

BARRIER FACTORS IDENTIFICATION OF ENGLISH LEARNING OF LATE-CHILDHOOD IN COASTAL TAPANULI TENGAH, SORKAM, BOTTOT VILLAGE, NORTH SUMATERA

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Abstract

This research aimed was to find out the barrier factors in learning English in Coastal Ethnic late-children in Sorkam, Bottot village. The research location was in coastal central Tapanuli, Sorkam, Bottot Village, North Sumatra. The research subjects were late-children and the only one available English teacher there. This research took place in April 15-May 2, 2020 using interview and observation techniques. The observation showed that factors affected the ability to learn English in this research were environmental factors, social, cultural and individual factors. The interview showed that 3 students only learned English 1 time a week, 1 student 2 times a week, and 1 student never learned English; 4 students more prefer to use Indonesian when learning English in the class and 1 students more prefer to use local language when learning English in the class; the students' difficulties in learning English in reading 2 students, writing was 1 student, and speaking were 2 students. Additionally, there was only one English teacher in the village, as well as the lack of hours and the learning sources of English learning taught been a factor facing difficulties to students also.

Keywords: English Barrier, Late-Children, Bottot Village, North Sumatera

INTRODUCTION

According to Erond L (2018) views that Indonesia is highly renowned for its diversity of languages, it's based on different regional and ethnic backgrounds have their own characteristics. In the north Sumatera region, there are 8 ethnic groups, namely: Malay, Simalungun, Toba, Mandailing, Angkola, Pakpak, Karo, and Nias ethnic groups. These ethnic groups are called the host ethnic, where is predicted to have settled in North Sumatera before the colonialism era. For the coastal areas of North Sumatra, people with ethnic Malay mixed with Minangkabau ethnic who are called the coastal ethnicity also live.

The location map of Sorkam, Tapanuli Tengah describes as follows.

Figure 1: The Location Map of Sorkam, Coastal Tapanuli Tengah



Reported from Wikipedia.com https://id.m.wikipedia.org/wiki/Suku_Pesisir, the coastal ethnic in Tapanulitengah located in an area that is at 0-1,266 M above sea level and is located at

1o11'00 " - 2o22'00 " North latitude and 98o07'-98o12 'East Longitude, bordering with the province of Nanggroe Aceh Darussalam in the north, south by South Tapanuli, east by North Tapanuli and Indian Ocean in the west. North Tapanuli Regency itself has an area of 2,194.98 KM2 (Central Tapanuli Statistics Agency, 2012). The coastal ethnic in the Sorkam Region located in the North Tapanuli area, 34 kilometers from Sibolga city, and live in several villages in Sorkam District including Sorkam sub-district, Botot village, and Teluk Roban. Coastal ethnicity in Sorkam communicate using *Minangkabau* language mixed with *Batak* and Malay vocabulary, the mixing of languages is known as the *Pesisir* language (coastal language) and becomes the language of everyday life in *Sorkam* district.

Other than that, Moser et al (2018) claims that along with technological developments, English is very useful as a part of communication between existing countries. (as cited in Mohammadi & Izadpanah, 2019). In accordance with the definition Liton (2012) opines that English as a global language is not only a legacy of Anglo Saxons (as cited in Padmadewi & Artini, 2017). Further, Archugar & Carpenter (2018) also states that to be able to communicate with people from various parts of the world, it's necessary to learn English as an international language to communicate. (as cited in Mohammadi & Izadpanah, 2019). Subsequently, Muslim in (2020) says that the growth of science and technology, which is increasingly developing in the current era of globalization, has caused Indonesians to have competitiveness on an international scale. As we know that in the current era of globalization, the use of English is very necessary in order to communicate with people in various countries in the world to be able to increase the competitiveness of the people not only in the economic sector but also in the fields of education, health and entertainment.

Therefore, the government implements English learning in elementary schools throughout Indonesia as a mandatory second language after the National language to be studied, both from elementary school level to college due to today's globalized society need to communicate is not only the national language, but also the international language which is the language of instruction in the flow of globalization. Also, according to Rasyid & Faqihatuddiniyah (2017) the importance of English language education in children causes many parents to want to teach their children to learn English from an early age, it's because a child will learn a language very well before he/she is 10 years old, due to the child's ability to learn English will be better if he / she studies before the age of 10. According to Budiasningrum (2015) in the development of English in Indonesia only as a foreign language, it causes people to think that learning English is not so important to learn and causes their English language skills to be very low. However, this is different from the parents in Bottot village who think that English education in their children isn't important, and think that English education is sufficient only at school, but education at school is not even sufficient to learn English in children.

However, During our research, we obtained the information while the implementation of English lessons at elementary schools that children in Bottot village, Central Tapanuli coast area studied, still had obstacles, and the students' access for learning English was low and limited. Here, the children get English language education only at school, even all grade levels in the school don't all get English learning material reasonably. The researchers saw this had an impact on the students' ability in learning English which was classified as low, as evidenced by their lack of proficiency in pronunciation and

memorizing vocabularies in English which was the basic learning in this study. Based on the results of the interviews conducted, we found that not all late-children in Bottot village received English lessons properly, only a few. Teachers who teach English at their school don't even have specialization skills as an English teacher.

Nevertheless, Razaghi et al (2019) adds that language teachers are always making strides to improve students' abilities and performance, seeking from various teaching sources and theories. But, the English teacher in Bottot village only teaches the lesson improperly and only sources from textbooks used as guidelines for teaching in class. This study aimed to identify the barrier factors in learning English for the Coastal Ethnic children in Sorkam District.

REVIEW OF LITERATURE

Late-children in Coastal Central Tapanuli, Sorkam, Bottot Village, North Sumatra

Researchers who are local native seeing the ability of late-children for learning English in Bottot village is still very minimal, even at the primary school where the children in this village study existing several English learning classes were eliminated due to the lack of the teacher's ability to teach English learning and the availability of English teacher is small and the only one the only English teacher available at the school. In fact, it's known that the teacher doesn't even have certification and specification as an English teacher. In teaching English learning at school, the teacher only using learning source from textbooks available at school. The remote village location and far from urban areas becomes the barrier for teacher and students to learn English learning properly and according to K13 standard education regulations. In the implementation of English lesson at the school where children learn in Bottot village, the coast of Central Tapanuli still has obstacles which are quite difficult to overcome.

Barrier Factors of English Using in Late-Children

In accordance with the case, Singgih and Yulia (2008) said that the ability to learn English at the age of late-children or with age range of 6-12 years, this children is the result of the formation in the period where someone has gone through and will continue in the past and in the future, this stage is often referred to as the age group where the child begins to start a new relationship with his/her environment and begins to separate him/herself few from their families to join together with friends or small groups in their neighborhood. Environmental factors in the child development become segmental factors, namely the developments that take place briefly and slowly, in this case, some while the environmental influence has the least effect and sometimes has a very large effect. There are 2 relationship factors between the environment and heredity in children which will influence it, are as follows:

1. Environmental factors and regulatory factors prevailing in the environment where children live, will be an influence on the development of their behavior. Environmental and regulatory factors are closely related and can't be separated.
2. The interaction (social) factor in the environment becomes a relationship affects another relationships in the children's development as long as they interact with the environment and society and form compound relationships.

Apart from those mentioned above, cultural factors also play a role in the process of forming children's thinking patterns as the opinion of Okagbue (1993) views that culture is a way of life for society such as the patterns of behavior, attitude, material object, knowledge and value passed

from one generation to another (as cited in Dorsah&Okyer, 2020). Djiwandono (2006) adds that at the psychological stage of the development of cognitive abilities in children, there are several stages of development that the child goes through. The children's abilities aren't as simple as adults, but children have broader cognitive development, and able to learn some informations in more experienced ways if directed and guided in an appropriate manner. The following are the biological development of the child in the cognitive structure affects the barriers of late-children in learning English.

1. The Sensory Stage

At this stage, children are able to visualize some things they've seen. They'll imagine how the shapes or objects told through vision.

2. Cognitive Ability

Cognitive abilities in children are their abilities in the developing brain process abilities and nervous system and the experiences they have. In cognitive abilities will help them individually to be able to adapt to the environment and the new things they encounter.

3. Preoperational Stage

In the preoperational stage the children's ability to demonstrate greater symbolic function capabilities. In this case their language development increases dramatically, start to imitate the behavior of others who become role models.

METHOD

Participant

There were 6 participants in this research consist of 5 late-children and the only one English teacher in the area. The number of teachers is small due to the research location where the bottom village including inland area in north Sumatra 1 English teacher and during the COVID-19 outbreak, we were unable to conduct direct research into school.

Research Instrument

Interview and observation were research instruments used in this research. Demarrais (2004) defines that interview is involving researcher and participant in the form of a conversation focus on the form of questions related to the research problem (as cited in Merriam, 2009). The interview conducted involved several questions aimed at attracting evidence and answers related to the problem.

According to Salim (2019) observations were carried out based on what researchers had done, either direct or indirect research. Using field notes that contain the behavior and cultural values of the research subject.

This research conducted for 2 weeks from April 15 - May 21, 2020.

DATA ANALYSIS DESIGN AND TECHNIQUES

The research used Qualitative Research. This type of research includes several philosophical orientations and approaches. Antecedents can be traced back to anthropology, sociology, and various fields of applied studies such as journalism, education, social work, medicine, and law (Merriam, 2009). Further, Salim (2019) argues that qualitative research is a study in which the discovery procedure is conducted without using the discovery procedure which is conducted without using statistical or quantification procedures. In this case, qualitative research is a research about a person's life, stories, behavior, and also about organizational functions, social

movements or reciprocal relationships. Qualitative research includes several types of research which have the same or even shared characteristics. The use of research methods using qualitative research methods allows a person to be able to know someone's personality and see them as they understand their world. Qualitative research studies people, listening to what is said, about themselves and their perspectives on their experiences to be studied. (as cited in Strauss & Corbin, 2019).

In this research several questions were asked to the sample several questions relating to research problems (Interview) in an Unstructured or Non-Directive Interview. Questions asked were divided into 2 categories, namely questions asked to the 5 late-children and the only one English teacher in the area who all came from Bottotvillate. The questions asked as follows:

- **Questions for Late-Children**

1. How many times do you usually study English at school?
2. When learning English in class, do you prefer to study with teacher who teach in Indonesian or in local language?
3. What difficulties do you face in learning English?
4. Apart from school, where do you usually study English?

- **Questions for Teacher**

1. How many times the learning English at the school where you teach take place?
2. When you teach English at school do you prefer to teach in Indonesian or local language?
3. When studying English at school, do the students prefer to learn English using Indonesian or local language?
4. When teaching English, what difficulties do you usually face?
5. Where and what media do you use in teaching English at school?

FINDINGS

Based on the interview and observation conducted in this research, the results obtained will be sorted in the form of each question and explanation exposure, as follows:

Interview Result

The result of interview conducted will be divided into two categories, as follows:

- **The interview result with the only on English teacher of Bottot village, Sorkam, Coastal North Tapanuli**

The result of the interview with the final child of Bottot village, Sorkam, Pesisir Tapanuli Tengah. A total of 5 late-children research subjects were taken and interviewed directly with the following results:

1. How many times do you usually study English at school?

For this question, the results obtained were: 3 children answered once a week; 1 child answered 2 times a week; 1 child answered never at all. Thus, the frequency of learning English for late-children in Bottot, Sorkam, Coastal North Tapanuli was still very low and some even never do.

2. When learning English in class, do you prefer to study with teacher who teach in Indonesian or in local language?

For this question, the result obtained were: 4 children answered teaching using Indonesian because it was easier to understand; 1 child answered teaching using the local language because it's easier to understand. Thus, the frequency of late-children in Bottot village, Sorkam, Coastal north Tapanuli who prefer to learn English using Indonesian is more than using local language.

3. What difficulties do you face in learning English?

For this question, the result obtained were: 2 children have difficulty in reading English; 1 child had difficulty in writing English; 2 children had difficulty in speaking English; There were no difficulties for children in listening English. Thus, the frequency of late-children in Bottot, Sorkam, Coastal North Tapanuli who experienced difficulties in learning English was the most in reading and speaking and the least was in writing and those who weren't found were listening.

4. Apart from school, where do you usually study English?

For this question, the result obtained were: 3 children answered they only learned English at school; 2 children answered they learned English by watching TV or sharing with friends around their neighborhood. Thus, the frequency of late children in Bottot village, Sorkam, Coastal North Tapanuli who learned English only at school was greater when compared to learning English from another sources outside the classroom.

- **The interview result with the only English teacher in Bottot village, Sorkam, Coastal**

North Tapanuli

Due to one of the barriers in Bottot, Sorkam, Coastal North Tapanuli, namely the availability of English teacher which is still very minimal and there's only 1 English teacher, this research only took 1 teacher as a research subject and was interviewed directly with the following results:

1. How many times the learning English at the school where you teach take place?

For this question, the result obtained were: Learning English 4 times a week with a frequency of each class once a week. Thus, it could be observed that the teacher teaches English 4 times a week and enters all elementary classes due to the lack of English teacher there.

2. When you teach English at school do you prefer to teach in Indonesian or local language?

For this question, the result obtained were: Prefer to use Indonesian, due to the obligation to use Indonesian as the national language in class. From the answer could be seen that the teacher in teaching English entirely use Indonesian.

3. When studying English at school, do the students prefer to learn English using Indonesian or local language?

For this question, the result obtained were: All students prefer to use Indonesian, because all words or sentences which interpreted always use Indonesian. Based on the teacher's observations in class so far, children prefer to learn English using Indonesian.

4. When teaching English, what difficulties do you usually face?

For this question, the result obtained were: lack of textbooks in each class, children were less focused on learning because they've to share with classmate so that the learning activities were less effective. It could be seen that the children in Bottot, Sorkam, Coastal North Tapanuli were still lack English handbooks which causes ineffective learning activities.

5. Where and what media do you use in teaching English at school?

For this question, the results obtained were: The media used was the textbook and Google (mobile). It could be seen that the teacher only rely on available textbooks and additional information from the internet. However, there were no qualified media such as Laptops, In focus, and others.

This research showed that there were a lot of things which made the level of English mastery in late-children in Bottot village, Sorkam, Central Tapanuli Coast, North Sumatra still very low. Researchers who are native lived for a long time there, saw firsthand how the process and barriers experienced by the children and the teacher in the village. Further, it's proven by conducting research and interviews with 5 late-children subjects and the only English teacher available in the village. There were difficulties in the late children in Bottot village, such as: the frequency of learning English at school which is only once or 2 weeks or never at all; difficulty in reading, writing, and speaking; the frequency of children learning only English at school is greater than from any other source. Then, difficulties for the existing teacher in Bottot village, such as: the availability of only one English teacher in the village so as she's must cover all existing classes; lack of textbooks in the school so that the children have to share with their classmates, thus reducing the focus on learning; learning media in which only been relying on the textbooks and teachers' mobile phone (android) without any supporting media such as In focus, laptop and others. The researchers also added another difficulties, namely: the access is quite far from urban areas so as the education level distribution is also not balanced.

- **Observation Result**

After conducting 2 weeks observation from April 15 - May 21, 2020, the observation result as follows:

Table 1: Observation Results of Barrier Factors Identification in English Learning of Late-Childhood

No.	Factors			
	Cultural Factor	Environmental Factor	Social Factor	Individual Factor
	In the English development of late-children in Bottot Village, cultural factor is a factor affecting their ability to learning and knowing English. In this village, it has become a habit for the people not only to add English learning as a list of lesson which need to be learned by their children, due to parents think that foreign culture is a foreign to study, including the language. Plus, parents assume that a culture that's not based on their place of residence and country is a culture which has a bad influence on the growth of their children, like grammar, life habits and ways of association seems free, thus parents don't feel obliged their children to learn English.	The barriers of late-children in Bottot village, there's no tutoring agency non-formal English outside school. So as the environment doesn't support them to develop their English language skills. Plus, Remote road access, slow internet network and around the forest, also have an impact on the quality of education and also affects the quality of English mastery of late-children in Bottot village.	The families who're the closest members of the children in this village, don't really make English as an education for their children must learn and they seem not too concerned with their children's English learning skills. As a result, the children's English skill was hidden by itself. Apart from the family, society is a part of the social factors in which doesn't provide adequate places to learn English for children, so as the children do not have a place to learn English beside at school, and it causes their ability to learn English to be very low. Another social factor is social status, it affects the English learning process in the village, where people who have a high and sufficient social status are considered capable, due to this learning requires quite a lot of money and time to learn it.	1. The Sensory Stage In this case the children don't have access to learning English both visually and a complete picture of how English should be used both in terms of spelling and pronunciation, due to the slow network access in the village. 2. Cognitive Ability The barriers on the cognitive ability of the children in learning English is the lack of experience they have in the learning process. It's due to the lack of available learning time and limited teachers. 3. Preoperational Stage During the English learning process, they start their English learning by describing the style of the characters or models they liked on TV or the books they read. When the character uses a word or sentence in English, they'll imitate it even though they don't know the meaning.

CONCLUSION

Late-children in Bottot village still have difficulties in the process of learning English, where found the barriers come from school, environmental, social and cultural factors. In addition, there're also factors in the language learning process possessed by the late-children, namely: naturalistic language factors (local language) and formal language factors (national language) plus with the addition of English as an additional language in which late-children must learn there. Thus, during the 2 weeks research that conducted by the researchers as a native in the village, it opened the eyes of the researchers that in the future there's still much to be improved in implementing English learning in the future at Coastal Central Tapanuli, Sorkam, Bottot Village, North Sumatera.

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