

**CHALLENGES AND SOLUTIONS FACED BY ENGLISH TEACHERS  
WHEN TEACHING IN RURAL SCHOOLS**

**THESIS**

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# THESIS

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The Bachelor Degree of Education on English Language Teaching

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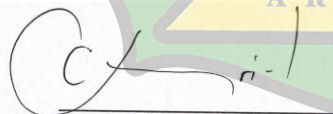
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## SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Challenges and Solutions Faced by English Teachers when Teaching in Rural Schools**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya. - R A N I R Y

Banda Aceh, 6 Juli 2022

Saya yang membuat surat pernyataan,



Yasinta

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First of all, I would like to thank Allah the Almighty for giving me the strength, health, and capability to complete this thesis entitled “**Challenges and Solutions Faced by English Teachers when Teaching in Rural Schools.**” Because of His guidance, blessing, and love, I could finally finish this thesis and my study at the English Language Education Department UIN Ar-Raniry. Greeting and praying are also presented to Prophet Muhammad SAW, who has struggled whole-heartedly to delivered the truth to human beings and guide his ummah to the right path.

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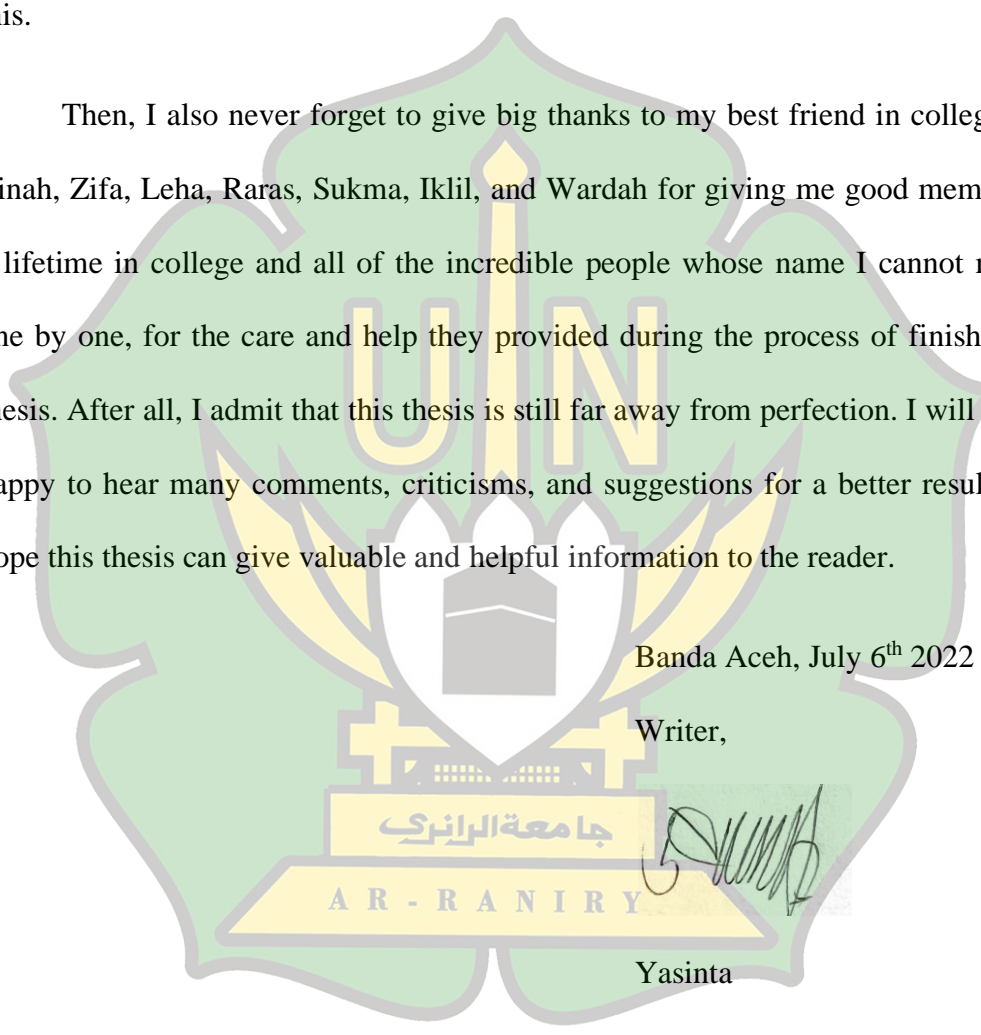
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Banda Aceh, July 6<sup>th</sup> 2022

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## ABSTRACT

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Thesis Working : Challenges and Solutions Faced by English Teachers when Teaching in Rural Schools  
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The quality of education in Indonesia is a problem that requires serious attention. One educational problem that needs serious attention is how to increase the quantity and quality of education in schools in rural areas. This research aims to identify the challenges faced by English teachers in carrying out teaching and learning activities in rural schools and find out the solutions that can be done to overcome the challenges faced by English teachers in rural schools. The writer researched three rural schools in Aceh Besar, Indrapuri 2 Junior High School, Indrapuri 3 Junior High School, and Montasik 2 Junior High School. The participants in this study were English teachers. There were three English teachers involved in this study. The writer used the interview to collect the data. After collecting the data, the writer analyzed the data by using data reduction, data presentation, and data verification. Based on the data analysis result, the researcher found that there were four challenges faced by English teachers when teaching in rural schools namely facility, language barrier, students competence and students mindset. It can be concluded that teaching and learning English in rural schools are still far from adequate because some challenges need to overcome by the teachers for better English teaching.

## TABLE OF CONTENTS

<b>APPROVAL LETTER</b>	
<b>SIDANG MUNAQASYAH-EXAMINER SIGNATURE</b>	
<b>DECLARATION OF ORIGINALITY</b>	
<b>ACKNOLWEDGMENT.....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF APPENDICES.....</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of Study.....	1
B. Research Questions .....	4
C. Aims of Study .....	4
D. Significance of Study .....	5
E. Terminology.....	5
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>7</b>
A. English Teachers' Challenges.....	7
1. Definitions of challenges.....	7
2. Challenges on teachers.....	7
3. Challenges on students.....	9
4. Challenges on facilities.....	10
B. English Teaching Challenges in Rural Schools .....	10
1. Challenges on teachers.....	10
2. Challenges on students.....	12
3. Challenges on facilities.....	14
C. English Teachers' Solutions in Rural Schools .....	16
1. Definitions of solutions.....	16
2. English teachers' solutions.....	17
D. Previous Studies.....	19
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>22</b>
A. Research Design.....	22
B. Research Site and Participant.....	23
C. Data Sources.....	23
D. Method of Data Collection.....	24
E. Methods of Data Analysis.....	26
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>28</b>
A. The Findings.....	28
B. Discussion .....	36



<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>40</b>
A. Conclusions .....	40
B. Suggestions .....	41
<b>REFERENCES.....</b>	<b>42</b>
<b>APPENDICES .....</b>	<b>47</b>



## LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The *Fakultas Tarbiyah dan Keguruan* to conduct field research
- Appendix C List of Interview Questions for the English Teachers
- Appendix D Transcript of the English Teachers' Interview



## CHAPTER I

### INTRODUCTION

This chapter describes the reasons for conducting the research. It is divided into several points: the background of the study, the research questions, the aims of the study, the significance of the study, and the terminology of this research.

#### **A. Background of Study**

Education is a benchmark in improving the standard of living of people in a generation, including Indonesia. Alba (2011) says that education determines this nation's direction. If the focus of education is proper and the process is straight and scientific, then this nation will be advanced, just, prosperous, and civilized. Unfortunately, the Ministry of Education and Culture (2018) writes that there are around 41,000 schools whose education quality is still far behind. Thus, it can be said that the low quality of education in Indonesia is a problem that requires serious attention. Ismail, Pawero and Umar (2021) state that the quality of education is an important issue that must be a concern in Indonesia. Therefore, one educational problem that needs serious attention is how to increase the quantity and the quality of education in rural school areas.

In addition, one of the factors commonly discussed the quality of education is the teacher. Qualified teachers are needed to realize these expectations. Moreover, in carrying out their duties as educators, teachers face various challenges in advancing education in rural schools. Based on researcher's experience when assigned by the campus to carry out Real Work (KKN) and the Field Experience Practice Program (PPL) at a rural high school in Central Aceh. It turns out that the researcher and English teachers felt that they have various challenges, especially in teaching English. The challenges faced by English teachers categorized into three categories, namely the challenges of teachers, students, and facilities.

Firstly, in carrying out teachers' duties as educators, they faced various challenges in increasing education in rural schools. The quality of accommodation is included in the teachers' difficulties, such as limited mastery of teaching methods, class management, learning materials or resources, assignments and assessments in class, and teaching media. In addition, teachers in rural schools also have barriers to learn professionally. Another challenge related to teachers is their lack of understanding technology, such as how to make online presentations, daily online assessments, uploading files, and creating quizzes. These challenges make it difficult for teachers to teach in rural schools.

Secondly, there are also challenges related to students in rural schools. One of the difficulties is the low motivation of students to study. In addition, the lack of parental support, parents in rural areas have relatively low levels of education, which

is why they think school attendance is not important. In addition, students lack of competence and they are burdened with more duties and responsibilities, for example, students are required to do gardening and farming. Students also experience language barriers such as different vocabularies accent, pronunciation, grammar, and fluency. Those are some of the difficulties experienced by students that cause their learning outcomes to be less good.

Thirdly, educational facilities in rural schools need to be improved a lot. Inadequate physical facilities can hinder and complicate schools' teaching and learning processes, for example, the size of classrooms and the library in school buildings. However, there are insufficient textbooks to distribute to students, hygienic toilets, inadequate teaching aids, scarcity of laboratories, and unavailability of language learning tools. In addition, immaterial facilities hinder the teaching process, such as slow internet and other supporting facilities. The condition of inadequate facilities makes the teaching and learning process in rural schools monotonous and boring.

In this research, several previous researchers have studied on challenges and solutions faced by English teachers when teaching in rural schools. They are Widyaanggara, Tanduklangi, and Siam, 2020; Endriyati, Prabowo, Abasa, and Akmal, 2019; Yuyan Yu, 2019; Febriana, Nurkamto, Rochsantiningsih, and Muhtia, 2018; Saiful and Triyono, 2018; Songbatumis, 2017; Martiana, 2019; Alam, 2016. Previous researchers state that there were about several challenges faced by English

teachers in teaching English at rural schools including learning resources, language barriers, lack of vocabulary, student competencies, the mindset of students, and lack of adequate teacher training. They conducted the research at rural schools in Indonesia, such as schools in Nusa Tenggara, Papua, Sulawesi, Kalimantan, and Sumatra. This kind of research has never been conducted at rural schools in Aceh, especially Aceh Besar. Therefore, the researcher wants to know about the challenges English teachers face when teaching in rural schools based on their point of view as educators. In addition, the researcher also wants to know what solutions can be done to anticipate and to overcome the current challenges that faced by English teachers. Based on the background above, the research title is "Challenges and Solutions Faced by English Teachers When Teaching in Rural Schools."

### **B. Research Questions**

The following research questions guide the research:

1. What challenges are English teachers facing when teaching English in rural schools?
2. How do they solve the challenges?

### **C. Aims of Study**

Based on the research questions, the research aims are to identify the challenges faced by English teachers in carrying out teaching and learning activities

in rural schools and to find out the solutions to overcome the English teachers' challenges in rural schools.

#### **D. Significance of Study**

The research is expected to be useful for English teachers whose teaching English in rural schools, future researchers, lecturers, universities, and readers. First, the research can provide information for English teachers when carrying out teaching and learning process in rural schools. Second, for the future researcher, the research can be used as a reference or to add knowledge regarding what challenges are common or will be faced by teachers and prospective teachers. Third, lecture and university, the study gives more information about the challenges that the following English teachers face in rural schools. Moreover, the solutions in this research can be used as alternative solutions for lectures and universities to anticipate and even overcome the problems that the following English teachers face. Furthermore, last for the readers, this research can add knowledge and be used as a reference for the next researchers whose research is related to this research topic.

#### **E. Terminology**

The terms used in this study need an explanation to avoid readers' misunderstanding.

## **1) Rural School**

Herzog & Pittmen (1995) write in their book that the US government defines the term "Rural" as a nonmetropolitan area. According to Kuliawati & Radjasa (2019), rural schools are schools in areas where economic resources, human resources, and access are not developed more than in other areas. Plessis (2014) says that rural schools are schools located on the outskirts of the city. Some use the concept as a synonym for the concept of an agricultural school or small school. For the purpose of this study, the choice of the schools also based on the data from the Ministry of Education and Culture (2018).

## **2) Teachers' Challenges in Rural Schools**

The definition of challenges faced by teachers in rural schools is things that difficult for them to carry out their duties as educators, mainly when they teach in rural schools. According to Waterman (2014), the four most common challenges for teachers are the first is discipline, the second is students who are not motivated, the third is parents who are less involved or hostile, and the fourth is difficult working conditions.



## CHAPTER II

### LITERATURE REVIEW

This chapter describes the results of the writers' theories or related research studies. It provides theories that are needed to comprehend the present study.

#### A. English Teachers' Challenges

##### 1. Definitions of challenges

According to the Big Indonesian Dictionary (KBBI), a challenge is something that motivates a decision to improve the ability to solve problems, or something to be overcome. Additionally, the Cambridge Online Dictionary says that a challenge requires great mental or physical effort to do successfully, or a situation that requires significant effort. Based on the definition above, it can be concluded that challenges in this context define as obstacles and difficulties in solving problems faced by teachers when teaching students in class.

##### 2. Challenges on teachers

Nath (2016) identifies problems in teaching English such as uneducated teachers, overcrowded classrooms, poor curriculum and syllabi, non-standard textbooks, local language interference, and lack of new methods. Mudra (2018) says that obstacles faced by pre-service teachers of English as a foreign language related to

classroom management, learning materials/resources, teaching materials, teaching methods, skills of English students, choice of language use, slow internet connection , student motivation, research process and parent support. Teevno (2011) finds that teachers did not have adequate training for teaching English, proper facilities were not provided, and the curriculum was not tailored to the needs of students. Evue (2013) shows that the problem of poor use of English is a combination of various factors, including the problem of student discipline, teachers' inability to teach effectively, and insufficient coverage of course content.

Joyce (2014) states that classroom management, training and large classes were challenges faced by teachers. The first, was classroom management, multi-grade classroom teachers indicated that classroom management was problematic for them. The second, was teacher training, teachers said that they did not provide training for multi-grade teaching even in their first teacher training. The third related to large classes, teachers said they were overwhelmed by the high number of students in their classes. Based on what many researchers have found above, it can be concluded that there are eight challenges related to teachers. These challenges are uneducated teachers, poor curriculum and lesson plans, classroom management, learning materials or resources, lack of new methods and techniques, local language interference, teaching materials and large classes.

### 3. Challenges on students

According to Mudra (2018), the obstacles encountered by ESL teachers in training were related to students' English skills, the choice of language use, student motivation, assessment methods and supporting parents. Tariq, Bilal & friends (2013) state that these problems were small word bank, inadequate listening equipment, low family education, lack of interest in improving language skills and lack of specialized English teachers. Joyce (2019) says that classroom management, training and large classes were challenges faced by teachers. The first, was classroom management, multi-grade classroom teachers indicated that classroom management was problematic for them. The second, was teacher training, teachers said that they did not provide training for multi-grade teaching even in their first teacher training. The third, related to large classes, teachers said they were overwhelmed by the high number of students in their classes.

Shahnaz & Gandana (2021) state that the most difficult challenge was students' lack of motivation in learning English. Students were not interested in learning English because they thought that English is a difficult subject. The second challenge identified by the teachers was the lack of parental support. The parents of student prefer their children to work as farmer instead of going to school. The teachers also faced other challenges, such as lack of equipment and damaged road, but they did not find these more difficult than the other two challenges. Based on what many researchers found above, it can be concluded that there are seven

problems related to students. There were low students motivation, low words bank, low family education, lack of parental support, lack of interest in improving language skills, overcrowding of students in classes and lack of professional English teachers.

#### **4. Challenges on facilities**

According to Themane & Thobejane (2019), Mudra (2018), Nath (2016), Teevno (2011), and Shahnaz & Gandana (2021), there were challenges related to the facility. The challenge was insufficient physical resources, such as classrooms, furniture and teaching aids to support inclusive practices. In addition, proper facilities such as schools, classrooms, electricity, libraries, and access to books and clean toilets are also important in the learning environment.

### **B. English Teaching Challenges in Rural Schools**

#### **1. Challenges on teachers**

According to Adedeji and Olaniyan (2011), many challenges were associated with teaching in rural schools. These challenges included insufficient funds in rural schools, poor literacy in rural schools, lack of support and training of teachers, poor infrastructure in rural schools, access problems to rural schools, lack of supervision of teachers in rural schools, failure of rural schools system, and administrative constraints and the inability of the academic calendar. Febriana, Nurkamto, Rochsantiningih and Muhtia (2018) say that teachers who teach English in the classroom in Indonesia face many challenges related to resources, educational

resources, language barriers, parents' mindset, shortage of teachers, skill of students, as well as students' opinions. Biswas (2018) states that this research explored some challenges in implementing English language teaching in rural areas such as, lack of good teacher training, lack of language learning resources were the biggest problems for the effective implementation of English language teaching in schools.

Endriyati, Prabowo, Abasa and Akmal (2019) state that there are different challenges in teaching English in rural and urban schools. Challenges related to teachers, such as lack of knowledge about information technology, and lack of teacher training. According to Songbatumis (2017), the challenges were diverse regarding students, teachers and resources. The challenges faced by teachers were lack of teacher training, language issues, lack of familiarity with teaching methods, lack of computer literacy and lack of professional development. Arroji (2016) shows some reasons why it was difficult to teach English to students in rural schools. They were lack of clear structure, lack of qualified teachers, lack of understanding of objectives, lack of language exposure, lack of teaching aids and proper equipment, lack of motivation and large classes.

Halik and Nusrath (2020) show various factors caused the teachers' challenges when teaching English in rural schools. These were lack of parental support, lack of academic books/teaching materials in schools, bad attitude of students and parents in learning environment, lack of proper motivation and guidance, lack of interest in learning English, poor families and low levels of English

proficiency. Widyaanggara, Tanduklangi and Siam (2020) say that teachers faced many challenges such as lack of parental motivation for their children, lack of student competence and excessive responsibilities. Based on the findings from several researchers above, it can be concluded that there were are 13 challenges faced by English teachers in rural schools, namely learning resources, language barriers, lack of language, parents' mindset, lack of parental support, student skills, student attitudes, lack of adequate teachers training, lack of proper teaching aids and equipment, weak motivation and proper guidance.

## **2. Challenges on students**

Mulkeen and Chen (2008) note that many factors contributed to lower school attendance in rural areas than in urban areas. The factors were children in rural areas did not interested in going to school, and also parents in rural areas tend to have lower levels of education. In short, children in rural areas were difficult to teach. Halik and Nusrath (2020) show various factors caused the teachers' challenges when teaching English in rural schools. These were lack of parental support, lack of academic books/teaching materials in schools, bad attitude of students and parents in learning environment, lack of proper motivation and guidance, lack of interest in learning English, poor families and low levels of English proficiency. According to Hossain (2016), many factors contributed to the differences in English performance between rural and urban students. Family matters, it was related to the education of their parents, parents' expectations were the most important factors that influence the

decision of young people to follow their studies. Financial reasons, many students in rural areas came from low income families, so they cannot get enough educational resources. Logistics support, educational institutions in rural areas did not have enough logistics, less qualified teachers, lack of qualified and trained English teachers in rural areas had a poor effect on students' English proficiency.

Widyaanggara, Tanduklangi and Siam (2020) say that teachers face many challenges, such as lack of parental motivation for their children, lack of students' competence and excessive responsibilities. Febriana, Nurkamto, Rochsantiningsih and Muhtia (2018) say that teachers who taught English in rural schools in Indonesia encountered many challenges related to resources, educational resources, language barriers, parents' mindset, shortage of teachers, skills of students as well as students' opinions. Endriyati, Prabowo, Abasa and Akmal (2019) state that there were different challenges when teaching English in rural and urban schools. Challenges related to teachers, such as lack of knowledge of information technology, and lack of teacher training. Biswas (2018) states that this study investigated some challenges in implementing English language teaching in rural areas. Lack of good teacher training and lack of language learning resources were the biggest problems for the effective implementation of English language teaching in schools.

According to Songbatumis (2017), these challenges were diverse regarding students, teachers, and resources. The challenges faced by teachers were lack of teachers training, language skills problems, lack of familiarity with teaching methods,

lack of computer literacy and lack of professional development. Saiful and Triyono (2018) find that lack of learning facilities and resources and low student motivation in English language proficiency were the main challenges faced by EFL teachers in rural areas. Based on what many researchers have found above, it can be concluded that there were 12 problems related to students such as less interested in attending school, family low educational background, poor learning environment, low level of basic knowledge in English, lack of vocabulary mastery, students low motivation, poor parental support, lack of concentration and discipline, students' low proficiency in English language, students' and parents' mindset.

### **3. Challenges on facilities**

Milon (2016) says that the high number of students and teachers, small classes, insufficient teaching aids, lack of subject training, lack of study manuals, lack of language laboratories, inability to acquire language skills were the most important factors. In addition, proper facilities such as schools, classrooms, electricity, libraries, access to the books and clean toilets were also important in the learning environment. Odedeji and Olaniyan (2011) reveal that many challenges were associated with teaching in rural schools. These challenges included insufficient funds in rural schools, poor literacy in rural schools, lack of training teachers, poor infrastructure in rural schools, access problems to rural schools, lack of supervision of teachers in rural schools, failure of rural schools system, administrative constraints and the inability of the academic calendar. Raggl (2015) states that the most important findings were the



need for comprehensive learning materials and textbooks and the lack of preparation for teaching in multi-grade classes through teacher training. Plessis and Mestry (2019) reveal that many rural schools did not have water, sanitation or electricity, and the classrooms were in poor condition. These problems have serious implications for the effectiveness of teaching and learning.

Biswas (2018) says that this study discussed some of the challenges in implementing English language teaching in rural areas, such as the lack of language learning tools, which was the biggest problem for the successful implementation of English language teaching in rural areas. Saiful and Triyono (2018) find that lack of learning facilities and resources and low student motivation in English language proficiency were the main challenges faced by EFL teachers in rural areas. Hossain (2016) states that many factors contributed to the differences in English performance between rural and urban students. Family matters, it was related to the education of their parents, parents' expectations were the most important factors that influence the decision of young people to follow their studies. Financial reasons, many students in rural areas came from low income families, so they cannot get enough educational resources. Logistics support, educational institutions in rural areas did not have enough logistics, lack of qualified and trained English teachers in rural areas had a poor effect on students' English proficiencies.

Shadreck (2012) states that various challenges affected the provision of quality education, such as poor economic conditions, lack of infrastructure for

teaching and learning, problems in attracting and retaining existing teachers better in rural schools, and lack of adequate funds. In addition, low levels of teaching services, poor teacher salaries, inadequate housing, limited work and professional development opportunities, and poor working conditions were said to be barriers to good and effective teaching. Rahmadi, Istiqomah, and Adriyanto (2016) say that improving education in rural areas required special economic efforts such as transportation and communication facilities were not developed, the number of teachers did not meet the educational requirements and resources invested in teachers was very small. Songbatumis (2017) reports that there were challenges in infrastructure such as lack of offices, computers and LCD screens. Based on what many researchers found above, it can be concluded that there were ten challenges related to the facilities such as poor infrastructure, access problems, lack of language learning tools, offices, computers and LCD screens, small classes, insufficient teaching equipment, lack of subject teaching, lack of teaching manuals and lack of language labs.

### **C. English Teachers' Solutions in Rural Schools**

#### **1. Definitions of solutions**

According to the Big Indonesian Dictionary (KBBI), solution means completion, problem-solving, and way out of a problem. According to the Merriam-Webster dictionary, a solution is the act or process of solving a problem. Also, according to the Oxford dictionary, the definition of a solution is a way to solve a problem or deal with a difficult situation. Based on the definitions above, it can be

conclude that a solution in this context defines as an attempt to solve a problem so that it can produce an answer or a way out later.

## **2. English teachers' solutions**

Odedeji and Olaniyan (2011) reveal that improving teachers' working conditions in rural areas and improving teaching conditions in rural areas was like using ICT in the teaching-learning process and creating fun English learning methods or techniques. That way might be the solution. Febriana, Nurkamto, Rochsantiningih, and Muhtia (2018) say that the solution that teachers in rural schools could take was to routinely take their students out to places that made them realize that English is very important to learn. Biswas (2018) says that recruiting qualified and professional teachers, providing adequate training for their professional development, increase in salary levels to enable them to fulfill their duties and providing sufficient resources for language learning can be the solutions to these problems.

Endriyati, Prabowo, Abasa, and Akmal (2019) say that in order to overcome the problems of students, teachers tried to implement some methods in the learning process and communicate with parents well. Teachers should be well prepared before handing over material. There were also challenges related to teachers, for example, lack of computer literacy, lack of systems and limited teacher training. Teachers were trying to get into the teaching profession to overcome the problems. Widyaanggara,

Tanduklangi, and Siam (2020) say that the challenges faced in this research could be overcome. However, it depended on the teachers and the school itself. The teachers must work harder with the school to overcome the factors that caused the challenges, and teachers need good resilience.

Songbatumis (2017) finds solutions to overcome challenges by changing attitudes, applying different teaching methods and techniques, improving equipment and facilities, matching students' skill levels and learning situations using available resources and providing motivational feedback, and the teachers' self-reflection. Halik & Nusrath (2020) say that challenges and difficulties could be overcome when more attention was paid to primary school students to acquire the basic knowledge of the English language, workshops, training programs, and motivational programs about the importance of English were conducted for students and interest was created in learning English. Further, every school in a rural setting should have modern learning equipment like town schools, and a language unit should be established with the necessary equipment.

Saiful & Triyono (2018) suggest that English teachers pursued careers to become English teachers in rural areas. English teachers had to develop strong and good character. They must be disciplined, creative, innovative, patient, stable and flexible. These qualities were non-negotiable for other English teachers who are going to teach English in any area. In addition, English teachers should take into account students' skills and social learning situations to ensure students' success in the

target language. They better use teacher talk and character speech to explain English teaching materials or topics to the students. Mudra (2018) says that the teachers had to plan their lesson plans, prepare materials, manage the classroom, deliver teaching, and become more competent in duties to overcome the problems.

Milon (2016) says that the recruitment of professional teachers, adequate training for their professional development, increase the level of salaries, provide adequate teaching tools to learn language skills, a comprehensive awareness program, create learning and teaching methods, create an enjoyable activities for students, and upgrade the school infrastructure were required for the solution of these problems. Yu (2019) says that taking the new method of teaching English, improving the professional quality of English teachers, and support from the government and the educational institution such as improve the teaching facilities, increase rural teachers' income and provide more infrastructures for these schools, such as multimedia, and speech classrooms. Those all could be solutions to overcome the challenges.

#### **D. Previous Studies**

A study about challenges faced by English teachers when teaching in rural schools has been conducted by several previous researchers. Widyaanggara, Tanduklangi, and Siam (2020), Endriyati, Prabowo, Abasa, and Akmal (2019). Febriana, Nurkamto, Rochsantiningsih, and Muhtia (2018), and Alam (2016), focus on identifying the challenges English teachers face in rural schools from their point of view and also finding solutions. Songbatumis (2017), Yu (2019), Saiful and Triyono

(2018), and Martiana (2019), their research aim to examine the challenges of teaching English and the solutions adopted by teachers of English and to shed light on the voice, challenges, and recommendations of English Foreign Language (EFL) rural teachers in teaching EFL to students in rural schools.

Widyaanggara, Tanduklangi, and Siam (2020) use a qualitative method with a phenomenological approach, and the data were collected by in-depth interview, observation, and documentation study. The research applied a qualitative approach based on Endriyati, Prabowo, Abasa, and Akmal (2019). Semi-interviews and questionnaires used to collect the data from four teachers at rural and urban schools. Yu (2019) uses two tests, two questionnaires, and two open interviews to collect data. Febriana, Nurkamto, Rochsantiningsih, and Muhtia (2018) say that questionnaires and in-depth interviews were employed as data collection techniques in this narrative case study.

Saiful and Triyono (2018) use a qualitative research method with multiple case study designs. The data collection techniques were teaching reflection writing journal, phone and WhatsApp call semi-structured interviews. Songbatumis (2017) uses in-depth interviews to collect data. An in-depth interview was applied using the mixed language of both Indonesian and the local language to understand the phenomenon. Martiana (2019) uses the descriptive qualitative method. The data were gained through a questionnaire and a set of English tests for student participants,

direct field observation, and teaching reflection. Alam (2016) uses a qualitative approach and English language teachers were interviewed to generate data.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses methodological research procedures. It includes a brief research design divided into research sites and participants, data sources, the instrument for data collection, methods of data collection, and methods of data analysis.

#### A. Research Design

This study used a qualitative method. According to Nugrahani (2014), qualitative research methods are research methods that can be used to explore and understand the meaning that comes from social or humanitarian problems. Creswell (2014) states that qualitative research is an approach to exploring and understanding the meaning of individuals or groups as scribes on a social or human problem. This study used a phenomenological approach. Phenomenological studies aim to understand how one or more individuals experience phenomena and explore profound experiences and their meanings from participants' words, descriptions, reflections, and perspectives on those phenomena (Moustakas, 1994; Patton, 1990). The researcher used informal interviews and open-ended questions with a general guided interview protocol in this study. The researcher interviewed three participants who agreed to participate in this study. Each interview lasted approximately 10-25 minutes



at the location and time of the participants' choice. All interviews were recorded and transcribed by the researcher.

## **B. Research Site and Participant**

This research was conducted in three rural schools in Aceh Besar, Indrapuri 2 Junior High School, Indrapuri 3 Junior High School, and Montasik 2 Junior High School. The participants in this study were three English teachers. English teachers selected from different Junior High School. The three participants in this study were selected and determined using a random sampling method, namely simple random sampling. Sugiono (2001) says that random sampling is a technique of taking random samples without looking at the strata in a population.

According to Kerlinger (2006), simple random sampling is a method of taking samples from a population or universe in a certain way so that every member of the population has the same chance of being selected. Margono (2004), states that simple random sampling is a technique for obtaining samples that are directly carried out on the sampling unit. Based on the definitions above, it can be concluded that simple random sampling is a technique used for taking samples randomly from members of the existing population.

## **C. Data Sources**

Data were obtained from three English teachers as participants who contributed to this research.

#### **D. Method of Data Collection**

The data collection technique was an interview. This study used the interview as a data collection instrument to identify the challenges faced by English teachers when teaching English in rural schools and find out the solutions. Interview was used to obtain verbal comments from English teachers in rural schools. The interview is a process of communication or interaction to collect information through questions and answers between researchers and informants or research subjects (Raharjo, 2011). According to Creswell (2008), a qualitative interview occurs when researchers ask one or more participants a general, open-ended question and record their response.

The type of the interview used in this study was semi-structured interviews. The semi-structured interview included closed and open-ended questions and follow-up why and how questions. Dialogue can meander around topics on the agenda, as in a standard survey, or it can delve into completely unexpected issues (Adams, 2015). This interview was conducted to obtain verbal comments about the challenges of English teachers when teaching in rural schools and their solutions and suggestions. The following is the example list of teachers' interview questions (See appendix C for the complete interview questions for English teachers).

**INTERVIEW GUIDELINES**  
**CHALLENGES AND SOLUTIONS FACED BY ENGLISH TEACHERS**  
**WHEN TEACHING IN RURAL SCHOOLS**

- I. Interview Schedule
  1. Date & day
  2. Start & finish time
- II. School Name
- III. Informant Identity
  1. Gender
  2. Age
  3. Position
  4. Last education
  5. Teaching Experience
- IV. Research question
  1. How long have you been teaching at this school?
  2. What is your opinion about teaching English in this school?
  3. Are there any challenges/difficulties that you feel while teaching English in this school?
  4. How do you solve the challenges/difficulties?
  5. Is there any message or hope that you would like to convey regarding the challenges you experienced while teaching in this school?

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A R - R A N I R Y

## **E. Methods of Data Analysis**

The data analysis process begins by examining all available data from various sources. After reading, studying, and reviewing, the next step was carried out the data reduction process, which is carried out by way of abstraction. Abstraction is an attempt to summarize the core, processes, and statements that need to be maintained so that they are maintained in it (Sidiq and Choiri, 2019). The next step was arranged them in units. The units were categorized in the next step. The final stage of this data analysis was checked the validity of the data. The researcher analyzed the data using descriptive analysis and described it in its own words. According to Miles and Huberman (1994), data analysis consists of three concepts; data reduction, data presentation, and verification of conclusion drawing. The steps are as follows:

### **a. Data Reduction**

Reducing data includes summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. The data obtained in the field was summarized and selected by the research topic. The data was an organized system so that clear research conclusions could be drawn. At this stage, the researcher obtained data from interviews with English teachers. The result of the interviews showed several challenges and solutions faced by English teachers when teaching English in rural schools.

## **b. Data Display**

According to Miles & Huberman (1994), data display is a systematic collection of information that allows for conclusions and the process of concluding. They also discovered that the narrative text is qualitative research's most common data display style. Data displays can help researchers understand what is happening and perform additional analysis. As a result, data can be presented in a straightforward manner that is simple and easy to understand. The descriptive-analytical method was used to report the data in this study. The researcher checked the interview recordings before writing the narrative text. All participants' reactions and answers were recorded in notes during the interview. When analyzing the data, the researcher listened to and read the results several times, which required a deeper understanding of the respondents' responses. Then the researcher explained all the findings related to the research topic.

## **c. Drawing / Verification Conclusion**

The last step was drawing conclusions/data verification. The conclusion can be evaluated or verified based on the data displayed. The researcher wrote conclusions on English teachers' challenges and solutions when teaching in rural schools. The data was presented step by step based on research questions to get a good and clear explanation.

## CHAPTER IV

### FINDINGS AND DISCUSSION

The chapter provides findings and discussions based on the data collected by the researcher obtained from interviews. It was about the challenges and solutions faced by English teachers when teaching in rural schools. It also discussed the research result to answer the research questions. Based on interviews, the researcher obtained the following findings:

#### **A. The Findings**

The research findings were explained based on data collection.

##### **1. The result of the interviews**

###### **a. Challenges Faced by Rural English Teachers**

###### **1) Facility**

The facility plays an important role in the teaching and learning process. Adequate facilities help teachers in delivering instructional materials to students effectively like the availability of good technologies such as computers, and laptop. Unfortunately, the teaching and learning process in rural schools was often carried out with inadequate facilities. This is because some schools in rural areas are newly

built schools with limited facilities such as no language lab, library with incomplete books and English dictionaries as well as in-focus tools.

*Because the school I teach is relatively new, and the facilities such as the library and language lab are not perfect. (Teacher 1, June 2022)*

*It can be said that facilities are inadequate, especially for language. There is a library here, but there are not enough English dictionaries to distribute to students. (Teacher 2, June 2022)*

*There are no supporting facilities, only books, dictionaries, and in-focus. (Teacher 3, June 2022)*

## **2) Language Barrier**

Language barrier is an obstacle in communicating due to differences in language, grammar, spelling, pronunciation and accent of the language. Second challenge facing rural school teachers was the limitations of the Indonesian language. Students in rural schools still had difficulty using Indonesian. T-1 stated that she had to use three languages in class such as Aceh language, Indonesian and English. In addition, learning English is also closely related to pronunciation. Students in rural schools had vocabulary pronouncing difficulty because it was influenced by local language accents.

*I have to use three languages; local language, Indonesian and English. Patience is required as it is difficult to teach English when students are not using Indonesian correctly. (Teacher 1, June 2022)*

*It is difficult for them to say words in English because every written word is read differently. (Teacher 3, June 2022)*

### **3) Students Mindset**

Another challenge faced by English teachers in rural schools was the mindset of students. Students low interested in learning English because they consider it was a boring and challenging subject. Besides that, rural students felt difficult to remember English words and also they did not see English as an important subject to learn.

*Students are less enthusiastic about English lessons which they consider as boring subjects. It's also difficult because you have to remember a fairly large list of English vocabulary. (Teacher 3, June 2022)*

*In addition, students have not considered English an important subject. They said that learning to recite the Qur'an was more important than learning English, but they could not even recite the Qur'an. (Teacher 1, June 2022)*

*Once when I was teaching, they said, "Miss, why we study English, it's the language of the infidels" (Teacher 1, June 2022)*



#### ***4) Students' Competence***

Students' competencies are the ability of students to capture meaning and understand what has been learned. In this case, rural Junior High Schools students were less able to understand the lessons taught properly. One of the reasons was because English lessons in rural junior high schools were new for students because these subjects were no longer taught in elementary schools. In addition, the books available in schools are standard books like those in other Junior High Schools, but the English teacher cannot teach students at school according to the material in the books because they found it difficult for students to read and to understand English books. .

*They cannot even read, whether it is Indonesian or English. Now, students get the basics of English in junior high school, so it is difficult for us to teach them according to the available books. (Teacher 2, June 2022)*

*Learning English at school is a new thing in the seventh grade because there is no English class in primary school. English class is for beginners in junior high school. (Teacher 1, June 2022)*

Students in rural schools lack basics of English language knowledge, resulting in students not taking core subjects. The challenges faced by teachers in rural schools were related to the abilities of students. The students' English level was very low, so teachers should teach them from the beginning.

*Children have no basis. They have never studied English at the elementary level, so junior high school teachers have to teach basic things and not fully use the syllabus. (Teacher 2, June 2022)*

Respondent T-1 expressed the same sentiment. Middle school students in rural schools lack English. According to T-3, this was related to students' ability to understand word categories and memorize vocabulary. T-2 said that students at her school had difficulty in pronouncing English words and often made mistakes in spelling them.

*Students do not have the basics of English at all. (Teacher 1, June 2022)*

*Many students find it difficult to pronounce words in English and make spelling mistakes when writing English. (Teacher 2, June 2022)*

*They don't understand word class and hard to memorize vocabulary. (T-3, June 2022)*

## **b. Solutions Faced by Rural English Teachers**

### **1) Overcoming Facilities Challenges**

Rural schools' teaching and learning processes mainly occur in inadequate facilities. English teachers overcame the lack of learning facilities by using their items such as laptops and speakers. The teacher also asked the students who had dictionaries at home to bring their dictionaries to school.

*Usually, I use my laptop and personal audio speaker to show videos to the students in my class. (Teacher 2, June 2022)*

*Because there are not enough dictionaries in the library, so I asked the students to bring their own dictionaries when they entered my class. (Teacher 2, June 2022)*

*Usually, I only use a book and a dictionary. (Teacher 3, June 2022)*

The teachers could not teach students in rural schools according to the English book materials because they found it difficult to read Indonesian or English and also to understand English books. Therefore, English teacher overcomes learning sources by not using English books that should be used in the classroom or the syllabus. They could not follow the syllabus completely. So, English teachers tried to teach students according to what students need.

*Because the students don't understand the basic knowledge of learning English so we can't teach them to use the book that should be used. However, we teach them according to what they need. (Teacher 3, June 2022)*

*Besides that, I try to teach but don't fully follow the syllabus because they can't understand or even read the contents of English books. (Teacher 2, June 2022)*

*Because there are no speakers for listening teaching purposes, I usually dictate to the students and then ask them to rewrite the words or sentences I read before. (Teacher 1, June 2022)*

### **2) Overcoming Language Barrier**

Students in rural schools still had difficulty using the Indonesian language and the English language. The students had a language barrier. They felt difficult in writing, pronouncing, speaking, and reading English. So, English teachers tried to overcome this by practicing greeting in English to their students. They always try to teach them how to pronounce English vocabulary well and correctly.

*I overcame this by getting students used to greeting me in English and me to them. I hope that in time they can get used to and understand English. (Teacher 1, June 2022)*

*Usually, I read the vocabulary or sentences in English first, and they follow what I read, so at least they learn how to pronounce words in English. (T-3, June 2022)*

### **3) Overcoming Students' Mindset Challenges**

The students' lack of interest in learning English became an obstacle for teachers in rural schools to deliver English lessons. Because of this, the teachers tried to overcome the mindset of the students by giving them understanding and motivation

on the importance of learning English and also tried to teach English with the things they usually like to do. One of the English teachers suggested that motivational seminars could be held regularly for students and parents.

*We always try to give understanding and motivation to students about the importance of learning English, but what we say is ignored. (Teacher 1, June 2022)*

*I try to teach English to students with the things that they usually do, for example, by playing games. (Teacher 1, June 2022)*

*Perhaps this problem can be solved by regularly holding motivational seminars for students and parents. (Teacher 2, June 2022)*

#### **4) Overcoming Students' Competence Challenges**

The omission of early English lessons in Primary Schools made it difficult for teachers in rural schools to teach English to students in Junior High Schools. The students did not have the basics of learning English, so they cannot be taught according to the existing curriculum or syllabus. Therefore, English teachers overcame students' competence problems by holding additional English lessons outside school hours. They asked students to be diligent in reading dictionaries, suggesting that English lessons be taught back in elementary school so students can learn the basics of English.

*We overcome this problem by holding additional English lessons outside of school hours. (Teacher 1, June 2022)*

*I ask the students to open the dictionary often to learn more vocabulary.*

(Teacher 3, June 2022)

*It would be better if English was taught again starting from elementary school. So, they can learn the basics of English in elementary schools.* (Teacher 2, June 2022)

## **B. Discussion**

Based on the data analysis, the researcher wanted to examine the research questions in this study. The research questions are “What challenges are English teachers facing when teaching English in rural schools? How do they solve the challenges?.” To answer the research questions, the researcher conducted interviews. The purpose of the study is to identify challenges faced by English teachers in carrying out teaching and learning activities in rural schools and find out the solutions to overcome the challenges faced by English teachers in rural schools. There are interesting results regarding challenges and solutions faced by English teachers when teaching in rural schools. The following explanation can be drawn to get a clear picture of the results.

Based on the interview results, four challenges faced by English teachers during their time teaching in rural schools are drawn: facility, language barrier, student competence, student mindset. Rural schools' teaching and learning processes mostly occur in inadequate facilities. According to Mishra (2015), the lack of

information and communication technology has become a problem for English teachers who expect to use advancing technology such as slide projectors, laptops, video conferences, language laboratories, and the internet. Moreover, the student competence in English was still very low, so teachers should teach them from the beginning. English teachers in rural schools had difficulties in implementing English subjects under its curriculum (Sadek, 2002).

Furthermore, the students' lack of interest in learning English becomes an obstacle for teachers in rural schools to deliver lessons easily understood by the students. Behraam, Ul-Hasan, Perveen & Nadeem (2015) state that English for many rural students in a rural school was challenging because most learners did not have sufficient background in English different from their L1. Another challenge experienced by the English teachers in rural schools was the Indonesian language's limitations. Students in rural schools still had difficulty using the Indonesian language as well as the English language. Moreover, the use of English as the language of instruction could not be successfully fulfilled as the learners had a language barrier and low ability in English. A study by Gan (2013) reveals that English teachers attending a teaching practicum faced several obstacles regarding how theories and practices of teaching methods were relevant, what language they should use in the EFL classrooms, and how they controlled the learners.

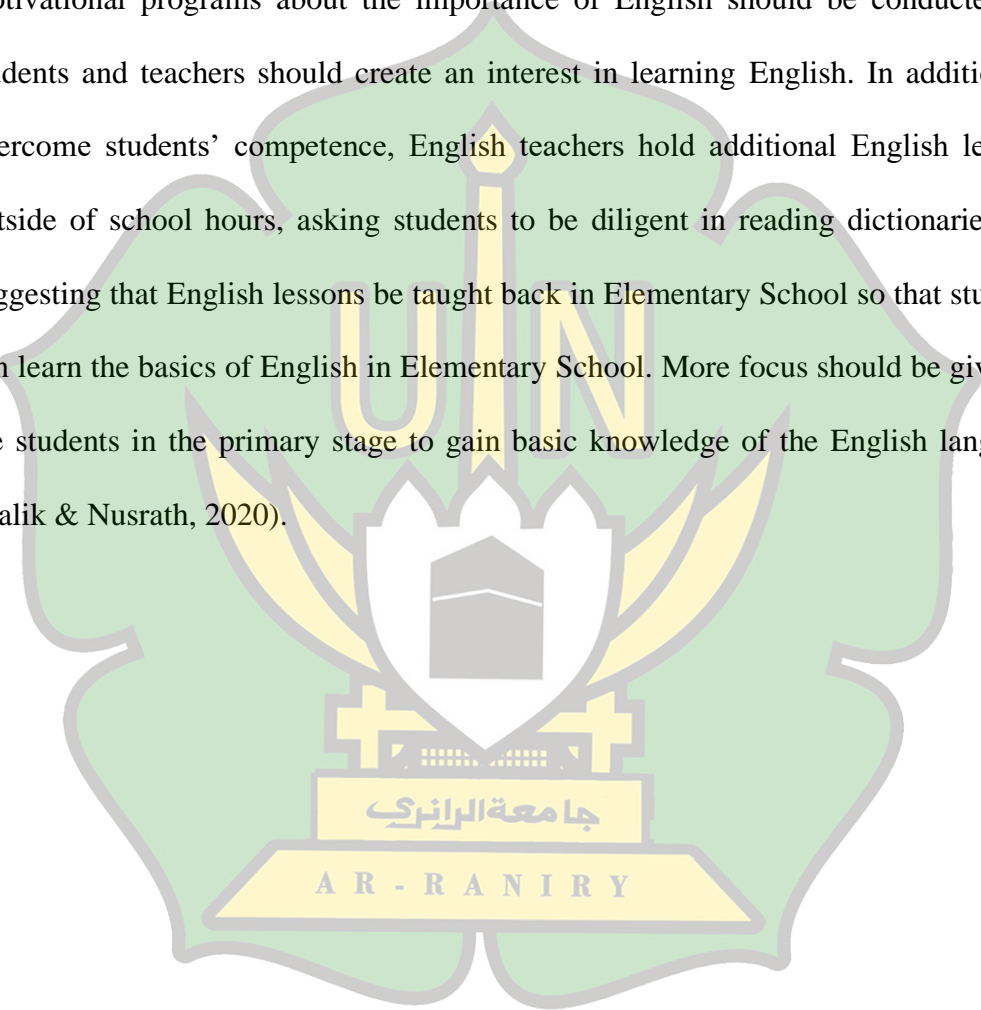
Besides that, English teachers must use three languages to deliver the lessons, Aceh language, Indonesian, and English. Several studies reported that EFL

learners in rural schools lacked English skills such as reading and vocabulary (Asraf & Ahmad, 2003), writing (Dwivedi & Chakravarty, 2015), and speaking (Bilal, Rehman, Rashid, Adnan, & Abbas, 2013), listening (Gomathi, 2014), and pronunciation (Dharmaraja & Selvi, 2011). In addition, there were several ways had used to overcome the problems they faced in the teaching process in rural schools. English teachers used their own items, such as laptop and audio speaker. In doing this, English teachers must be knowledgeable about utilizing technological instructional media and introducing English through the media to students with a low ability to use English (Becho, Sullivan, & Bhattacharya, 2017).

In addition, the teacher also asked the students who had dictionaries at home to bring their own dictionaries to school. Indeed, English teachers solved the challenging lack of learning resources by not using English books that should be used in the classroom and the syllabus. They could not follow the syllabus completely. Barrow & Burchet (2000) state that English teachers need a perfect plan before teaching and they had to use multiple strategies to teach English to English learners. The teachers tried to give them understanding and motivation on the importance of learning English and they also tried to teach English with the things they usually like to do. It was supported by Yunus, Hashim and Mahamod (2010) that English teachers used various teaching methods suitable to the learners' motivation, interests, and behavior.



Furthermore, English teachers suggested that students' mindset problems will be resolved a little by regularly holding motivational seminars for students. Halik & Nusrath (2020) state that a number of workshops, training programs, and motivational programs about the importance of English should be conducted for students and teachers should create an interest in learning English. In addition, to overcome students' competence, English teachers hold additional English lessons outside of school hours, asking students to be diligent in reading dictionaries and suggesting that English lessons be taught back in Elementary School so that students can learn the basics of English in Elementary School. More focus should be given to the students in the primary stage to gain basic knowledge of the English language (Halik & Nusrath, 2020).



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections: the conclusion section, which contains a summary of key points based on the findings of previous chapters' research, and the recommendation section, which contains recommendations for future researchers.

#### A. Conclusions

After completing this research, the researcher draws several conclusions and suggestions regarding challenges and solutions English teachers face when teaching in rural schools. This study was conducted within two days in three different schools, namely Indrapuri 2 Junior High School, Indrapuri 3 Junior High School, and Montasik 2 Junior High School. Based on the results of interviews, the researcher found that there were four challenges faced by English teachers when teaching in their rural schools: facility, language barrier, student competence, and student mindset.

From those challenges, it can be concluded that teaching and learning English in rural schools are still far from adequate because some challenges need to be overcome by teachers for better English teaching. Besides, English teachers had made

some efforts to cope the challenges, but the significant result had not emerged. It is because solutions to the challenges are not only in the hands of the teacher but also in the hands of government, society, and curriculum developer.

## **B. Suggestions**

Based on the finding of this study, the researcher withdraws some suggestions that hopefully could be beneficial for the students, teachers, and the other researchers who share the same theme of this research.

1. Many conferences, training programs and motivational programs on the importance of English should be organized for students, and teachers should make people interested in learning English.
2. More attention should be given to primary school students to acquire basic knowledge of English language.
3. Every school in the rural areas should have modern educational facilities like the schools in the city, and establish a language department with the necessary equipment.
4. Practitioners, teachers, students and family members should work together to focus on the success of the learner and their learning.

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# APPENDICES

## Appendix A

### Appointment Letter of Supervisor

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B- 6471/Un.08/FTK/KP.07.6/06/2022

**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY**

**Menimbang :**

- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-8598/Un.08/FTK/KP.07.6/5/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

**Mengingat :**

- Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
- Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
- Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
- Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Keuangan RI, Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
- Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;
- Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Satuan UIN Ar-Raniry Banda Aceh;
- Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
- Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

**Memperhatikan :** Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 4/3/21

**MEMUTUSKAN**

**Menetapkan :** Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-8598/Un.08/FTK/KP.07.6/5/2021** tanggal 24 Mei 2021

**KEDUA :** Menunjuk Saudara:

- Khairiah Syahabuddin, M.Hsc, Fsl., Sebagai Pembimbing Pertama  
M.TESOL, Ph.D
- Fathiah, M.Pd Sebagai Pembimbing Kedua

Untuk membimbing Skripsi:

Nama : Yasinta  
NIM : 160203192  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Challenges and Solutions Faced by English Teachers when Teaching in Rural Schools

**KETIGA :** Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

**KEEMPAT :** Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

**KELIMA :** Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Tanggal: 03 Juni 2022


  
Razali

**Tembusan**

- Rektor UIN Ar-Raniry (sebagai laporan);
- Ketua Prodi FBTs, Tarbiyah dan Keguruan;
- Pembimbing yang bersangkutan untuk dimahimi dan dilaksanakan;

## Appendix B

*Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research*



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBİYAH DAN KEGURUAN**  
Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

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Nomor : B-5607/Un.08/FTK.1/TL.00/04/2022  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Sekolah SMP Negeri 2 Indrapuri
2. Kepala Sekolah SMP Negeri 3 Indrapuri
3. Kepala Sekolah SMP Negeri 4 Montasik
4. Kepala Sekolah SMP Negeri 2 Montasik
5. Kepala Sekolah SMP Negeri 2 Lhoknga

Assalamu’alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : YASINTA / 160203192  
Semester/Jurusan : XII / Pendidikan Bahasa Inggris  
Alamat sekarang : Desa Lampreh Lamteungoh Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Challenges Faced by English Teachers when Teaching in Rural Schools*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 April 2022  
an. Dekan  
Wakil Dekan Bidang Akademik dan Kelembagaan,

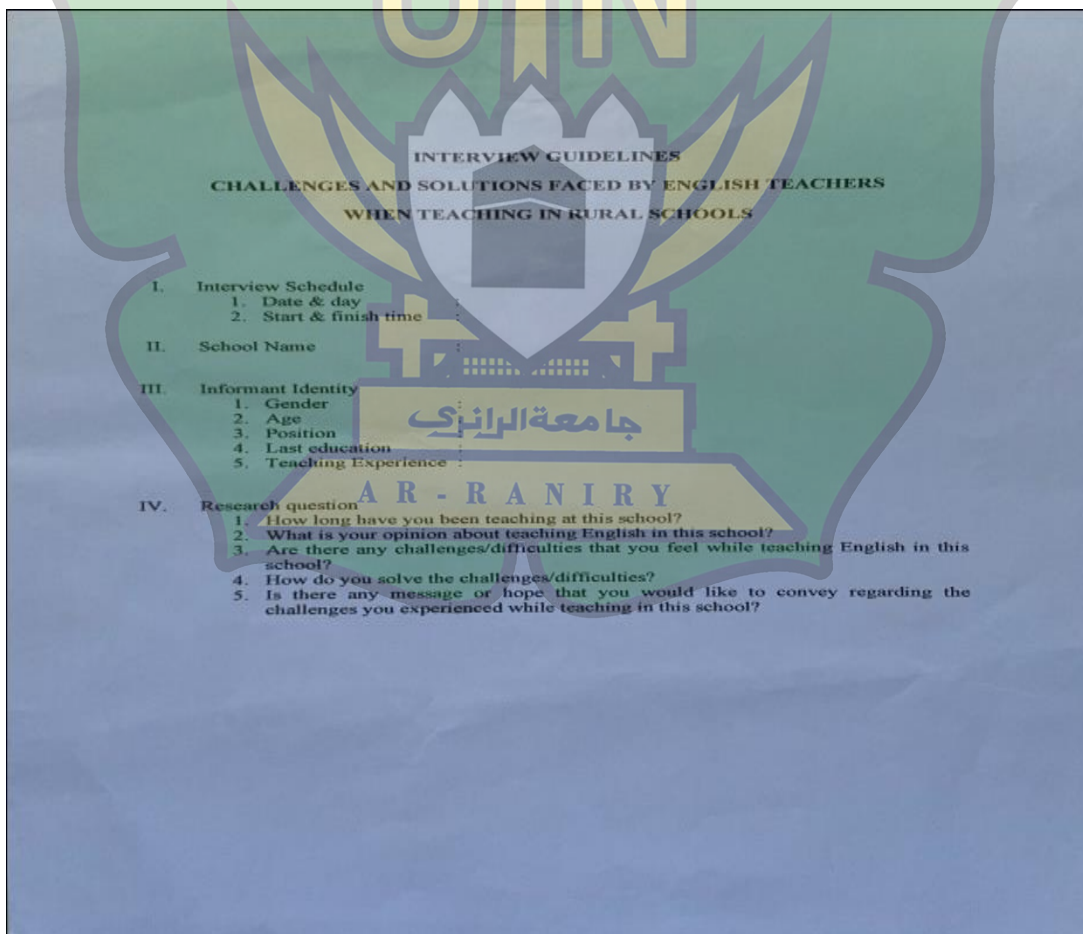


Dr. M. Chalis, M.Ag.

## Appendix C

### *List of Interview Questions for English Teachers*

1. How long have you been teaching in this school?
2. How many English teachers in this school?
3. Are there any challenges or difficulties that you feel while teaching English?
4. What kind of challenges that you feel while teaching English?
5. What about facilities? Is there a language lab?
6. How do you solve the challenges?



## Appendix D

### *Transcript of English Teachers Interview*

Participant 1: I I

1. Interviewer: How long have you been teaching English in this school?

Interviewee:

Saya mulai mengajar disekolah ini pada tahun 2019, jadi sudah sekitar 4 tahun saya disini. Sebelumnya saya juga ada mengajar di salah satu SMP, disana saya mengajar selama kurang lebih 13 tahun.

2. Interviewer: How many English teachers in this school?

Interviewee:

Disini hanya ada 2 guru bahasa Inggris, saya dan ada satu guru lagi. Saya sudah berusia 57 tahun, jadi sebentar lagi akan pensiun. Guru bahasa Inggris yang satu lagi adalah guru baru dan masih kontrak. Tapi beliau sedang tidak hadir hari ini. Ini ibu kepala sekolah juga guru bahasa Inggris, tapi karena sudah diangkat menjadi kepala sekolah jadi beliau tidak mengajar lagi.

3. Interviewer: Is there any challenges that you feel while teaching English in this school? What kind of challenges that you feel while teaching English?

Interviewee:

Yang namanya kesulitan dan tantangan saat mengajar itu pasti ada, apalagi

mengajar di sekolah yang daerahnya sedikit tertinggal. Tantangannya itu yang pertama bisa dibilang bahwa anak-anak disini berbeda, wataknya lebih keras, cara berbicaranya juga kasar dan kurang sopan. Pernah pada waktu saya ngajar, mereka katakan “ibu, buat apa belajar bahasa Inggris, itukan bahasa orang kafir”. Saya jawab “bahasa Inggris itu penting, kita harus belajar agar tau, seperti ketika kamu main game, pasti tulisan yang ada di game itu bahasa Inggris contohnya kata “play, save” itu kan bahasa Inggris. Jadi saya coba ajarkan mereka bahasa Inggris dengan hal-hal yang biasa mereka lakukan seperti bermain game. Banyak dari para murid memang kurang tertarik dengan bahasa Inggris, mereka tidak menganggap bahwa bahasa Inggris itu pelajaran yang penting.

Mereka juga katakan bahwa belajar Alqur’an itu lebih penting dari belajar bahasa Inggris tapi baca Alqur’an saja mereka belum bisa. Tingkat pemahaman anak-anak disini juga kurang, mungkin karena pelajaran bahasa Inggris baru bagi anak-anak kelas 1 SMP karena disekolah SD sudah tidak ada pelajaran bahasa Inggris. Jadi the beginnernya mereka belajar di SMP. Banyak dari anak-anak disini yang kesusahan dalam mengucapkan kata-kata bahasa Inggris begitupun waktu mereka mengeja. Saya ngajar disini harus menggunakan tiga bahasa; bahasa indonesia, bahasa inggris dan bahasa aceh.

4. Interviewer: What about the facilities? Is there a language lab in this school?

Interviewee:

Karena sekolah ini masih bisa dibilang sekolah baru jadi fasilitas disini belum

memadai, dan kalau untuk lab bahasa disini tidak ada, yang ada pustaka dan lab IPA. Kalau untuk buku pelajaran bahasa Inggris juga cukup. Jadi biasanya ada text yang harus diisi di buku, nanti saya terjemahin dulu beberapa kosakata yang mereka tidak tau, jadi nanti mereka ingat dan tau harus isi jawaban yang mana dari text tersebut.

5. Interviewer: How do you solve those challenges?

Interviewee:

Biasanya, saya menggunakan laptop dan speaker pribadi untuk menampilkan video kepada siswa di kelas saya. Karena tidak ada audio speaker untuk tujuan pengajaran mendengarkan, saya biasanya mendikte siswa dan kemudian meminta mereka untuk menulis ulang kata-kata atau kalimat yang saya baca sebelumnya. Saya juga mencoba membiasakan siswa untuk menyapa saya dalam bahasa Inggris dan juga saya kepada mereka. saya juga coba ajarkan mereka bahasa Inggris dengan hal-hal yang biasa mereka lakukan seperti bermain game. Saya berharap pada waktunya mereka bisa terbiasa dan mengerti bahasa Inggris. Kami selalu berusaha memberikan pemahaman dan motivasi kepada siswa tentang pentingnya belajar bahasa Inggris. Kami juga mengatasinya dengan mengadakan pelajaran bahasa Inggris tambahan di luar jam sekolah.

Participant 2: M J

1. Interviewer: How long have you been teaching English in this school?

Interviewee:

Saya sudah mengajar disini sekitar 3 tahun. Tahun 2019 saya mulai ngajar disini.

2. Interviewer: How many English teachers in this school?

Interviewee:

Kalau untuk sekarang hanya saya sendiri guru bahasa Inggris disini. Sebelumnya ada guru bahasa Inggris satu lagi, beliau PNS tapi sekarang beliau sudah meninggal.

3. Interviewer: Is there any challenges that you feel while teaching English in this school? What kind of challenges that you feel while teaching English?

Interviewee:

Tantangannya pasti ada, yang pertama adalah anak-anak disini bisa dibilang mereka tidak termotivasi untuk belajar bahasa Inggris. Mereka tidak pernah belajar bahasa Inggris di tingkat sekolah dasar sehingga di sekolah menengah pertama guru harus mengajarkan hal-hal dasar dan tidak semua mengikuti silabus. Siswa tidak memiliki dasar-dasar bahasa Inggris sama sekali. Sebagian dari mereka bahkan tidak bisa membaca, baik itu bahasa Indonesia apalagi bahasa Inggris. Jadi sulit bagi kami untuk mengajar mereka sesuai dengan buku-buku yang tersedia. Banyak juga yang

masih menganggap pendidikan itu tidak penting. Mampu membaca, menulis, dan berhitung saja sudah cukup. Siswa –siswa disini juga kurang disiplin seperti ketika masuk kelas setelah istirahat, beberapa siswa sering datang terlambat ke kelas dan bahkan ada yang tidak masuk kelas lagi karena mereka pulang atau bahkan bermain dengan temannya di luar sekolah. .

4. Interviewer: What about the facilities? Is there a language lab in this school?

Interviewee:

Untuk fasilitas bisa dikatakan belum memadai, apalagi untuk bahasa. Disini ada perpustakaan, tapi kamus-kamus bahasa Inggris tidak cukup untuk dibagikan ke murid. Biasanya saya jika ingin memperlihatkan video berbahasa Inggris harus membawa laptop dan speaker audio sendiri. Karena disini tidak tersedia.

5. Interviewer: How do you solve those challenges?

Interviewee:

Biasanya, saya menggunakan laptop dan speaker audio pribadi saya untuk menampilkan video kepada siswa di kelas saya. Karena kamus di perpustakaan tidak cukup, jadi saya meminta siswa untuk membawa kamus sendiri ketika memasuki kelas saya. Dan karena siswa kurang mengetahui pengetahuan dasar belajar bahasa Inggris jadi terkadang kami tidak mengajari mereka menggunakan buku yang seharusnya digunakan. Dikarenakan buku pelajaran tersebut lebih banyak pelajaran ke arah speaking, jadi kami mengajar mereka sesuai dengan apa yang mereka



butuhkan. Menurut saya, mungkin masalah pola pikir akan sedikit teratasi dengan rutin mengadakan seminar motivasi untuk para siswa.

Participant 3: D I

1. Interviewer: How long have you been teaching English in this school?

Interviewee:

Saya mengajar di sekolah ini sudah sekitar 10 tahun.

2. Interviewer: How many English teachers in this school?

Interviewee:

Disini ada dua guru bahasa Inggris, saya dan ada guru satu lagi. Beliau masih kontrak dan sudah libur, karena anak kelas 3 sudah selesai ujian.

3. Interviewer: Is there any challenges that you feel while teaching English in this school? What kind of challenges that you feel while teaching English?

Interviewee:

Kalo untuk tantangannya, anak-anak disini saya lihat seperti tidak punya motivasi untuk belajar bahasa Inggris. Mereka kurang antusias dengan pelajaran bahasa Inggris yang sebagian dari mereka menganggap bahwa bahasa Inggris adalah mata pelajaran susah. Mereka tidak mengerti jenis kata dan sulit untuk menghafal kosakatanya. Anak-anak juga susah untuk mengucapkan kata-kata dalam bahasa

Inggris karena setiap kata yang tertulis akan dibaca berbeda. Para siswa di sini juga bisa dibilang mereka kurang akhlaknya.

4. Interviewer: What about the facilities? Is there a language lab in this school?

Interviewee:

Kalau untuk fasilitas, bisa dibilang kurang ada fasilitas pendukung, hanya ada buku, kamus, dan in-focus saja. Lab bahasa juga kita tidak ada.

5. Interviewer: How do you solve those challenges?

Interviewee:

Saya hanya mengajar menggunakan buku dan kamus. Biasanya, saya membaca kosakata atau kalimat dalam bahasa Inggris terlebih dahulu dan mereka mengikuti apa yang saya baca, Jadi setidaknya mereka belajar bagaimana cara mengucapkan kata-kata dalam bahasa Inggris. Saya juga meminta mereka untuk sering-sering membuka kamus agar mereka tahu lebih banyak kosa kata baru. Bagi anak-anak yang tidak disiplin dikelas saya, saya minta mereka untuk membawa kotoran sapi sebagai pupuk keesokan harinya.