. The greater the motivation they have to learn vocabulary, the more vocabulary they can understand. Motivation is a person's urge to do something. Intrinsic motivation can encourage a person so that in the end the person becomes an expert in a certain field. Learning will be more successful if there is special motivation in students.

CONCLUSION

Based on the results of research and discussions that have been carried out, it can be concluded that English vocabulary learning for beginners in rural schools is very low, this can be seen from three indicators of English vocabulary mastery, namely; pronunciation, spelling and meaning of vocabulary. Students are less enthusiastic when learning vocabulary, and the learning methods used by teachers are still traditional, and school facilities in the form of an internet network are inadequate, whereas English Vocabulary learning for beginners in urban schools is very good, this can be seen from three indicators of English vocabulary mastery, namely; pronunciation, spelling and meaning of vocabulary.

Students are enthusiastic when learning vocabulary, and English teachers are more creative and used various learning methods so that students feel motivated to learn, besides that there are adequate internet network facilities to support the learning process.

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