

The Challenges faced by Volunteers in “Desa Bahasa dan Wisata Tayuban”

A Skripsi

Submitted to Language Education Faculty as a Partial Fulfilment of the Requirements
for the Degree of *Sarjana Pendidikan*



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2019

Abstract

The present research aims to discuss the challenges faced by the volunteers of *Desa Bahasa dan Wisata Tayuban* to enhance the residents' English speaking skill. This research adopted qualitative research and provide qualitative descriptive as a research design. Interview and observation were employed as the data collection techniques. The study involved two teacher volunteers that teach residents in the village. The volunteers faced three challenges in teaching English for speaking including situation and condition, low self-efficacy, and low students' participation.

Keyword: Teaching speaking challenge and tourism.

Background of the Study

The government in Indonesia begins to develop tourism in various regions and opens new tours to attract local tourist attention as well as international tourist. There are some tourist attractions that require people to be ready with foreign citizens. The fascinating places will engage attention from other countries. It will provide many benefits and increase the income of the country. This is in line with Alam and Paramati (2016) who revealed that tourism influences economic growth through several aspects generating foreign currency earnings, attracting international investment, increasing tax revenues and creating additional employment opportunities. Obviously, the government and society must be responsible and cooperate to prepare many things for Indonesian's tourism.

As in case in Kulon Progo, Yogyakarta, there is a community that develops language and tourism village in one of the villages in the Kulon Progo, precisely in Tayuban. The programme is called “Desa Bahasa dan Wisata Tayuban” or “Tayuban language and tourism village”. The name of the community is “Bule Mengajar” which means a community that collaborates with foreigners or Indonesian often calls it “Bule”. *Bule Mengajar* is a non-governmental organization in the form of community. This community is a forum for Indonesian residents who want to contribute to the fields of education, tourism, social and culture. One of the *Bule Mengajar* programs is to promote Indonesian tourism to foreigner and to help Indonesian residents improve their English language skills. The community has clear preparation to help the residents in learning English in the Tayuban. The programme

of *Desa Bahasa dan Wisata Tayuban* is implemented within a year from 2017-2018. Every week they hold training about 1-2 hours in one of the residents' houses in Tayuban to learn English for speaking.

Mostly, the teacher volunteers are not from educational department, and they use their own strategy to help people in learning English. Teaching process is to transfer the knowledge from teacher to their students. However, it is not simply like only transfer the knowledge; the teacher has to prepare some materials, has a day to day goals, and understands what the students really need in the learning process. In the general view, the teaching process involves planning the materials and what teacher will do in the classroom, implementing the ideas in the preparation, and evaluating the learning process by feedback or reflection. According to Bordenave and Pereira (2012), teaching can be considered as:

The intentional process of making it easier for one or more other persons to learn and grow intellectually and morally, providing them with planned situations for the students to have the experiences needed to produce the desired modification in a more or less stable manner (Bordenave & Pereira, 2012, p. 60).

The statements mean that the teachers have to provide a clear plan to help learners in the learning process. Also, teachers should have planned strategy so that learners can absorb the lesson well.

From the researcher's experience as a volunteer in that programme, the volunteers did not have well preparation in teaching English and the teaching strategy was unstructured. For example, they just prepared the material a few hours before

teaching even sometimes they did not prepare anything and just repeated the previous week's lesson. Also, the volunteers have to teach different range of ages from 15 – 35 years old.

In addition, the residents who came to learn English were also uncertain. It might happen because they had other activities. On the first day of training, people ranging from junior high school students to adults were very enthusiastic to learn English. Then, after several months of training, the enthusiasm of the residents had decreased so that the residents who came only a few people. Some above phenomena showed that the learning process was not running maximally. Therefore, the researcher is interested in conducting research at *Desa Wisata dan Bahasa* Tayuban, Kulon Progo, Yogyakarta. This research is important to find out what challenges faced by the volunteers.

Methodology

This research focuses on teaching strategy implemented by the volunteers in language and tourism village. The researcher used qualitative methods because this research sought to find strategies used by teacher volunteers based on their experiences. It needed a deeper understanding of the volunteer strategies in teaching English. Thus, the researcher needed to learn more about the phenomena from the participants. Creswell (2012) said that “qualitative research is best suited to address a research problem in which you do not know the variables and need to explore” (p.16). To specify the approach, this research used qualitative descriptive as a research

design. The existence of English language teaching program for the development of the village encouraged the researcher to discover the nature of the specific event. Merriam (1998) noted that qualitative descriptive aims to summarize certain events experienced by individuals or groups comprehensively in everyday terms. The researcher used descriptive qualitative because the researcher wanted to study their research as far as possible in a natural state.

The research was conducted in one of tourism villages in Kulon Progo, Yogyakarta. The place was chosen because there was an English learning program implemented by a community in Kulon Progo. In this study, sampling technique used by the researcher was purposive sampling. This technique was used because the researcher wanted to access participants who had in-depth knowledge of an issue or program based on their experience. According to Ball, purposive sampling is used to know people who have in-depth knowledge of an issue, either from their background, power, network, or experience (as cited in Cohen, Manion, & Morrison, 2011, p. 157).

The researcher selected two teacher volunteers to become participants for this research because they were the most often volunteers who taught in the village. Also, they had in-depth knowledge of the program because the participants were the team formed for the development of the language and tourism village. The first participant was a male aged 35 years. He graduated from State College of Accountancy in accounting department, but he worked as a translator. He had joined this program for

approximately one year. Then, the second participant was a female who was 23 years old. She graduated from English literature who now worked as a tutoring teacher. She had also joined this program for about a year. Pseudonym was used in order to keep participants' confidentiality: Ray for the first participant and Bunga for the second participant.

Interview was used as an instrument for data collection. The researcher chose standardized open-ended interview. Thus, questions were more organized and had complete data for each topic discussed in the interview. Besides, participants would have open-ended questions that enriched the interviewer's knowledge of the issue being discussed. Open-ended questions provide an opportunity for the researcher to investigate more deeply or to clear up misunderstandings (Cohen, Manion, & Morrison, 2011). Furthermore, the participants might answer in unstructured response so they could answer questions in whatever way they chose. Furthermore, the researcher prepared means such as an interview guideline, a pen, a notebook, and a recorder on a mobile phone. In addition, time allocation for each participant was around 20-30 minutes in the interview process.

Then, observation was used for the second instrument to confirm the interviewees' answer regarding their teaching strategies and to triangulate the data. The researcher used highly structured observation because the observer focused on certain issues. Also, the purpose and the research questions were determined in advanced. Research by Cohen et al. (2011) revealed that highly structured

observation has its observation categories and allow the researcher to investigate certain issues before doing observation (i.e. pre-ordinate observation).

In this case, the observer made some judgments about the strategies that teacher volunteers use in teaching speaking adopted by Cohen et al. (2011). Then, items from the strategy were taken from the literature review that had been discussed. Also, the items were from participants answer from the interview. The answer was modified into two categories; present and not present. Moreover, the researcher also added a note sheet after observation categories. It would prove and explored the strategies used by volunteers. The role of the researcher was a pure observer who only observes without participating in the event. Gold noted that someone who observes something without being part of any group is overt or covert observation (as cited in Cohen, Manion, & Morrison, 2011, p. 457).

Furthermore, the researcher carried out several steps in analyzing data (coding). According to Saldana (2009), coding is a way of getting a word or phrase that determines the existence of prominent psychological facts, the essence of facts, or marks something that appears strongly from a number of languages or visual data sets. The first steps in doing the coding are verbatim; transcribing audio interviews and observation notes into text. Then, the researcher needs to reconstruct the subject sentence into a well-ordered sentence without changing the actual meaning. The third is interpretation which makes the core phrase of a well-ordered sentence. The last one

is dividing categorization which collects similar or non-similar facts to find key themes as materials for narrating the data.

For the observation, firstly, the researcher reviewed the observation categories that were present during observation. Secondly, the researcher reported anything that was found in observation notes starting from the volunteer open the class until close the class. The last one was to match the results from interview to support the interview answer.

Finding and Discussion

The challenges faced by the volunteers of Desa Bahasa dan Wisata Tayuban to enhance the residents' English speaking skill.

Based on the interview data, the researcher found several challenges faced by the teacher volunteers. The challenges were divided into external challenges and internal challenges. The external challenges were inadequate facilities and less conducive situation and condition. Then, the internal challenges were teaching ability, lack of confidence, and students' participation.

External challenges. The teacher volunteers faced outside constraints that affect the learning and teaching process. There are two kinds of external challenges, namely inadequate facilities and less conducive situation and condition.

Inadequate facilities. The first challenge was inadequate facilities. Both participants mentioned that there was lack of facilities to support the learning process in the village. Ray stated that many factors caused learning not optimal and one of

them was limited facilities. He said, "I want to write but there was no marker". Bunga also explained, "The facilities and infrastructure make learning hampered because we taught the students in the residents' house, so we cannot bring sound system, projector, or anything". Ajibola pointed out that the challenging task is to ensure the availability of computers, sound system, hands-on tools, and other teaching instruments (as cited in Songbatumis, 2017 p. 62).

Less conducive situation and condition. For the less conducive situation and condition, it only mentioned by Ray. Ray said that in the village it was difficult to get signals so the situation and conditions were less conducive. This was also supported by the observation that at that time the study hours changed and volunteer teachers had difficulty contacting other students because of limited signal and one of the students came late.

Hence, inadequate facilities were one of the challenges for the teacher volunteers in teaching speaking in the village. All participants also explained that this could hamper the teaching and learning process. Another challenge was difficult signals that made learning situations less supportive. Fatiloro and Nurkamto agreed that lack of equipment and facility could hamper a teacher to conduct effective teaching process (as cited in Songbatumis, 2017 p. 57).

Internal challenges. The researcher obtained some challenges related to internal factors. They were teaching ability, lack of students' confidence, and students' participation.

Teaching ability. Firstly, regarding the teaching ability, Ray said, "my background is not a teacher and I probably know if I teach theory. But if delivering material comfortably, it becomes a challenge for me". On the other hand, Ray assumed that his way of teaching is less interesting. He explained that student participation in Tayuban was decreasing because his technique of teaching was not interesting. Moreover, Ray explained that he had a hobby in English, and he wanted to share his knowledge. But he realized that there was a discrepancy between the desire to teach and the ability to teach. According to Songbatumis (2017), lack of professional development, lack of training, unfamiliar with technology, and limited mastery of teaching method are challenges in teaching English from the teachers' side.

Lack of students' confidence. Secondly, another challenge is the lack of confidence of students. Bunga felt lack of confidence from students because of the pronunciation. She stated that the students felt less confidence because they were afraid of mispronunciation. This is supported by Songbatumis (2017) who stated that most students are anxious in pronouncing and spelling correct words because of being afraid of making mistakes. Therefore, the lack of students' confidence is the challenge in teaching speaking and it is also one of the teacher's tasks to help students be more confident.

Students' participation. The last challenge was the students' participation. Teacher volunteer felt that students had other activities rather than learning English. Bunga explained that the residents were not all young people, so they preferred to

work. The youth in the village also had other activities such as college and work. Therefore, the students had other activities than learning English and it became a challenge for the teacher volunteer. Copland, Garton, and Burns (2014) found that maintaining student motivation, inexperience, parental attitudes, differentiation, age and sex of students, and not sharing students' first language are a problem of students' discipline.

The impact of students' activities was the decrease in the number of students. Ray and Bunga justified the decrease in the number of students. Ray stated, "In the first week, we had 17 students and finally dropped dramatically in the next week. Now, there were only five students left". Bunga also explained that the number of students was decreased because of the different enthusiasm of the students.

Therefore, students' participation was the last challenge for teacher volunteers. All participants mentioned this challenge in their different ways. Azizah (2017) found that students' participation was one of the challenges in teaching speaking. Both Ray and Bunga believed that there were other activities which students were unable to attend English learning. It caused a decrease in the number of students the following week.

To summarize, it was found several challenges faced by the teacher volunteers to enhance the residents' English speaking skill. Those were inadequate facilities, less conducive situation and condition, teaching ability, lack of students' confidence, and students' participation.

Conclusion

The teacher volunteers help residents by teaching English in the village every week. Thus, the teacher volunteers faced the challenges when teaching speaking English in the village. The aim of this study is to find out challenges faced by the volunteers. The objective was discussed based on the volunteers' participation in interview and observation. The second objective is to find out the challenges faced by the volunteers. The finding showed some challenges that are faced by the volunteers including external and internal. The external challenges are inadequate facilities and less conducive situation and condition. Besides that, the internal challenges are teaching ability, lack of students' confidence, and students' participation.

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