

ENGLISH LANGUAGE MINORITY IN INDONESIAN EFL (ENGLISH FOREIGN LANGUAGE) LEARNERS RURAL AREA

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Abstract

English as a communication tool has been vital aspect into worldwide society. The element of English has a more profound influence through the implementation of life and daily human habit. Nowadays, English has been normalized as a language necessity for academics, basic internet norms, social status, and business. Hence, it is standard for English as a requirement for many fields. Although the fact that society uses English as language instruction, there is a majority of Indonesian districts that could not be able to apply the language vice versa. It is due to internal and external factors such as geographic area, difficulty, and national curriculum design. Consequently, it created imbalance of education distribution aspect and rights. Therefore, this research elaborates and finds out the minority elements of English language involved in EFL learners in rural area. The primary method of inquiry in this research is a literature review which means the technique intended to gain a collection of previous research from the journal, internet, book, and the latest research. The data were analyzed, synthesized into a findings unit, and elaborated on how to broaden the result to be discursive

Keywords: EFL, English Language, Minority, Rural Area

Introduction

Education is one of the aspects to sustain in competing life for investing the future prosperity. Thus, teaching converted the ancestors to prepare for the famous life of being highly educated. Nevertheless, in spreading education, it is a fact that most world education aspects were supposed to be expanded equally. In contrast, the condition is not drawn as concrete. Many of the development section is filled with urban areas rather than rural and villages.

Meanwhile, in improving human resources, equal education is compulsory, whether in villages or the capital city (Poedjiastutie, 2018). Furthermore, in illustration, many Asian countries experience undeveloped rural areas with unconditional wealthy education. For instance, Indonesia degraded the aspects of inexperience, unequal teacher quality, old-school teaching training, facilitation, curriculum, and especially geographic area. As a result, it produced inadequate education circumstances in the rural area.

In terms of education, English in Indonesia has significant, profound implementation. First, it is top as an international language, meaning the language has affected profiling the human, particularly students. Specifically, English is considered a stepping stone for higher education. Secondly, it is a communication device requiring job opportunities and social status (al Zoubi, 2018). Hence, English as a second language is risky in introducing career opportunities. Though, nowadays, English is a means as experienced complex for EFL learners

in rural Indonesia due to explicit factors. For illustration, the implementation of the mother tongue. The mother tongue is implicated in that most of the time; the learners use the original language as media to communicate than a foreign language (Slimani-Rolls, 2019). Therefore, the interference of the first language may be promoted hard in fluent English. Secondly, the geographic area is overdue in improving the language learners learning English. It is a fact that since the rural area has diverged from than cities zone, the need to learn English is remotely less than in the capital city where business and international network is likely opportunist for civilization, educators, and work expatriates in meeting the needs of life aspects (Cuong, 2021). In addition, the late English foreign language (EFL) learners' development is since of the need for teaching professional development even though the government has supplied the distribution budget for teachers of English to carriage better training sessions for teaching foreign language learning (FLL). As a result, the outcome of the Indonesian rural foreign language learning objective will never have happened.

Explicitly, many studies conducted by Smith (2004) proved that English as a foreign language learned by rural learners are easily distracted because English in rural areas is medium that is challenging. In other words, the learners will appear to have inadequate language skills, which is a poor achievement when EFL language learners practice the language (Arnbjör nsdóttir, 2018). Instead of practicing outside the class, the system of English practice still prefaces inside the class. Thus, the result of the English subject is not significant transforming.

It is breakable that the concept of failure in learning English is the consequence (Jahfal Fadhil Ramadhan, 2021). It is in line with the fact that the deficiencies of English language learning load toward the insufficient of students in speaking or listening, even reading and writing. However, many experts believe that the process of the detrimental issue of language learning in EFL rural challenges is natural. Therefore, both positive and the issue will come simultaneously within the learning progress.

One of the most significant issues in the study is the minority of foreign language usage. As a second language, English has second place in education and Indonesian-specific academic purpose. Hence, no wonder that learning English probably becomes a minority for EFL learners, especially in rural Indonesian regency. In short, it needs more exposure to target language (English) practice. Mainly, rural EFL English learners study the cover of the language, such as grammar, listening, or speaking, not the specific technique on how the students can highlight to speak confidently.

Meanwhile, Benson (2001) has confidence that the forms of language learning should be practiced. The lesson holds speech context, the joint introduction of language learning, alphabetic, and not expanding toward practicing hard skills. It strictly meets language support such as video, recording, internet, and a decent book that involves students to be motivated. Likewise, Chew S, in his book (2021), express that face-to-face interaction is the most powerful technique for improving English skill (Chew & Ng, 2021). Using it in real-life situations encourages students to learn English better. Accordingly, EFL could encourage to practice English outside than inside class.

The clearly described above explains how the lack of English language is the minority in rural areas. As a media and medium of communication, the reality of English in the rural area of Indonesia is steadily graded down. It needs to be elevated by how the Indonesian EFL students could not produce thriving articles, writing, and journals.

According to the research, the circumstances of Indonesian English skills ranked low among Asian countries. In 2017, the EPI (English Proficiency Index) reported that Indonesia ranked 39 low in English fluency proficiency after Singapore, Thailand, and Vietnam. Then, in 2022, Indonesian English proficiency's EPI degraded much lower than 80 after Japan and Qatar (EF

EPI EF English Proficiency Index, 2022). This carries the whole notion that English skills in Indonesia have supposed to be improved a lot. Moreover, the idea of developing a curriculum for Indonesia changed the intention of bringing up the nation to be wealthy enough. However, although the curriculum was extracted 11 times, the latest K13 curriculum has failed the Indonesian society's English proficiency level due to the experiment and mismatch of whether the curriculum is effective or not. Then, the domino effect affected the needs of students and teachers at school in developing education and educational systems creatively (Humairatul Ulya, 2015). At worst, the expansion of the curriculum and academic foreign language learning objective would only be able to meet some of the conditions of Indonesia. Therefore, in using English, rural areas are far from the quality of English proficiency.

Generally, the primary language media used by Indonesian EFL learners is Bahasa Indonesia. The use of a foreign language is perceived to be a specific purpose merely. For instance, academic institutions, private schools, law terms, and businesses that implemented English as the requirement to get higher awards, honors, and achievements. As a result, English students can only improve a little in using the language, especially rural students in Indonesia. In disparity, it found that rural EFL students area suffers from the civilization of educational systems. Therefore, in this case, the minority of English in rural Indonesia has to be discourse regarding developing well-educated broadened to the whole country.

In terms of minorities, the use of English probably puts the major or minor based on the district topography. In some way, there are majority and minority areas of Indonesia that use English. However, it is questionable whether major or minor the use of the English language in the rural area of Indonesia. What kind of challenges that the EFL may face? The ideas of these questions are vital to be discussed in various ways.

In conclusion, this paper's study aims to find out the minority of Indonesian English Foreign Language learners (EFL) in using English. In addition, it intended to discourse the challenges that contributed to English language learning. Hence, from the issue, it is essential to get solutions and prior to being evaluated.

Literature Review

This research applied review literature in which a systematic literature review is a compilation of relevant expertise evidenced by essential research products. In specific, Mulrow in 1987 expressed that SLR (Systematic literature review) is the selective method of identifying and validating specific information (Xiao & Watson, 2019). The method attempted to highlight the sources, explore, expose and import the overview into different elaboration results. Along these lines, Dixon woods justified that review literature treats researchers by identifying the research gaps, reporting, and proposing the preliminary study into one unit of findings (Dixon-Woods, 2006).

Language minorities can be described as socially dominant, that civilization is accepted by the normalization of the features of languages used within society. In particular, European Charter for Regional and Minority in 1992 justified that a small population applies language minorities. It certified that the group's territory uses the local language instead of implementing it (Limberger et al., 2020). For instance, the use of African-immigrant language is merely used within a particular group of ethnicities. It is unofficially engaged by certain scholars, educators, and academicist, and not for local people. Thus, since the group focuses on the mother tongue, the use of second, third, and other languages is the opposite.

Allart (1984) shared that the characteristics of language minorities are marked by the local accent that becomes the standard of the ethnics' official language. For instance, the indigenous language used by Bretons in France, the Aborigines in Australia, and some Pakistani in Barcelona became a minority within the majority of national country language instructions (Darquennes, 2017). Then, May (2005) specified that a minority in the language is identified by limited circumstances in which it is used, particularly within social and political

aspects (Zakaria, 2016). Therefore, Skutnabb-kangas in 2002 clarified that the domination of various languages as a medium of instruction indicates the minority of languages.

According to the theory, the minority of language is characterized by uncommon use in the specific society. However, most of the time, English is implemented in urgent life. In this line, the opposite line has to be English as a minority which is rarely used or spoken by EFL rural students in particular Indonesian districts. Thus, English expansion as language instruction is challenging where the need for local and national Indonesian languages is the technique to provide cultural understanding in learning a foreign language.

Several of the literature that exposes English language minority studies were exposed to the existence of English in rural society. A study conducted by Norazman bin Abdul Majid et al. in 2005 about English language literacy in rural community settings. This research focuses on encouraging English language learning in rural areas of Malaysia. The data were analyzed using a questionnaire to contemplate the sustainability of learning English in the South of Johor, FELDA district. It was found that it is quite a minority of English language were found by studies.

Nevertheless, the study revealed that English is perceived as a vital aspect of enduring life by EFL foreign language learners. In addition, the students have realized that English is compulsory to learn due to livelihood future and virtuous prospects. Martin Lamb revealed the other study and Hywel Coleman in 2008, entitled "Literacy in English and the Transformation of Self and Society in Post-Soeharto Indonesia." The study aimed to expose the pluralism of language awareness and the minority of language post-presidential of the Soeharto Era. It was shown that there was significant use of non-indigenous languages such as English. In general, English was spread out as the first language to be engaged by Indonesian people, especially in significant urban cities. The specific use of English was implemented in the school curriculum, language jobs, advertisements, local newspapers, and radio entertainment.

However, the result of the English language was of little use in rural Indonesia during the year. It found that literacy at school, novels, and music are in remote areas. For example, they used English borrowing samples such as "me vs. high heel" (Lamb & Coleman, 2008). The last is the study that Peter H. Lowenberg conducted in 1991 with "English as an additional language in Indonesia." The research was objective to explore about English language's function as a foreign language. The additional function of English as a second language is the disclosure after the war's end. In other words, English could have been more impactful in changing most of the national Indonesian language after 1945. However, the study revealed that the use of English throughout the year was wholesome in borrowing, separating sentences, mixing, and using in specific domains. For instance, the orientation of printed literature was sent by uni soviet after World War II ended. English is used in politics, business, technology, and science. Furthermore, the use of the word "intellect" become "intelektual," "extension" as "ekstensi" and "contribution" change into "kontribusi" (Lowenberg, 1991). Therefore, the value of implementing English as a foreign language was adaptational throughout the years. All aspects of the English language were loanwords rather than split within the structure of language cultural use.

Research Method

This research applies library research design. Library research purposed to synthesize scientific evidence within research by multi-layered analyses concerned with the topic. In specific, the design of this research method is to highlight the overview from the varied literature review that all included publishing. The technique for collecting the data was varied. It is divided into several steps such as generic the topic, extracting the relevant studies, linking it with broad sources, reviewing, assessing, and polishing it into final findings (Sare, 1980). As a result, this study designed all the compiling research from previous data from the journal, article, book, library research, thesis, and the proceeding journal that relate to this study.

Results and Discussion

According to the completed research, it is shown that the use of the English language is a limited influence surrounding Indonesian life. However, it is not affected by all Indonesian people. The language needs to touch up most rural areas of Indonesia. Therefore, it is questionable to provide this question item. What is the minor aspect of learning English for Indonesian English Foreign Language (EFL) learners in a rural area?

As provided significantly, the findings revealed that there is the mentionable minor of the English language in Indonesian EFL rural areas as follows:

Minority aspect of EFL in learning English language

The aspect of the English language minority was first revealed by the study by Zein Subhan (2020) from 2011-2019. The study aimed to review various journals about English language education in Indonesia. It found that English language education for EFL experienced complex aspects. For instance, there was no speaking aspect practice of learning English. In that year, the language skill was intensive on language grammar-focused, reading, writing, and listening. However, due to a lack of powerful tools and teachers' teaching experience, the EFL Indonesian rural students could not expose more to practicing the English Skill. For example, the writing was accessed by bureaucrats, people in business, and scholars. Meanwhile, the EFL learners needed more support due to facility and financial aspects. Furthermore, it found that there were claims that English negatively pushed away the indigenous language within rural Javanese and Sundanese. Similarly, there is much of a minor aspect of EFL in learning English in the rural area of Indonesia as follows:

Language aspect

One visual aspect that contributes to producing English language minority is the language aspect. Aisyah mummy, in 2017 exposed that EFL English language learners in rural Sumbawa district have significant inadequate English as follows:

Lack of vocabulary

In her research, Aisyah pointed out that most of the EFL students in Sumbawa, especially at MTSN (Junior high school level), urgently needed more vocabulary. The rural EFL students were minor in this aspect in which they had limits of word banks that are useable in conversation practice or writing. Thus, when it comes to active skills such as speaking, it resulted in students' absenteeism in classroom participation. A study by Naeem Afzal explicated that the new meaning of word order faces the cause of learning vocabulary challenges. Clearly, the students that learn about foreign language experience odd and not normalized regarding the word foreign language (Afzal, 2019). The most problematic one is the process of minding and memorizing. During the class, the students might be recognized the words due to not using them in daily life. However, due to many Indonesian subjects at school, it triggered the vocab loads and loss. Therefore, it can say that EFL students' minority aspect in learning English in the rural area is the vocabulary limitation.

Pronunciation problem

In speaking English, foreign learners were meant to state the words clearly. It aimed to make the EFL learners' interlocutors easily understand the conversation's meaning (Sokphal, n.d.). Nevertheless, it can cause misinterpretation during the conversation when the other speaker does not understand the expressed sentence (Malureanu et al., 2021). Hence, the issue in speaking is often contributed by the pronunciation aspect. Regarding this statement, in speaking performance, Aisyah mentioned that the factor that interrupts EFL learners' speaking performance is pronunciation. Primarily, it occurs due to new words of English, inhabits in using the vocals, the syntax system, morphology, and spelling. In the study, the researcher

mentioned that EFL students had difficulty stressing the word, pronouncing it, and even initiating the intonations.

Lack of family support

This issue is the most unresolved problem to be elucidated. It is caused by the geography, the ability of the government, lack of knowledge, parents needing to be educated, and less of the family's intention of knowing the philosophy of better life. However, it is famous that parents in remote areas are truthfully willing that their children will be successful by being involved in their studies at school. Narrowly, the parents' education and support in self-involvement in educating children are essential. Meanwhile, parents must systemize family education, so the students foresee life with better plans. In other words, a support system from the parents is crucial because it is affected students' common sense and positive behavior to come at virtuous preparation at school.

Regarding this idea, the researcher of this study commenced that the resulting study showed parents living in Taliwang city are more supportive of providing education than the EFL rural students' parents. The results clarified a common secret issue: the parents of EFL students in rural Sumbawa believed that education at school and language learning were merely requirements for accomplishment certificates or diplomas. They care less about education, such as learning English. In comparison, the parents who were rooted in the city specialized their kids by spending the bills on private college and English courses and letting the EFL urban students master the English language. Thus, parental support is a minor aspect of learning English here.

Confidence issue

Confidence issue is uppermost over other reasons, wherefore the demotivation of whole Indonesian EFL students perceived learning a new language such as English is a threat beyond learners' minds (Tridinanti, 2018). In the researcher's opportunity, she confirmed that the cause of rural Sumbawa students having less confidence is due to feeling threatened, making mistakes, and classroom competition. Within the study, the EFL students learning English outside are threatening the rest of the students in speaking practice. One of the participants stated that the fluent speaker EFL students killed the wills of his interest in speaking. In that, the student in this research could not improve his ability even would not speak when he got the chance to speak. Moreover, the competition existence less helps the rest minor proficiencies students in stating words and sentences. For instance, the error will fold the way of putting the tongues, wording, and sounding the sentences. Some others could improve at making the English teachers understand their words. As a result, the gaps in the EFL remote area were frequently dispatched by the external issue causing the development of the oral-linguistic aspect of the students (Renganathan, 2021).

Boredom

In this aspect, the EFL learners gained many advanced insights before joining the classroom. The pre-joined private classroom caused the notion of students' boring classes in private and homeschooling nearby the town. It resulted in dull and unattractive vibes for the advanced students. Meanwhile, the EFL rural students who need private courses find it new and novice to the subjects. Accordingly, it is advanced for students who have studied earlier than the rest of those who did not join any extra classes. Instead, novice EFL rural Sumbawa Indonesian students are excited to accept the subjects.

Teachers' pedagogic

Teachers' pedagogy is one of the most pivotal aspects in carrying the art of teaching. In any subject, it takes effective design when the teacher recognizes shaping the classroom. In other words, the teacher knew earlier, which symphonized the classroom. Likewise, it is similar to music, where the conductors lead the musician and follow the rhythms of handwaves (Siti rosnaini, 2019). Hence, it is well-known that teachers in this world are experienced. Instead, the teachers have been professional in terms of subject.

Similarly, the result of Aisyah's study about the English subject teacher in the Rural area of Sumbawa found. Her study revealed that the cause of minor aspects in the English language is due to the teachers' insufficient teaching training. In the in-depth interview, Participants stated that they have a small amount of teaching training that the English language teachers need to improve in this term. It was also experienced by participant 2 in teaching English that even though she was self-involved in any teacher's development, it still not enough for her to improve her teaching innovation. The teacher of participants 1 and 2 also added that they have limited teaching methods. They have a particular teaching method during the class, such as advising students. It could be better-effective for the students as well. It is because the student of the EFL remote area needs a logical perspective about promising to learn a foreign language.

Consequently, the distinct teaching method for rural English teachers is barely known with speech and encouraging the students in aims to study. Meanwhile, people notice that remote areas need supporting resources and facilities. Ajibola (2010) agreed that improving quality in teaching English demands numerous instruments and facilities such as audio, listening device, sufficient textbooks, LCDs, computers, and laptops (Aisyah Mummy, 2017)

Based on the research by Muthia Shahnaz (2021), she confessed that the English language found it minor in that the language is complex for many EFL students in Madrasah Aliyah Negeri, located in Jambi province, Indonesia. The EFL rural students expressed that the way the word is written contrasts with the actual pronunciation of it. Peter (1991), a Britain researcher, explained that the cause of this issue is due to the Indonesian language primarily being used as national instruction. Meanwhile, in Indonesia, it was found by him that English is an additional language. Thus, no wonder English is professed as a foreign, not merely a second language instruction.

Conclusion (Times New Roman 14 bold)

English in Indonesia has greeted Indonesian life, especially for students' academic purposes. However, the notion and application of the language had not been enough to merge within a particular specific rural area of Indonesia. Therefore, it can be said that from all the research conducted, there are some minors of English language experience in rural Indonesia. They are based on the language aspect: rural EFL learners lack vocabulary and pronunciation problems. Furthermore, due to these language issues, it revealed that in rural areas of EFL students' location was a deficiency of family issues, support, confidence, boredom, and insufficient teachers' professional development in that resulted to English language minority in rural Indonesia being exclusively impacted EFL students' English expertise.

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