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

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ABSTRACT

This article discusses how to participate in Teaching campus programs and implementing English conversation programs in rural areas. Because English is one of the subjects considered difficult by elementary school students, especially in rural areas, teachers need to be active and communicative in giving instruction. This research was conducted in an elementary school at rural areas, This study used the self-study method, in which data are taken from observations and interviews with and English teacher in the school to find out the difficulties or challenges in teaching and learning in rural areas at Tulungagung East Java, Therefore, the self-study researcher is not the self who does the research, but rather the self being studied, not that the self is the only focus. This progression in self-study characterizes teaching as well. So after that, the author compiled this conversation program. The method used in the implementation of this conversation program was the appropriate TPR (Total Physical Response) method to support challenges or difficulties in teaching and learning. This program was carried out once every 2 weeks and was only attended by class 5. And to find out the improvement of students after joining this program, the researcher give assessment. When this activity was carried out the students were very enthusiastic and understood the lessons that I given, many improvements were obtained by them such as word pronunciation, word spelling, vocabulary knowledge, and word composition. This study strongly recommended that TPR is needed to learn English in rural area.

Keywords: English Conversation; Rural Areas; Self-study; TPR

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INTRODUCTION

In addition to local and national languages, English is now one of the foreign languages taught in Indonesian schools. However, it is only regarded as a local content subject, meaning that schools are free to decide whether to teach English or not in light of their own local needs and regional circumstances (Cahyati & Madya, 2019). A more balanced approach to English learning would result from English education, which would motivate more students to acquire the language (Baba Khouya, 2018). Parents are urging their kids to start learning English as soon as possible since it is thought that it is a necessary skill for individuals to exist in this global society (Pustika, 2021). In Indonesia, only a few schools make English a compulsory subject. Especially in rural areas, there are only a few schools that do require learning English but they are not very developed or are not considered important. Thus, the Directorate General of Higher Education has compiled the Teaching Campus Program (Kampus Mengajar) Program (MBKM) organized by the Ministry of Education and Culture. Teaching Campus Program (Kampus Mengajar) is a program that gives students the chance to assist elementary and junior high school teachers and principals in carrying out instructional activities impacted by the pandemic for 1 (one) semester. Whose targets are primary and secondary education units that are still 4T (Front, Outermost, Disadvantaged, and Transmigration areas) the government views the necessity of advancing education in rural areas as a shared obligation that must be fulfilled as a sign of loyalty to the country.

The use of national language for instruction in the classroom is challenging, as most of the students are not proficient in their national language thus difficult for them to learn (Akram et al., 2020). Current research on dialogical and enriched language approaches is being developed which contrasts with traditional and direct teaching method. This research focuses on the Implementation of the English Conversation Program in Elementary Schools in Rural Areas, where this program is carried out while attending the Teaching Campus Program (Kampus Mengajar) in rural schools, the English conversation program is carried out to develop the ability of rural students to communicate in English. Based in the pre-observation in one of the elementary schools located in Tulungagung District, Kedungwaru Sub-district, namely SDS Hidayatul Mubtadi'en which is located in a rural area and only a few students, for1sth

grade only five students, 2nd grade only seven students, 3rd grade only six students, 4th grade only four students, 5th grade only eleven students and 6th grade only four students. Especially for5th-grade. For them, learning English is a big challenge they face such as understanding vocabulary, speaking, listening, writing and reading. As well as the lack of a sense of enthusiasm for students learning English at school, because they already have the view that English is a very difficult subject to learn. Students still tend to be afraid and seem to avoid English lessons. There is also a habit of students refusing each other due to lack of a confidence when the teacher asks to explain related to English. While in the current era really need speed and acceleration in speaking English. Whether we like it or not, we can't deny English in our daily activities nowadays. We need to interact with all people around the globe in order to fulfil our daily need (Musiman et al., 2021). His is one of the English teachers in rural areas confront difficulties. It is crucial to learn more about the challenges that English teachers face when instructing in those institutions in light of the factors that influence educational diversification in Indonesia, such as geography, social, and economic considerations, as well as parents' contributions to English-speaking elementary students (Paris, 2018). The problem is very different when teaching children in a city where parents and students and the surrounding environment consider English a very important subject to learn. The difficulties have arisen because the policy's effects may have an impact on the condition of instruction and student progress in learning English. In order to spice up the classroom environment and make it more engaging for students, teachers should update the ways in which they impart knowledge to students by reading about and becoming familiar with those new teaching techniques (Baba Khouya, 2018). Therefore, schools in rural areas need the right program to support the development of English in addition to the compulsory lessons that are carried out in class. English language teaching and learning should result in learners" ability to communicate their thoughts and feelings. 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.

According to Portes et al., (2018) Teaching through small group conversations characterizes a dialogic approach that is increasingly being used as the primary vehicle for facilitating academic learning in schools. The development of a child's linguistic skills has a direct impact on that child's capacity to learn a second language (Pustika, 2021). English and also to find out what improvements can be made in improving reading, writing, speaking and listening skills. I think this research is very interesting because we can find out what difficulties or problems faced by

schools in rural areas in English language skills and can find out what improvements must be made, namely by implementing the English conversation program.

Rural School Areas

In rural areas the achievement of English is very low compared to urban areas. There are many reasons behind this poor performance. Lack of trained teachers, ineffective courses, not many content, weak base, large number of students and lack of active participation of students are some of the main reasons why the students lag behind in English in middle and high schools in rural areas compared to urban areas (Hossain, 2016). Education condition in the rural areas of Indonesia attracts the attention of the government. Luschei & Zubaidah (2012) stated that "the greatest educational challenge facing Indonesia is the country's vast geography and many remote areas" (p. 337). 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. Teacher competence and ideas that are implemented are also very lacking, as a result in learning English students will become weak. The young instructors are intended to improve the educational climate in the rural schools where they will spend a year of their lives to teaching. By establishing schools as social hubs for these communities as well as places to learn, their existence gives rise to a hope for improving education in rural and isolated locations. This is consistent with research done by Autti & Hyry-Beihammer (2014) revealing that the schools in rural areas are not only a place to educate children but also the center of village's social lives. There are many challenges and obstacles when implementing programs to support student facilities in rural areas such as access, parental mindset, student competence, and infrastructure. Another significant issue is the lack of understanding and communication between students and teachers, particularly in rural areas. Teachers frequently discover that they are unable to speak to the student in their native tongue (Pal et al., 2019). Therefore, there must be a program that supports and is equipped with appropriate teaching to support all of these needs, because it is needed to implement the program in elementary schools in rural areas.

English Conversation Program

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). For students in rural areas who barely utilize, are exposed to, or need English language in their daily lives, teaching English as a required subject is difficult (Renganathan, 2021). This English

Conversation program is the right way to help the development of students' communication skills in English by involving learning vocabulary, pronunciation, reading, writing and speaking. Factors that can also determine the success of introducing English in elementary schools are motivation, language aptitude, and teacher quality, learning strategies, socio-economic background, learning materials and media, social interaction, and family background (Cahyati & Madya, 2019). This study focuses on the implementation of English conversation program in 5th grade students of SDS Hidayatul Mubtadi'en Tulungagung.

The research about implementation conversation at rural area is not the first time. There have been many previous studies that have investigated the implementation conversation at rural area, either at the school or the university. 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. 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. And raise research questions such as: 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? This research is important because it provides real knowledge about the difficulties experienced by rural schools and experiences of how this conversation program is applied in rural schools to overcome these difficulties.

METHOD

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. LaBoskey. and Pinnegar (1998) underlines the fact that there is no specific methodology or right approach to conduct self-study and that it is a strategy for examining the professional activities of teacher educators. Instead, the focus area of practice that is sought to be better understood and developed dictates how a self-study is undertaken. The statement made by Pinnegar (1998) provides a means of comprehending the methodology.

"while the methods and methodologies of self-study are not much different from other research methods, self-study is methodologically unique … self-studies involves a different philosophical and political stance … researchers who embrace self-study through the simple act of choosing to study their own practice, present an alternative representation of the relationship of the researcher and the researched … as they explore the development of understanding practice". (Hauge, 2021)

Figure 1
Stages of the Self-study Methods



As described in Figure 1 the researcher carried out the self-study method in which the research was carried out by means of the first is

observation class and interview teacher. Second, find difficulties in teaching and identify the solutions. Third, create an English conversation program to support to overcome difficulties in class. Fourth, teacher discussed with each other and agree the program, finally the program is held every Tuesday and Saturday and the last preparing to implementation the program with compiling method and determine the right learning strategy and finally the researchers use self-study method. Therefore, self-study researchers are not only their own selves doing the research; they are also their own selves being examined, so the self is not the exclusive subject of attention. It also does not include going to the other extreme and only examining our own part in our students' learning or our own practice.

This research was conducted in SDS Hidayatul Mubtadi'en Tulungagung, Indonesia, East Java. Then the data was took around March to June 2022. The data source in this research were students were directly English conversation program. Data collection was carried out through observation, interview and using quiz for students. I compiled an English conversation program to be implementation schools which were carried out twice a week on Tuesdays and Saturdays by grade 5 and students to overcome these barriers.

Observation is the first instrument. According to Creswell(2012) observation is the process of gathering open-ended, through information by observing people and places at research. And the second instrument is interview with English teacher about what obstacles they faced. And the last is using assessment or quiz for students. And to get the data with

1. Notes/Paper: data obtained from interviews. Data obtained from interview questions and observations.
2. Voice recorder: data obtained from the recording of interview answers.
3. Documentation: data obtained from observation and taking photos while learning English, as well as videos during the implementation of conversation activities and quizzes to measure the ability of 5th grade students after carrying out these activities
4. The first part of the quiz is about introduction, the second is about vocabulary, the third is about spelling and grammar about the material I have given. The quiz I give are very evenly distributed starting from easy, medium and difficult. So that it can know the ability of students after the program was implemented.

The data analysis used thematic analysis. Thematic analysis, as a type of qualitative inquiry, examines patterns or themes within the data by emphasizing both organization and a rich description of the data (Braun & Clarke, 2006). Researchers analyzed data through observation and interviews as well as program implementation. Where the data is obtained

through documentation in the form of photos, recordings and videos. First, for observation and interview data, the data was obtained through recordings and the researcher transcribed the results of the recordings. then, the researcher described the results of the interview transcripts about what difficulties occurred in the rural area of this school. Then the data on the implementation of the English conversation program with video recordings at each meeting. With that the researcher can describe the data through listening to and viewing video recordings.

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

Preparation is the first stages to implement this program, and my preparation includes lesson plan, execution time, instructional media, learning strategies. The first create lesson plan, the form of lesson plan is simple. The content of lesson plan focus on vocabulary and sentences. The second is execution time, the researcher discussed with the English teacher when the time was right for the implementation of the English conversation program. The third is instructional media, the researcher made different learning media for each meeting depending on what material is being taught. But also given a supporting book whose daily vocabularies the content include: Education, Food and beverage, Health, Transportation, Religion, Regular and irregular verb and a handbook speaking for beginner and the content include: Alphabet, Number, Day and month, Introduction, Invitation, Direction, Food and beverage, time, weather and conversation topics. The sample in Table 1 and Table 2. And the last is learning strategies, the researcher made learning strategies learning with groups and used games.

Table 1. Sample daily vocabularies

Language	Bahasa
Meatball	Bakso
Onion	Bawang merah
Cough	Batuk
Influenza	Sakit flu
Pedicab	Becak
Ship	Kapal
Forbidden	Haram

Regular Verb

VERB I	VERB II	VERB III	ARTI
Blend	Blended	Blende	Mencampurkan
Cook	Cooked	Cooked	Memasak
Dry	Dried	Dried	Mengeringkan
Deliver	Delivered	Delivered	Mengirim
Explain	Explained	Explained	Menjelaskan

Irregular Verb

VERB I	VERB II	VERB III	ARTI
Lose	Lost	Lost	Kehilangan
Buy	Bought	Bought	Membeli
Fight	Fought	fought	Berkelahi
Think	Thought	Thought	Berfikir
Eat	Ate	Eaten	Makan

Table 2. Sample Handbook of Speaking

Chapter 1: can you spell your name?

A [ei]	B [bi:]	C [si]	D [di]	E [i:]
F [ef]	G [ji]	H [eitj]	I [ai]	J [jei]
K [kei]	L [el]	M [em]	N [en]	O [eu]
P [pi:]	Q [kyu]	R [ar]	S [es]	T [ti]
	U [yu]	V [vi]	X [eks]	
	W [dabelyu]	Y [wai]	Z [zed/zi]	

Conversation
Tine : Hello, good morning
Riela : Hi, good morning
Tine : What is your name?
Riela : My name is Riela
Tine : Would you like to spell your name?
Riela : Yes, ar/ai/i/el/ei

Chapter 4: May I Introduce Myself?

1. Greeting:

Hello, Hi……
Good Morning…….. For the morning up to lunch (12midday to 1 p.m)
Good afternoon……. For the afternoon until early evening (till tea time/5 to 6 p.m)
Good evening …….. For the rest of the evening (till about 9 p.m)
Good night…… When leave a person at the end evening or go to bed

How are you?	Fine, thanks
How do you do?	How do you do
How's life?	Pretty well
How are you doing?	Not too bad, thanks
How are you getting on?	Very well, thank you

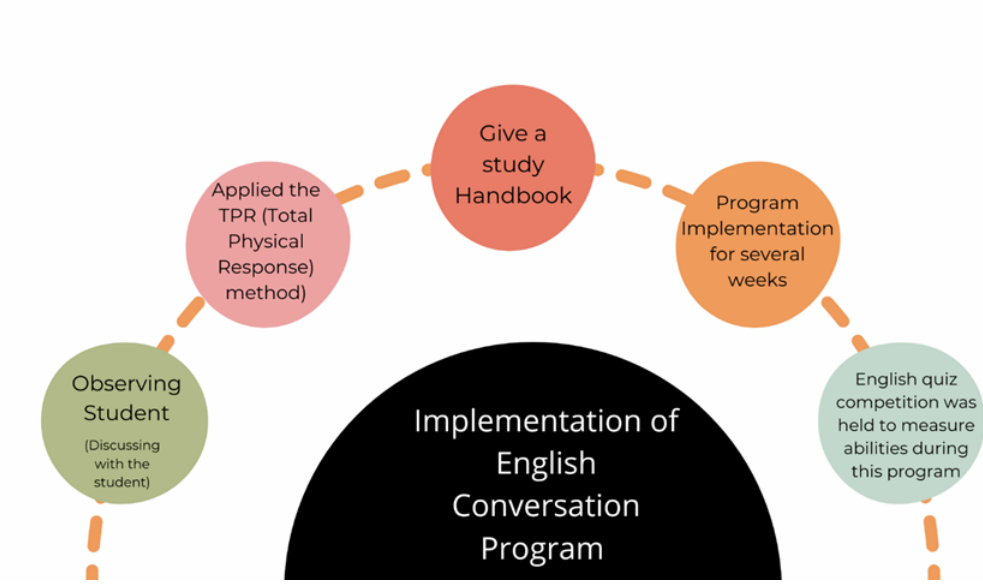
As Table 1 and Table 2 shows the supporting book with the content relate to English material for English conversation program. The vocabularies taught to student are the name of daily life and beginner stages to practice speaking. Additionally, to help students become proficient in using common English expressions, such as providing statements, requesting things, and asking questions, these are also taught. Guidelines for providing material refer to the handbook, but here researchers must innovate themselves as interesting as possible delivery to students related to the material to be taught. the results show that the researcher has implemented a thorough preparation for the English Conversation program.

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. One aspect of English instruction in primary schools has to be highlighted. It does so because it deals with young students who have distinctive traits. Young learners tend to be egocentric, imaginative and active, self-centered, easily bored, and unable to distinguish between concrete and abstract concepts. They also have a poor level of focus, prefer to do tasks on their own, and like learning new things. To learn a new language, they learn by doing (Cahyati & Madya, 2019). The implementation of the conversion program is carried out to produce students' ability to communicate their thoughts and feelings. The ability to engage in conversation is an urgent target that allows students to express their thoughts and impressions, socialize, make friends, present, be creative and develop brand ideas. The researcher implemented this program to eleven students from grade 5 who were recommended by the English teacher because according to him this class really needed an English conversation program. In the following, the researcher will explain the stages of implementing this English conversation program at weekly meetings.

Figure 2
Stages of the program implementation program



1. First meeting: Observing students, what difficulties they faced and how much they wanted to learn English and provided motivation to be enthusiastic about learning English through this program.
2. The second meeting: Discuss first how to introduce myself, then after they understood I invited them to introduce myself one by one including mentioning my full name, nickname, address, hobbies, favorite food, goals, etc., in front of their classmates. During the self-introduction, I gave an appeal when there was an error in pronouncing sentences, pronunciation, and self-confidence. First, they are still unsure and confident when they come forward in front of the class.
3. The third meeting: Discussing first how to introduce friends, I invited them to a group where each group consisted of two or more people to get acquainted with each other in front of the class, here a sense of confidence began to form with each other because they started to understand what I teach.
4. The fourth meeting: Inviting students to play English word guessing in groups, I formed groups randomly to count from one to two because two groups would be formed. The rules of this game are that every two members of the group go forward, and I give one of the students a card containing vocabulary words such as animal names, body parts, activities carried out, etc. and can't see the task is only to bring the card I gave and answer the clue from the other member in English, but the member who is given the task to give the clue may use Indonesian to make the game easier, I also give this game a time limit to answer it. Whoever the group with the most Points answers correctly and quickly is the winner. They are very enthusiastic about participating in this game, this game is also very supportive of communication between students and also adds new vocabulary.
5. The fifth meeting: Inviting students to play while learning again by using a guessing game at the end of the word, I invited them to play English word guessing in groups, I formed groups randomly to count one to two because two groups would be formed. The rules of this game are that all members of the line extend to the front and the member of the front group is the member I give the word or sentence to and the first or foremost member who guesses the last letter and must make or say a word whose first letter is the same as the last letter, for example. I mention the word "apple" and then the student who is in the front must make a word from the last letter like "eagle" and continue to each member behind it. I also give a time limit for this game to answer. Whoever the group with the most point answers correctly and quickly is the winner, they are very enthusiastic about participating in this game, the game is also very supportive of communication between students and also adds new vocabulary.
6. The sixth meeting: Forming students into groups again which contained

two (2) people in each group at random. I gave 3 pictures to each group and they had the right to choose a picture, the first picture was with an easy level, namely, I gave pictures of fruits, where the rules are that each group must describe the picture such as mentioning the characteristics. Then who is the fastest group will have the right to choose the next picture I will give the animal and so on until the 3rd picture. After they are finished I invite them to present their work with the rules that one of them explains in English and the partner says in Indonesian. With that, they will communicate with each other and have to work together so that the audience or their friends in the class understand and understand.
7. The seventh meeting: Inviting students to spell words, by giving them a word or sentence and they have the right to raise their hand and spell the correct letter and the meaning of the sentence or word that I have mentioned.

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. The material provided is related to everyday vocabulary, word pronunciation, written spelling and word composition. Every student gets the same questions at the same time, so there is no difference between one and the other because they are in accordance with the supporting books that have been given. There are questions that are directly asked and answered and there are also those that are written and then shown and there is a session that answers the fastest will get more points. Rules for this quiz are also not allowed to see any books or tools, only writing tools are allowed to be brought and you are not allowed to ask friends or anything else. An English quiz competition was held to measure abilities during this program. When this activity was carried out the students were very enthusiastic and understood the questions that I gave, many improvements were obtained by them such as word pronunciation, pronunciation, word composition, vocabulary knowledge, writing words, etc. After the competition was held, three of the 11 students got high marks, their understanding was very high and they were very serious when studying, but that doesn't mean the others didn't, it's just that the three children got very high marks. From this activity, it can be seen how influential this program is in supporting their ability to speak English, especially in communicating.

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 Total Physical Response is abbreviated as “TPR”. According to journal article from (Shi, 2018)The initials "TPR" stand for the Total Physical Response. A language education strategy called Total Physical Response centers on the integration of speech and movement. It is proposed by. It is proposed by (James J. Asher). Asher developed the TPR approach based on his own studies and beliefs on the acquisition of second languages. He makes the point that in order to teach English through Total Physical Response, language and actions should be combined. Additionally, we should work on a student's listening skills first before focusing on their speaking skills. The implementation of the TPR method can be said to be a success if students can understand and follow what the teachers submitted. However, it is uncommon for teachers who do not understand in applying this method which makes students confused even not interested in the lessons given by teachers. Especially the kindergarten students who want to play, sing and listen to stories (Astutik et al., 2019).Where when this program was implemented I used the Total Physical Response (TPR) method and linked it to several games so that they did not feel burdened like when learning in class. games provide children with opportunities to experience language(Asher, 1981). Previously I also gave him a supporting book containing daily vocabulary, how to learn to communicate from very basic things (introduction of yourself, getting to know people, introducing other people, daily vocabulary, mentioning days and numbers and others). However, nothing is ever perfect because TPR activities are mostly based on mimicking the teacher's voice and gestures, which may indicate a lack of inventiveness. As a result, the students are not actually taught how to develop unique speech. For instance, TPR exercises are centered on a type of command or requirement that refers to listen, sing, match, and do; students are not given the chance to voice their own opinions in these situations(Xie, 2021). But in this program I implement this method not only in one-way interactions, but students are involved in interactions with one another, so they won't get bored and can express ideas to each other.

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

Observations, interview and implement were used to collect data to answer the research question the third number of how Students responses after this program was carried out. Student responses after this program was implemented they were very enthusiastic and very happy to get new knowledge from the program which they had never done before. Some of

them felt a change in their English skills from before this program and after this program was implemented. They are more aware of mistakes that they have not known so far. After participating in this program the peacocks began to be trained and received new material that they had not previously received.

Table 3. Competence finding after observation

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. In table 1 shows that it requires an action to create enthusiasm for student learning in knowing and understanding English lessons.

Table 4. Achievement competence after implementation the program

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. For pupils who rarely venture outside their county and typically only communicate with the neighboring town, the value of English as a global language remains abstract. English is therefore a rarity that has little bearing on their daily life(Ramos Holguín & Aguirre Morales, 2016).Although few international researchers have studied rural teachers in Indonesia, considerable research has examined the contexts and challenges of teaching in rural schools in developing countries the government sees the necessity of boosting education in rural areas as a common duty that must be fulfilled as a sign of loyalty to the country. In an effort to address the demand for teachers through various initiatives like the SM-3T program, the Indonesian government annually sends thousands of teachers for a variety of topics to rural areas. The learning process and the performance of the pupils are both greatly influenced by the teaching environment. Therefore, a suitable teaching environment is crucial to rural schools' ability to produce qualified graduates(Adedeji & Olyaniyan, 2011). However, there are a number of obstacles to education advancement in Indonesia's rural areas, notably those that instructors must fight. Numerous studies have examined the difficulties faced by instructors in rural Indonesian schools(Paris, 2018). 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

Infrastructure is the most important part of the teaching and learning process, adequate infrastructure will affect the learning process in the classroom, and also help teachers to convey material to students easily, especially in rural areas. The majority of the teaching and learning processes take place in insufficient infrastructure in rural Indonesian

schools. It's because there aren't many older schools with adequate amenities in rural area. Given this information, the T-3 respondent (teacher 3) stated that because his school is young, the facilities are insufficient to meet the demands of the students(Paris, 2018). The accessibility of the resources teachers need is another frequent issue. Another barrier for instructors in rural schools is the lack of and inadequate financing for teaching resources(Akram et al., 2020). Although there was only one study(Ansawi, 2017)that collected data from parents in a rural setting, the results simply confirmed what we already knew about rural parents who are themselves limited English language users. Infrastructure for information technology is also lacking in rural schools. Thus, any support using technology to motivate, create interest and encourage the use of technology for English lessons in classrooms were also limited. That's why this infrastructure is a challenge factor in implementation the conversation program in this rural area.

2. Source of learning

Foreign language teachers should attempt to create a communicative environment in the classroom where students can actively and meaningfully utilize the language(Asst.Prof. Dr.Abdulnaser Mohammed Ali, 2015). Source of Learning are a component of helping teachers and students in the learning process. Or it can be referred to as teaching materials to convey students. This learning resource can be in the form of the availability of books at school, the internet, and a proper library. The source of this book can help students in accepting the material presented by the teacher, this limitation is also a challenge in teaching. Finally, I decided to provide an English handbook that contains the pronunciation of words, vocabulary, etc. to support learning.

3. Parent mindset

The next challenge is the parent mindset, where the role of parents is also very important in the process of children's success in learning. If the parents talk to or ask their children about school, children are likely to recognize the importance of school since their parents have shown interest in it, and this recognition influences children’s attitude towards education(Otani, 2020). Most parents in rural areas consider formal education unimportant for their children. That sentence was also spoken by the English teacher when I was interviewed. Lack of motivation from parents also affects children's enthusiasm for learning. The fundamental issue was that English was rarely spoken in rural settings. This challenge is inseparable from the mindset of parents who do not see education important.

4. Student Competence

As a result, pupils in rural areas who are learning English are unmotivated, unconfident, and afraid to use or practice it in class(Ag-

Ahmad & Peter Lidadun, 2020).The process of teaching and learning English in elementary schools is not easy, because students who already think it is difficult will find it difficult to start, especially when in class they are not excited to start and only rely on the teacher to answer and justify their answers. Therefore the competence of students in rural areas is slightly weak.

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. The general aim of the TPR teaching method is to make students learn to use the language. The initial stage of teaching is to let students understand the content of learning, and teach language through action(Shi, 2018). That's why the TPR method is very suitable to be applied in rural schools that previously knew many challenges or factors in teaching English. I apply this method in games that I have arranged at every meeting, where this method is applied directly which makes students more active in receiving material, methods, and fun learning strategies that will be easier for students to understand, especially at the elementary school level, especially at the elementary school level. In rural areas. This TPR method makes their vocabulary knowledge easier by being associated with group games, moreover, this program is a conversation, which makes students a lot of vocabulary knowledge. And this method is the most appropriate method to implement it. Vocabulary will make practicing English structures easier. Having a large stock of words is useful for describing the ideas and feelings of everyday life. Therefore, researchers try to apply learning with the (TPR) method because students will learn English by practicing the commands given by the teacher. It is hoped that it can make teaching vocabulary easier, fun, and more interesting (Shi, 2018). 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. Because after I implemented it in a few months, the impact received by students is very influential. It can be seen that during the pre-test/quiz held at the last meeting, their knowledge of vocabulary, speaking fluently, writing and their courage was much better than before I implemented this program. Their enthusiasm is also much more than before because they receive this learning with a new atmosphere, new methods and new ways of teaching. Because the selection of methods and strategies in teaching and learning is very influential. If the learning method is not appropriate, students will find it difficult to accept the material. Especially in rural areas, which previously mentioned several

challenges in teaching and learning. According to(Portes et al., 2018)English competence can develop through guided conversation as teachers challenge students' thinking. Teachers observe and become familiar with students' zones of proximal development and can assist them in transferring new skills across content areas.

CONCLUSION

After I carried out the Campus Teaching program activities which aimed to provide opportunities for students to develop themselves through activities outside the classroom to help teachers and schools that were right on target (affected) organized by the Ministry of Education and Culture. From this program I finally carried out this research which was carried out at SDS Hidayatul Mubtadi'en Tulungagung, Simo Village, Kedungwaru District, Tulungagung Regency, East Java which is a rural area. This study uses independent learning methods and conducts observations in research to understand the meaning given by participants or resource persons in research. Self-study researchers are, therefore, not only the selves doing the research, they are the selves being studied, which does not mean the self is the sole focus. Teaching also follows this cycle of self-study. 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. There are several challenges in implementing this program, the appropriate method to support some of the challenges, the author applies the TPR (Total Physical Response) method where when this program was implemented I used the Total Physical Response (TPR) method and linked it to several games so that they did not feel burdened like when learning in class. Previously I also gave him a supporting book containing daily vocabulary, how to learn to communicate from very basic things (introduction of yourself, getting to know people, introducing other people, daily vocabulary, mentioning days and numbers, and others). After the activities of this program were carried out for several months, then the last to find out the improvement of students during this program, the author gave a quiz or post-test, and after it was carried out there was a lot of improvement in students after implementing this program who were previously very weak and had difficulty in English until now a lot of knowledge is gained. 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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