

**TEACHERS' CHALLENGES AND STRATEGIES IN TEACHING
ENGLISH IN JUNIOR HIGH SCHOOL OF RURAL AREA**

SKRIPSI

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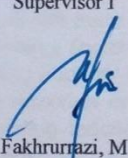
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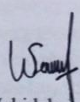
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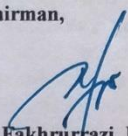
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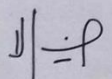
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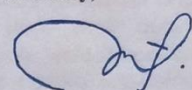
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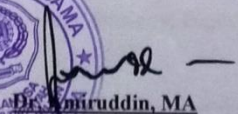

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "*Teachers' Challenges And Strategies In Teaching English In Junior High School of Rural Area*" untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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Yang membuat pernyataan



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A handwritten signature in black ink, appearing to be 'Firda', written over a faint rectangular stamp.

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ABSTRACT

Firda, 2024. Teachers' Challenges and Strategies in Teaching English in Junior High School of Rural Area.

Supervisor (1). Dr. Fakhurrazi, M.Hum, **(2).** Wahidah, M.Ed.

This study aims to determine the challenges faced by teachers in teaching English in junior high school of rural area in Bandar Pusaka sub-district and the strategies they used to deal with the challenges. This study used qualitative phenomenological approach. The subjects of research were three English teachers in three rural junior high schools in Bandar Pusaka sub-district. In collecting the data, this study used interview, observation, and documentation. In analyzing the data, this study used theory of Miles and Huberman: data reduction, data display, and conclusion drawing. To trustworthiness of the data, this study used technical triangulation. The results of this study showed that teachers face challenges in teaching English. The challenges were lack of students' interest in learning English, lack of student's basics English understanding, lack of students' vocabulary, limited teaching facilities, and mother tongue interference. Therefore, to cope with these challenges, there were some strategies used by the teachers in teaching English. The strategies were applying various teaching methods, matching students' proficiency level and learning situation, and making use of available resources and facilities. Additionally, this study expected can contribute to assisting teachers in developing their professionalism in teaching English in rural areas.

Keywords : *Teachers' Challenge, Teachers' Strategy, English Teaching.*

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CHAPTER I

INTRODUCTION

A. Background of Study

Nearly all schools, especially those in rural areas also learn English. Teaching English in a rural school environment becomes more difficult for teachers in teaching. It is closely related to both the learning environment and the scarcity of resources. Compared to urban schools, rural schools offer fewer opportunities for English language acquisition. Almost no information is available regarding English. Because of this, students' everyday English proficiency is lacking, which deters them from being enthusiastic about learning the language.

In Indonesia, there are several relevant studied about English teachers' challenge. Febriana et al. stated that most of teachers of English in rural schools lack the necessary qualification to teach the language. For instance, a physics teacher teaches English classes. Teaching English presents obstacles to students and the social environment in addition to those from teachers and infrastructure. They also found that students in rural schools still find it challenging to communicate in Indonesia.¹ It is evident that educators who are not fluent in the students' language may need to put in more effort when teaching English. According to Malaikosa & Taopan, teachers struggle to build the necessary competencies, and there is no correlation between the curriculum, instruction, and

¹ Mia Febriana et al., "Teaching in Rural Indonesian Schools: Teachers' Challenges," *International Journal of Multicultural and Multireligious Understanding* 5, no. 5 (2018): 19.

assessment in rural areas.² Sulistiyo also argued that formal schooling is seen as unnecessary in rural areas. Children are rarely motivated by their parents to work hard in their studies. Thus, the standard of English language education that students get may vary in both rural and urban areas based on a number of factors, including geography, the caliber of the teachers, resources, facilities, and social difficulties.³ In addition to time constraints, the absence of facilities and resources to support the process of instructing and learning makes teaching English challenging

In educational context, in the process of teaching and learning, teachers are essential since they are not only responsible for imparting knowledge to students, but also for motivating and upholding a positive attitude toward the material being studied. Instructors must be aware of the demands and the student's interest.⁴ It implies that educators need to understand what students learn, how and why it affects them, and how lessons learned now could help them later. Teachers must be able to use the right strategies when teaching English in order to overcome any obstacles that may arise during the teaching and learning process.

Moreover, teachers must have their own strategy in order to meet the learning objectives, because teachers' strategy is important things or one of key components in the teaching and learning process. In other words, the teachers'

² Christin Agustin Malaikosa and Lita Liviani Taopan, "Teaching English at Junior High School in Indonesian Rural Area : The Implementation of Scientific Approach," *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya* 10, no. 2 (2020): 206.

³ Urip Sulistiyo, "English Language Teaching and EFL Teacher Competence," *ISELT* 4, no. 2 (2016): 396.

⁴ Ali Derakhshan and Marjan Shirmohammadli, "The Difficulties of Teaching English Language: The Relationship between Research and Teaching," *Journal of Linguistics* 7, no. 1 (2015): 107.

strategy employ to present the content in a way that keeps students interested and gives them the chance to develop a range of skills are known as teaching strategies. Consequently, educators ought to process the ability to employ some tacticts that empower students to demand outcomes.

Based on the explanation above, teachers in rural areas face challenges in teaching English, and they also must have strategies in teaching English to overcome the challenges faced by them. The researcher desires to carry out this study at Junior High School in Bandar Pusaka Sub-districts, namely MTs Al-Ikhlas Blang Kandis, MTs Al-Azhar Jambo Rambong, and SMP Negeri 8 Tamiang Hulu. These schools are in the border of the city. There are still a lot of oil palm plantations around these schools, and getting there takes about an hour from the city. The background knowledge of students is low enough, and the majority of the students' parents' income comes from their agricultural produce. The majority of the teachers and students in these schools are local residents. So, based on the explanation above, the researcher categorized three Junior High Schools at Bandar Pusaka sub-district as a school in rural area.

For that reason, the researcher is intersted to find out the challenges faced by teachers in teaching English in Junior High School level. Afterward, how teachers overcome these challenges to improve English quality, more precisely in rural area. The researcher was eager to conduct a research entitled **“Teachers’ Challenges and Strategies in Teaching English in Junior High School of Rural Area”**.

B. Research Questions

1. What are the challenges faced by teachers in teaching English in junior high school of rural area?
2. What are the strategies applied by teachers in teaching English in junior high school of rural area?

C. Purposes of Study

1. To find out the challenges faced by teachers in teaching English in junior high school of rural area.
2. To find out the strategies applied by teachers in teaching English in junior high school of rural area.

D. Significances of Study

1. Theoretical Significances

The researcher hopes that this study can be useful for future relevant research about the teachers' challenges in teaching English process in junior high school level and the teachers' strategies to overcome the challenges of teaching English in rural area, and also this study may be used as a resource for learning more about teaching English in rural area, especially at Bandar Pusaka Sub-district.

2. Practical Significances

- a. For the school

The result of this study can be utilized as a source to improve the performance of teachers, particularly those who instruct English.

b. For policy maker

The result of this study is expected can be a consideration and input for giving equal facilities and to be not only focus on the school in urban area, but also in rural area to create a professional and innovative teacher in teaching English.

c. For other researcher

Hopefully this study can be used as reference for a similar research about challenge and strategy in teaching English in rural area.

E. Scope of Study

This scope of study is limited to the problem focuses on the challenges face by teachers and strategies apply when carrying out teaching and learning activities, especially in rural junior high school based on teachers' point of views.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The finding is the results of the data analysis, while the discussion described the results of research with the theory used in this study.

A. Research Findings

a. Teachers' Challenges in Teaching English

1. Lack of students' interest in learning English

The challenge that English teachers encounter is related to students' interest. It is difficult to get students excited about learning and teaching during these processes, because most of students are uninterested in English. Teachers find it difficult to teach English lessons when students are not interested in learning the language. Data from interview showed that:

“From my experience for 15 years teaching here, I can say that only fifty percents of the students are enthusiastic in learning English, because they assume that English lesson is tough to learn. So, they were less interested in English because English is a foreign language”.⁸⁰

Only half of junior high school students in rural area were interested in learning English because of their perspective in English. For students, English is a foreign language and hard to learn. Moreover, students in rural area thought that English is not too important to their career success in the future.

⁸⁰ The result of interview with teacher 1 (Mrs. Ayu Andira, S.Pd), MTs Al-Ikhlas Blang Kandis, on August 8th 2023, at 11 am

Another teacher's opinions described students' interest.

"Most of students are less interested in learning English because they thought that English is a difficult lesson and their family background lack awareness of new things, especially in rural areas".⁸¹

The students felt that English is the difficult lesson so that they are less interested while learning English. Furthermore, students of junior high school in rural area do not consider English language as an important subject because of their poor family background and limited understanding of the world.

Students' interest in learning English also mentioned by teacher 3 MTs Al-Azhar Jmabo Rambong.

"Students are less interested in English because there is no chance for them to use it outside the school environment and they think that other lessons more important. Moreover, there is no competition of students in learning English".⁸²

Students were not interest in English because they did not use English in their daily life. Then, in rural location, students have no interaction with foreigners which makes them feel reluctant to learn and speak in English.

Based on the results of interviews above, students' interest is entirely based on eager they are to engage in educational activities. Because of their family bacground, Junior High School in rural areas do not respect English as a subject and world knowledge. Moreover, students lack of interest in leraning English because they felt that English is the difficult lesson and they also did not use English to communicate with other people.

⁸¹ The result of interview with teacher 2 (Mrs. Khadijah, S.Pd), SMP Negeri 8 Tamiang Hulu, on August 9th 2023, at 10.30 am

⁸² The result of interview with teacher 3 (Mrs. Titin Aida Nasution, S.Pd), MTs Al-Azhar Jambo Rambong, on August 10th 2023, at 11 am

The statements from the interview above is supported by the result of observations that have been carried out with teacher 1, 2, and 3 in the teaching and learning process in the classroom, the results are as follows:

Based on the result of observation with teacher 1 during teaching and learning process, the researcher found that the students look less enthusiastic to follow the lesson. Some students talked with the other student and they do not listen to their teacher's explanation about the lesson, and also some students do not follow the teacher's instruction and only silent on their seat.⁸³

Moreover, the result of observation with teacher 2 also found that students did not show enthusiasm during the English learning activities. Most of students did not pay close attention to the teacher's explanation well and joking with another student. When the teacher looking for attention by asking the material presented, most students are silent, and some students respond with say 'yes/no' even though the question is different from the 'yes/no' answer.⁸⁴

The result of observation with teacher 1 and teacher 2 also has similarities with observation result with teacher 3, where the researcher found that only half of students listen to the teacher's explanation, during the learning process in the class, some students do other activities like drawing and talking with the other students.⁸⁵

Based on the result of observations above, it can be concluded that most of students lack of interest toward English lesson, where students often do other activities when the teacher explains the material or only silent on their seat. When

⁸³ The result of observation at MTs Al-Ikhlas Blang Kandis, on August 8th 2023

⁸⁴ The result of observation at SMP Negeri 8 Tamiang Hulu, on August 9th 2023

⁸⁵ The result of observation at MTs Al-Azhar Jambo Rambong, on August 10th 2023

the teacher gives question to them using English, they respond to teacher questions by answering “Yes or No”. Only a few students really look excited to follow English lessons and listen to the teacher’s explanation well.

Furthermore, lack of students’ interest in learning English can be seen from the student behaviors during the teaching and learning process in the classroom (see the appendix 3).

2. Lack of students’ basics English understanding

Here, “student basic” refers to the students’ understanding of the English language or English lessons. English is a new subject for students in Junior High School. Students have no foundation from Elementary School. So, their basic of English understanding is very low in Junior High School. The following are the English teachers’ comments about the lack of students’ basics English understanding.

Data from interview showed that:

“English lesson in Junior High School is intermediate level. It is difficult for students to understand foreign language for them, because they know English in this Junior High School and they start to learn English in this Junior High School”.⁸⁶

Students in rural schools have no English learning experience in their Elementary School, it makes it difficult for teacher in teaching English because students do not have knowledge of the basic of English, and the level of English lesson in Junior High School is quite high for students who first time learn English.

⁸⁶ The result of interview with teacher 1 (Mrs. Ayu Andira, S.Pd), MTs Al-Ikhlas Blang Kandis, on August 8th 2023, at 11 am

The statement above is also supported by the result of interview with teacher 2. The teacher 2 said that:

“Students learn English for the first time in Junior High School, but the demand of the curriculum is very high for students, because they have no English basic understanding. So, I teach my students start from the basic level in introducing English”.⁸⁷

Students at the school also begin to learn English for the first time, the teacher teaches English to her students from the basic level, may be such as numbers and alphabets.

The interview with teacher 3 also had same statement about lack of student’s basics English understanding.

“Students at the seventh grade just studied English in Junior High School and they did not learn English in Elementary School. The level of students’ mastery of English is still low. So, I have to teach them start from the basic of English language”.⁸⁸

The teacher have to teach their students from the basic level, especially to students in the seventh grade, where the students have no knowledge of English before.

Based on the results of interviews above, it was evident that Junior High School teachers were finding it challenging to teach English as a new subject, because the students lacked of basics English understanding before to follow the lessons. The teachers also have to teach English from the basic level to help their students in learning English.

⁸⁷ The result of interview with teacher 2 (Mrs. Khadijah, S.Pd), SMP Negeri 8 Tamiang Hulu, on August 9th 2023, at 10.30 am

⁸⁸ The result of interview with teacher 3 (Mrs. Titin Aida Nasution, S.Pd), MTs Al-Azhar Jambo Rambong, on August 10th 2023, at 11 am

The data from interviews above are also aligned with the data of observation. Data from observation showed that:

The result of with teacher 1, the researcher found that students have difficulty to understand the material that teaches by teacher. the teacher teaches her students how to introduce themselves to other people, but the students lack of basics English understanding where they do not understand how to change “subjects to pronoun”, and they also do not understand about the different of verbs and adjectives.⁸⁹

In the observation during teaching and learning proces, the same thing is experienced by teacher 2 in teaching English in the classroom, where the lack of student’s basics English understanding becomes obstacle for teachers in English, where students’ ability shoud be at the intermediate level to understand English lessons in Junior High School.⁹⁰

Based on the result of observation with teacher 3, the researcher also found that in teaching English process, most of student lack of basics knowledge toward English. The teachers have to work hard in teaching so that the purpose of learning can be achieved.⁹¹

Based on the result of observations above, can be conclude that three English teachers have challenge to teach English for their students, where the students lack of basics English understanding in Junior High School, it is expected of students to know the fundamentals of English communication and how to introduce themselves. Actually, students do not even know the basics of English.

⁸⁹ The result of observation at MTs Al-Ikhlas Blang Knadis, on August 8th 2023

⁹⁰ The result of observation at SMP Negeri 8 Tamiang Hulu, on August 9th 2023

⁹¹ The result of observation at MTs Al-Azhar Jambo Rambong, on August 10th 2023

So, the teacherst must added basics English such as “to be (is, am, are) and pronoun” to help students understand the English materials in Junior High School level.

Based on the statements form the interview and observation, the data from lesson plan also showed that English material in Junior High School is intermediate level (see the appendix 4).

3. Lack of students’ vocabulary

English in Junior High School is a new subject. Students have no English experience in learning English before, so the students’ competece is very low in Junior High School, especially in vocabulary. The result of the interview showed that:

“The level of students’ mastery of English vocabulary is still low because they know English in Junior High School. Therefore, when teaching in the class, I used more Indonesian language than English”.⁹²

The lack of students’ vocabulary mastery in English makes the teacher more used of Indonesian language when teach her students in the classroom.

Another teacher also comments about the lack of students’ vocabulary

“Students are at Elementary School did not learn English. So, the mastery of vocabulary is lacking. If I use too much English, the information will not be conveyed”.⁹³

Teacher 2 stated that if she use too much English when teaching, the researchers worried that the information would not conveyed properly.

⁹² The result of interview with teacher 1 (Mrs. Ayu Andira, S.Pd), MTs Al-Ikhlas Blang Kandis, on August 8th 2023, at 11 am

⁹³ The result of interview with teacher 2 (Mrs. Khadijah, S.Pd), SMP Negeri 8 Tamiang Hulu, on August 9th 2023, at 10.30 am

The interview with teacher 3 also supported the statement about lack of students' vocabulary

“Every student has different abilities, but the similarity they have is the lack of vocabulary mastery. So, in teaching English in the class, I used Indonesian and English language so that my students will be familiar with the English”.⁹⁴

Although the ability of each student is different, but rural school students have the same constraints in terms of mastery of the English vocabulary.

Based on the results of interviews above, it is evident that the students' command of English language is lacking. To anticipate misunderstandings in explaining material to students, the teachers used two languages in teaching in the class, namely English and Indonesian language and the students can be more understand what is conveyed by the teacher.

Data from the interview above is also supported by data from the result of observation in teaching and learning process in the classroom.

The result of observation with teacher 1, the researcher found that when the teaching and learning process in the classroom, there is a lack of English language mastery among students. During a Q & A session with the teacher regarding the topic learning, there were some students who did not know the answers. The students appeared confused by what the teacher was saying when she spoke in English. However, when the teacher continued her explanation in Indonesian language, the students responded more to what the teacher said. So, the teacher cannot speak using full English when teaching the students, especially for

⁹⁴ The result of interview with teacher 3 (Mrs. Titin Aida Nasution, S.Pd), MTs Al-Azhar Jambo Rambong, on August 10th 2023, at 11 am

seventh grade students, she mostly used more Indonesian language rather than English when explained the material. In addition, when the teacher explained the lessons and read the instruction used English, the teacher always translated it into Indonesian language to make the students understand what the teacher said.⁹⁵

Moreover, the result observation with teacher 2 also showed that during class activities, the teacher spoke more in Indonesian when describing the content. Some of the students appeared perplexed when the teacher spoke in English. It encourages the teacher to speak more in Indonesian language. On the other hand, some students actively pursue their English language education. As a result, when the teacher quizzes students on the material of learning, they will not be too confused.⁹⁶

The result of observation with teacher 3 also showed the same thing, where the researcher found that the teacher occasionally combines English and Indonesian language when teaching in the class. However, there is a time when teacher used full English such as giving orders to the students, checking list attendance of students and the students trained to answer the teacher used English.⁹⁷

Based on the results of observations with teacher 1, 2, and 3, it can be concluded that the lack of students' vocabulary mastery makes teachers have to used Indonesian language more in teaching English so that their student can be more understand about materials delivered by the teacher.

⁹⁵ The result of observation at MTs Al-Ikhlas Blang Kandis, on August 8th 2023

⁹⁶ The result of observation at SMP Negeri 8 Tamiang Hulu, on August 9th 2023

⁹⁷ The result of observation at MTs Al-Azhar Jambo Rambong, on August 10th 2023

4. Limited teaching facilities

The classroom's facilities have an impact on the process of teaching and learning. If the facilities help the teacher, they could do a good job teaching the lesson. For instance, laptop and speaker need by the teacher to play audio in teaching listening. Based on the interview with English teachers, the facilities at their school did not satisfy the standards in the curriculum programs.

Data from interview showed that:

“Right now, our school still following the 2013 curriculum, and also been applying *Merdeka* curriculum. Based on the lesson plan, we need supporting facilities for teaching aids, but our schools have no all the facilities. To teaching using video, this school has 2 projectors but the projectors are often difficult to connect to the laptop”.⁹⁸

The teacher's statement above, explain that the facilities and resources in school sufficiently support teaching and learning activities in the classroom. The other word, the resources and learning media are quite complete but the number is limited.

Another teacher also described about limited teaching facilities in her school.

“Facilities in this school are inadequate. I used textbook and whiteboard as learning tool, the classroom conditions cannot support the use of electronic media such as speaker dan projector”.⁹⁹

From the statement above, inadequate facilities in the school becomes a challenge for teacher in teaching English. Teacher cannot use the projector and

⁹⁸ The result of interview with teacher 1 (Mrs. Ayu Andira, S.Pd) MTs Al-Ikhlas Blang Kandis, on August 8th 2023, at 11 am

⁹⁹ The result of interview with teacher 2 (Mrs. Khadijah, S.Pd), SMP Negeri 8 Tamiang Hulu, on August 9th 2023, at 10.30 am

speaker to play video in teaching English because it is not available in the school and the classroom condition also cannot support it.

Two statements above also supported by the statement from teacher 3. The teacher 3 said:

“The English teaching facilities in this school still inadequate, this school only has 1 projector, and to use it should take turns with other teachers. Sometimes I make simple teaching media to teaching English”.¹⁰⁰

From the quotation above, it can be concluded that teaching English in the school is still possible using electronic media as a learning tool although the available facilities are limited.

Based on the interviews above, English teachers still find it difficult to meet curricular requirements in rural areas with limited English language educational resources. The concept of the 2013 curriculum and *Merdeka* curriculum are difficult to implement in the class, because the condition of learners and the facilities were not adequate to support the implementation.

The data from interviews are also aligned with the result of observation in the English learning process in the classroom. Data from observation showed that:

The result of observation with teacher 1, the researcher found that the facilities in the school can be said quite complete but still limited. The classrooms are quite large, student worksheet, and projector are also available to support teaching English.¹⁰¹

¹⁰⁰ The result of interview with teacher 3 (Mrs. Titin Aida Nasution, S.Pd), MTs Al-Azhar Jambo Rambong, on August 10th 2023, at 11 am

¹⁰¹ The result of observation at MTs Al-Ikhlas Blang Kandis, on August 8th 2023

Moreover, the result of observation with teacher 2 showed that teacher more often used textbook and whiteboard in learning English. The teacher cannot use the electronic media such as speaker or projector in teaching, because the classroom conditions do not support it.¹⁰²

Furthermore, the result of observation with teacher 3 also showed that the facilities and resources such as textbooks, classroom, and projector are available in the school but still limited to support teacher in teaching English.¹⁰³

The researcher discovered that three English teachers felt their school's facilities were insufficient to meet their needs. The majority of their teaching and learning took place in insufficient conditions. Furthermore, one of the Junior High School observed in this study, the teacher explains the material only used text books and whiteboard during teaching-learning process. The teacher did not make use of any electronic equipment, including a projector or speaker, because the classroom conditions do not support the use of projector, and the location of the school in the area has no signal. So, the learning process in the class is often monotonous. It becomes a challenge for teacher in the teaching English lesson.

Interview and observation data also supported by the data documentation of teaching and learning activities in the classroom (see the appendix 3).

¹⁰² The result of observation at SMP Negeri 8 Tamiang Hulu, on August 9th 2023

¹⁰³ The result of observation at MTs Al-Azhar Jambo Rambong, on August 10th 2023

5. Mother tongue interference

Mother tongue interference becomes a challenge for teachers in teaching and learning activities in the class. The following are the English teachers' responses regarding mother tongue interference:

“If teaching English in the rural area, students' mother tongue is hard to get lost. It takes a long time to make students can pronounce vocabulary correctly”.¹⁰⁴

Teacher has difficulty in teaching their students to pronounce vocabulary in English correctly, because the accent of students' mother tongue affects to their pronunciation in English.

Teacher 2 also stated the same thing related to mother tongue interference.

“Students here often used their local language to communication in daily life. When I teach speaking to them, their local language accents are difficult to remove”.¹⁰⁵

Students are used to using local languages to communicate everyday at home, when they speak in English, their local language accents affect their pronunciation.

The statement above is also supported by the comment from teacher 3

“When I asked my students to speak in English, they forget some words in English and also their mother tongue accents are very difficult to remove”.¹⁰⁶

From the teacher explanation above, it can be understood that when the teacher teaches speaking skill, her students' mother tongue accent is hard to disappear.

¹⁰⁴ The result of interview with teacher 1 (Mrs. Ayu Andira, S.Pd), MTs Al-Ikhlas Blang Kandis, on August 8th 2023, at 11 am

¹⁰⁵ The result of interview with teacher 2 (Mrs. Khadijah, S.Pd), SMP Negeri 8 Tamiang Hulu, on August 9th 2023, at 10.30 am

¹⁰⁶ The result of interview with teacher 3 (Mrs. Titin Aida Nasution, S.Pd), MTs Al-Azhar Jambo Rambong, on August 10th 2023, at 11 am

Based on the results of interview with three English teachers, the researcher concluded that students' mother tongue interference became challenging in teaching English, especially in teaching speaking and reading.

Data from interviews also supported by the result of observation, the observation data showed that:

Observation in teaching and learning process in the classroom with teacher 1, the researcher found that students' mother tongue interference becomes a barrier for teacher in teaching English, where the students are difficult to be able to pronounce one vocabulary properly, and the teacher also should be more patient in teaching them.¹⁰⁷

Moreover, the result of observation with teacher 2 also showed the similarities, when the teacher asked her students to speak in English, they forgot some words in English. It made the students mixed the words with Indonesian language and they also have difficulty when pronounce the English vocabulary.¹⁰⁸

Furthermore, the result of observation with teacher 3 also found that students' mother tongue became an obstacle for teacher, especially in teaching speaking skill in the class.¹⁰⁹

Based on the results of observations above, the researcher concluded that students in rural schools have difficulty in speaking English, and students' mother tongue interference became a challenge for English teachers, because the teachers need a long time to make their students can pronounce English well.

¹⁰⁷ The result of observation at MTs Al-Ikhlas Blang Kandis, on August 8th 2023

¹⁰⁸ The result of observation at SMP Negeri 8 Tamiang Hulu, on August 9th 2023

¹⁰⁹ The result of observation at MTs Al-Azhar Jambo Rambong, on August 10th 2023

b. Teachers' Strategies in Teaching English

1. Applying various teaching methods

Three English teachers reported that they used a variety of teaching methods in the classroom to pique students' interest in learning the language. The following are the English teachers' comments applying various teaching methods.

Data from interview showed that:

"Usually, before I explain the material, students have to feel comfortable first. So, they do not feel pressured and will be interested to follow English lesson. Then, in teaching I often used role-plays, games, Audio-visual".¹¹⁰

There are several methods of teaching utilized in the classroom by the teacher like role-play to train students' speaking skill, Audio-visual, games to improve students' competence in English.

"In teaching English, I usually use song, games, small group, and role-plays. So far, the methods are quite effective to help my students in learning".¹¹¹

It can be understood that teacher 2 applied some methods in her teaching. Teacher 2 also stated that when she used song to teach English, she plays the song by her mobile phone because in the school cannot support to the use of speaker.

Teacher 3 also showed the same thing with the statements above.

"This school is rural school. To make the teaching and learning activities no to monotonous, I used various methods in teaching my students such as games, role-play, small grup discussion, song, and video, depending on the material".¹¹²

¹¹⁰ The result of interview with teacher 1 (Mrs. Ayu Andira, S.Pd), MTs Al-Ikhlas Blang Kandis, on August 8th 2023, at 11 am

¹¹¹ The result of interview with teacher 2 (Mrs. Khadijah, S.Pd), SMP Negeri 8 Tamiang Hulu, on August 9th 2023, at 10.30 am

¹¹² The result of interview with teacher 3 (Mrs. Titin Aida Nasution, S.Pd), MTs Al-Azhar Jambo Rambong, on August 10th 2023, at 11 am

To make English lesson too not monotonous in rural school, the teacher used various teaching methods that suit the learning materials which are in the lesson plan.

Based on the result of interviews above, three English teachers applying various teaching methods to help and encourage their less engaged students to participate in class. Moreover, students need to become proficient in four areas: speaking, listening, reading, and writing. Every method applied by the teachers is usually adjusted to the material and skills that students should be learn.

The results of the observation corroborate the information from the interview. The interview statement is the same as those observed by the researcher. Observation data showed that:

The result of observation with teacher 1 which the researcher conducted during the classroom's teaching-learning process showed that to build her students' interest, she applied a game before explaining the topic learning. Through the game, she made an effort to make English sessions fun for her students.¹¹³

Moreover, observation with teacher 2 in teaching-learning activities in the class, teacher used textbooks and whiteboard. After explaining the material, the teacher makes her students become some small groups.¹¹⁴

Furthermore, the same thing also researcher found with teacher 3. When teaching English in the classroom, teacher 3 applied a small group discussion

¹¹³ The result of observation at MTs Al-Ikhlâs Blang Kandis, on August 8th 2023

¹¹⁴ The result of observation at SMP Negeri 8 Tamiang Hulu, on August 9th 2023

method. Through the method, students work together to complete the task given by their teacher.

In light of the previous observations' findings, can be concluded that to build the students' motivation, teacher 1 used games to improve students' vocabulary and made an effort to make English course enjoyable despite the lack of resources. Teacher 2 used textbooks and whiteboard in teaching and applied small group work method to encourage and assis students who lack motivation to participate in class. Furthermore, teacher 3 in teaching process in the class, she used small group discussion so that her students can exchange their minds and work together. In addition, students will feel easier in completing the task.

The statements above are also supported by documentation data (see the appendix 3).

2. Matching students' proficiency level and learning situation

Some of the content in the book can be challenging for students to understand. Thus, it is important to make learning objectives simpler so that students can understand them more simply. Based on the intervies with teachers, teachers stated that they sometimes looking for the other sourse connected to the curriculum and made it simpler for them to teach the information to the students.

Data from interview showed that:

“In the lesson plan 1 chapter for 3 to 4 meetings, if the students still have not understood the material, we can add the meetings, and if the material is easy for students, we can reduce the meetings in the lesson plan, so that the target of learning can be achieved until the end of semester”.¹¹⁵

¹¹⁵ The result of interview with teacher 1 (Mrs. Ayu Andira, S.Pd), MTs Al-Ikhlas Blang Kandis, on August 8th 2023, at 11 am

Teacher made several revisions in the lesson plan. If the material in the textbook is very difficult for students to understand, the teacher will add to the learning meeting. Then, the explanation of the material should also be adjusted to the level of students' proficiency so that the students understand with their learning.

The other teacher also argued about students' proficiency and learning situation.

“To help students in learning, I sometimes used resources from the internet, I download it and there are reading texts and questions. Students answer questions based on reading texts. I think it is easier for students to learn than used the textbooks, because sometimes the language level in the textbook is higher for them”.¹¹⁶

The teacher used other source from the internet to help her students to understand English lesson. When the material in the textbook is hard to understand by students, the teacher should look for another source that easier and corresponding with the students' abilities.

Furthermore, teacher 3 is also comment about match students' proficiency and learning situation.

“If we repeat from the beginning or the basis of English, it means that the standart of curriculum is not reached because of insufficient time. So, if the first meeting we learn about pronoun or adjective, we can relate it with the learning topics in the textbook”.¹¹⁷

Teacher 3 preferred to relate the basics of English with topics in textbook. So, they could use and follow curriculum standards.

¹¹⁶ The result of interview with teacher 2 (Mrs. Khadijah, S.Pd), SMP Negeri 8 Tamiang Hulu, on August 9th 2023, at 10.30 am

¹¹⁷ The result of interview with teacher 3 (Mrs. Titin Aida Nasution, S.Pd), MTs Al-Azhar Jambo Rambong, on August 10th 2023, at 11 am

The interviews above are supported by the result of observations.

Observation with teacher 1, the researcher found that teacher does not want to be too pressing her students to understand the material studied in the classroom, because each student has different capability. Then, teacher's style in teaching is also adjusted to the situation in the classroom. Students who learn in the morning and in the afternoon certainly have different levels of concentration.¹¹⁸

Moreover, the result of observation with teacher 2 showed that teacher used resources from the textbooks in teaching. Teacher's style in teaching also the same as teacher 1, and the comfort of the students is the key to making students want to follow the lesson.¹¹⁹

Furthermore, observation with teacher 3 showed that after the students completed the task, the teacher asked each student to practice one by one in front of class to make sure that students understand about the material. This is necessary to do, because the students do the task in group. This way is quite effective to makes students listen to teacher's explanation and participate in learning activities.¹²⁰

Considering the findings of the aforementioned observations, it can be concluded that very important to matc students' proficiency level and learning situation in teaching English, where not all students be able to understand the material described by teacher easily. Adding learning meeting, looking for other

¹¹⁸ The result of observation at MTs Al-Ikhlas Blang Knadis, on August 8th 2023

¹¹⁹ The result of observation at SMP Negeri 8 Tamiang Hulu, on August 9th 2023

¹²⁰ The result of observation at MTs Al-Azhar Jambo Rambong, on August 2023

sources that are easier, and make students feel comfortable is the strategy used by teachers in teaching process in the classroom.

The statements above are also supported by documentation data (see the appendix 3).

3. Making use of available resources and facilities

Rural schools are identical to inadequate facilities in various aspects. To support teaching and learning process, the teachers making use of available resources and facilities in their schools. The results of interviews are below:

“In teaching in the class, I usually make use of available books, student worksheet, whiteboard and projector. When teaching listening, I only through my own voice because my students more understand in that way”.¹²¹

Teacher 1 reveals that she used the sources and facilities available at school. Specifically to teach listening, she used her voice because her students feel easier to understand with this way.

Teacher also said the same thing as the statement above.

“I preferred to use anything provided in the classroom such as books, chairs, whiteboard, windows as learning tools. I cannot use video to teaching my students because the facilities not available here. In teaching listening, I downloaded a song by my mobile phone and let students listen to it”.¹²²

Teacher 2 preferred to use anything provided in the classroom like chairs, whiteboard, windows, and books as teaching media. Moreover, she also used her mobile phone as teaching media in teaching English.

¹²¹ The result of interview with teacher 1 (Mrs. Ayu Andira, S.Pd), MTs Al-Ikhlas Blang Kandis, on August 8th 2023, at 11 am

¹²² The result of interview with teacher 2 (Mrs. Khadijah, S.Pd), SMP Negeri 8 Tamiang Hulu, on August 9th 2023, at 10.30 am

Interview with teacher 3 also declared the same thing.

“In teaching, I used anything provided in this school. If the situation support to using the projector, I use video in teaching since students are more interested to pictures”.¹²³

Teacher 3 made use of available resources and facilities in the school, and if the situation supports the use of the projector, the teacher will use the video as a learning media in teaching in the classroom.

From the interview above, it can be concluded that three English teachers who become subjects in this study stated that they utilized anything available in schools as a source and media that can support teaching English.

This is supported by the result of observations in teaching and learning process in the classroom. Based on the result of observations, the researcher found that teacher 1, 2, and 3 were in agreement that they made use of available resources and facilities in their schools.

Teacher 1 teaches listening through her own voice. This is quite effective in the learning activities in the classroom, if students do not heard clearly, the students can ask the teacher to repeat again directly.

Moreover, from the observation with teacher 2, the researcher found that teacher 2 teaches using textbooks and whiteboard as learning tools. It looks very monotonous, but the teacher has no other choice, to use attractive learning methods that can be still be pursued by teacher, but for adequate facilities, it is quite difficult to strived for teacher personally, because this is related to finances.

¹²³ The result of interview with teacher 3 (Mrs. Titin Aida Nasution, S.Pd), MTs Al-Azhar Jambo Rambong, on August 10th 2023, at 11 am

Furthermore, the result of observation with teacher 3 also showed the same thing, where the teacher also used the books and whiteboard as a major learning tools in the teaching activities in the classroom.

Based on the data from interviews and observations, researcher concluded that utilizing available facilities in the school is the best way that can teachers do in teaching English especially in rural areas.

Furthermore, the statements above are also supported by documentation data (see the appendix 3).

B. Discussion

In this part, the researcher attempts to discuss in depth the findings of this study about teachers' challenges and strategies in teaching English in Junior High School of rural area.

a. Teachers' Challenges in Teaching English

Based on the data above, it showed that teaching English as a foreign language in the school is challenging, particularly in rural locations. Abrar revealed the facts that there are several problems about teaching English as a foreign language, such as undermotivated students, limited time, tools, resources, and overcrowded English classroom.¹²⁴ However, the data from three Junior High Schools, there are MTs Al-Ikhlash Blang Kandis, SMP Negeri 8 Tamiang Hulu, and MTs Al-Azhar Jambo Rambong. There are some challenges that teachers have to face in teaching English. Abrar's findings also have similarities with the findings of this study.

¹²⁴ Mukhlash Abrar, "Teaching English Problems: An Analysis of Efl Primary School Teachers in Kuala Tungkal," *The 16th Indonesian Scholars International Convention*, no. October 2016 (2016): 94.

The challenges faced by teachers in this study those are: lack of students' interest in learning English, lack of students' basics English understanding, lack of students' vocabulary, limited teaching facilities, and mother tongue interference.

1. Lack of students' interest in learning English

Based on the findings of research through interview, observation and documentation showed that students' interest is a challenge for teachers in teaching English in rural areas. Most of students in rural schools lack of interest to learning English, they assume that English is difficult lesson to learn and learning English is not an important to them, because they do not speak English in their everyday interactions. Students engage in activities other than listening to their teacher during the teaching and learning process in the classroom. It appears that student lack of interest in English lesson.

This is relevant with Husni's research, where students found it difficult to concentrate in class because they were sluggish learners, particularly when it came to studying English, felt drowsy during the day, were starving, and talked to their friends.¹²⁵ Additionally, according to Abrar, a sign of student's lack of interest is when they do not want to or feel uncomfortable participating in comfortable language learning.¹²⁶ As a result, teaching students might be difficult since in order to pique students' interest in learning English, teachers must present the subject in an engaging manner. Furthermore, those issues might present a

¹²⁵ Husni, "The Problems Faced by The Teachers in Teaching English as a Foreign Language at SMAN 2 Sinjai," 40.

¹²⁶ Abrar, "Teaching English Problems: An Analysis of Efl Primary School Teachers in Kuala Tungkal," 96.

difficulty for teachers as well because they need to grab students' attention and leave a positive impression on learning in order to pique students' interest in participating in English lessons in the classroom.

On the other hand, Andhiarto has carried out research on the motivation of young learners starting Junior High School English classes between the ages of 11 and 12. He discovered that kids have a strong desire to learn English or are really interested in it.¹²⁷ In addition, Lamb's study revealed that Junior High School pupils in rural Indonesia have a great desire to acquire the language, as demonstrated by their substantial extracurricular English language study. The power of this incentive is reported to have come from the social contact that many young Indonesians in this study setting experienced at home and in the community, which pushed them to view English as crucial to their future life.¹²⁸

2. Lack of students' basics English understanding

Lack of foundational English knowledge is one of the reasons foreign language learners struggled to understand English lessons.¹²⁹ Based on the data from interview with three English teachers, the researcher found that most of students' junior high schools in Bandar Pusaka Sub-district do not learning English in elementary school before. It makes the English teachers difficult to explain the material, and the teachers have to start the lesson from the beginning

¹²⁷ Ogik Andhiarto, "Integrative Motivation of Junior High School in Learning English in a Globalizing World," *Jurnal Penelitian Humaniora* 14, no. 2 (2013): 164.

¹²⁸ Martin Veevers Lamb, "The Motivation of Junior High School Pupils to Learn English in Provincial Indonesia" (The University of Leeds School of Education, 2007), 134.

¹²⁹ T. Souriyavongsa et al., "Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos," *International Journal of English Language Education* 1, no. 1 (2013): 179.

to introduce their students in teaching English. Teachers must retell the content to the students, which takes a lot of time to complete.

The problem above is similar with the research by Susiyanti. She discovered that the learners' lack of a foundational English education made it difficult for them to comprehend the topics they were studying. To ensure that learners are conversant in the English language, the English lesson should begin at the lowest grade, such as elementary school.¹³⁰ Furthermore, Zulhijjah also stated that teachers are forced to begin teaching English at an intermediate level, even though there are no English courses offered at the Elementary School level.¹³¹

Moreover, Mahdalena & Handayani in their research compared students' knowledge in rural and urban area when the topic lesson is presented to the students through video medium. Their study's findings demonstrated that, while using the same medium for instruction, students in urban schools have a greater knowledge than students in rural schools.¹³²

It means that lack of students' basics English understanding became a challenge for teachers in teaching English. The teacher must reintroduce English from the beginning and can adapt teaching methods that are appropriate for students especially in rural schools.

¹³⁰ Desri Susiyanti, "Teachers' Difficulties in Teaching English as a Foreign Language at Smk Muhammadiyah 3 Makassar" (Muhammadiyah University of Makassar, 2019), 43.

¹³¹ Zulhijjah, "Teachers' Challenges in Teaching English at Rural Areas: A Case Study in Madrasah Tsanawiyah Pondok Kubag Sub-District," 61.

¹³² Vina Mahdalena and Lusia Handayani, "Perbedaan Pengetahuan Belajar Siswa Di Desa Dan Di Kota Menggunakan Media Video," *Jurnal Ilmiah LISKI (Lingkar Studi Komunikasi)* 6, no. 2 (2020): 72.

3. Lack of students' vocabulary

Three English teachers from three different Junior High Schools in rural area argued that the lack of students' vocabulary mastery is an obstacle for them, where the students difficult to understand the teachers' explanation in learning process. The data from observation in three schools also showed that students' vocabulary is very less. When the teachers give instructions to students in English, what the teacher saying appeared to be confusing to the students. However, when the teachers translated the instruction using Indonesian language, more of the students responded to the teacher's comments.

Regarding to this issue, Hasan stated that one of the most challenging tasks that students encountered is mastering vocabulary.¹³³ Furthermore, River in Nunan also argued that people cannot use the structure and functions of a language without vocabulary, making it one of the language knowledge categories that is crucial for successful second language learning.¹³⁴

On the other hand, Fadila was conducted a research about students' speaking ability at Junior High School level in Jambi City. Grammar, vocabulary, comprehension, fluency, and pronunciation are the elements of speaking skills, and she tested the students orally. Her research's findings indicated that the

¹³³ Hasan, "The Effect of Lack of Vocabulary on English Language Learners' Performance with Reference to English Departments Students at Salahaddin University-Erbil," 211.

¹³⁴ D. Nunan, "The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region," *TESOL Quarterly* (2003): 589.

students' percentage of test mean values, the speaking abilities of the students are very good.¹³⁵

It can be conclude that English teacher faced challenge related to the lack of students' English vocabulary in teaching English. However, lack of vocabulary is not experienced by all students in the level of Junior High School.

4. Limited teaching facilities

English teachers still have challenges in meeting the requirements of the 2013 curriculum and *Merdeka* curriculum when it comes to English instruction in rural areas. As participants in this study, three English teachers concurred that the facilities at their schools were insufficient to meet their needs. The majority of their teaching and learning took place in subpar conditions.

Teacher 1 argued that facilities in the school lack of support the use of the projector or speaker during the process of teaching and learning English. Teacher 1 and 3 sometimes used the projector when teaching, if the situation supports the use of the projector. Moreover, Roinah stated that in order to avoid difficulties during the learning process, having proper facilities and infrastructure is one of the factors in learning English.¹³⁶

The challenge about school's facilities is similar with the research by Husna. In her research, husna found that teacher only used textbooks and white

¹³⁵ Mia Fadila, "Students' Speaking Ability at Ninth Grade of Junior High School Number 6 Jambi City" (University of Batanghari Jambi, 2022), 39.

¹³⁶ Roinah Roinah, "Problematika Dalam Pembelajaran Bahasa Inggris Di STAIN Bengkalis," *QUALITY* 7, no. 1 (2019): 154.

board in teaching activities. The teacher does not employ the electronic media like a projector or speaker in teaching English in the classroom.¹³⁷

On the other hand, Nurpadillah was conducted research about English teacher's challenge in Junior High School level. Her research revealed that education is proceeding smoothly and that the school's resources for facilitate teaching English more than adequate.¹³⁸ It means that teacher has no problem in teaching English related to school facilities. It shows that is not all teachers in teaching English face challenge associated with school facilities.

5. Mother tongue interference

The last challenge faced by teachers in this study is about mother tongue interference. This issue frequently arises while teaching English to non-native speakers. Based on the result of interviews with teacher 1, 2, and 3, found that students' mother tongue interference became a challenge for teachers to make their students can be pronounce and speak in English well in English lesson.

Fatiloru claims that when students and teachers speak fluently in their native tongue, it is the root cause of inadvertent errors in English performance. Grammatical, mispronounced words, semantic, and morphological errors can all cause mother tongue interference.¹³⁹ This is similar to Malana's studies on the interference caused by mother language. She discovered that the pupils performed

¹³⁷ Husna, "Teachers' Challenges in Teaching English at Seventh Grade Students of Junior High School 18 Jambi," 29.

¹³⁸ Lisda Siti Nurpadilah, "English Teachers' Challenges in Classroom Management at the Seventh Grade of SMP Al-Islam 1 Surakarta in Academic Year 2022/2023" (Raden Mas Said State Islamic University of Surakarta, 2022), 63.

¹³⁹ Fatiloru, "Tackling the Challenges of Teaching English Language as Second Language (ESL) in Nigeria," 27.

poorly on the oral exam, particularly with regard to pronunciation and intonation.¹⁴⁰

Furthermore, the observation data showed that the students difficult to pronounce English vocabulary or speak in English correctly because their mother tongue accent is hard to remove. In addition, when the teachers ask their students to speak in English, the students often forget some words in English.

Based on the statement above, the problem about mother tongue interference became a barrier for teacher in teaching English, especially in teaching speaking in the learning process. However, mother tongue interference can also be experienced by the teacher. In Linda's research, she found that any errors in the teacher's English pronunciation. In order to ensure appropriate pronunciation of unknown words, the teacher checks on the internet how to pronounce the word properly and correctly.¹⁴¹

b. Teachers' Strategies in Teaching English

Strategy is one of the succes factors of learning English. There are several strategies which are used by English teachers in teaching English to overcome the challenges faced by them.

1. Applying various teaching methods

Pande stated that through applying a variety of methods, especially in matching methods and topics of learning, it will help teachers to develop an

¹⁴⁰ Maribel Fontiveros-Malana, "First Language Interference in Learning the English Language.," *Journal of English as an International Language* 13, no. 2.2 (2018): 32.

¹⁴¹ Linda, "Teachers' Challenges and Strategies in Teaching English the Case of Pesantren Hidayatullah Muaro Jambi," 50.

effective teaching process.¹⁴² Three English teachers varied their teaching methods in teaching English. In teaching English teacher 1 used games to improve students' vocabulary. Then, in teaching listening, teacher 2 let students listen to the songs that she has downloaded. Meanwhile, teacher 3 in teaching process in the class, she often used small group discussion, games, and role-play, depending on the materials.

It is relevant with Iswara's research, where English teacher in Junior High School used variety of methods in teaching English, especially to improve students' speaking skill in English.¹⁴³ Moreover, using some methods in teaching English also supported by Hayati et al., where in their research found that English teachers applied several strategies in teaching English in Junior High School. The strategies used by teachers including direct instruction, discussion, small group, and role play.¹⁴⁴

Additionally, applying various methods in language teaching should be considered because it will enable teachers to create a suitable condition for students to learn English and help them to deal with their learning challenges.

2. Matching students' proficiency level and learning situation

When evaluating a student's progress in learning a new language, proficiency level is the benchmark. It relates to the students' aptitude. Four talents

¹⁴² Pande, "Problems and Remedies in Teaching English as Second Language," 416.

¹⁴³ Septia Jati Iswara, "Techniques Used by Junior High School English Teachers in Developing Speaking Skill to Young Learners (A Classroom Observation at SMP Negeri 29 Semarang Grade VII)" (Semarang State University, 2015), 51.

¹⁴⁴ Anrens Rafika Hayati, Zelvya Liska Afriani, and Ali Akbarjono, "Teacher's Teaching Strategies in EFL Class," *adila: Journal of Development and Innovation in Language and Literature Education* 1, no. 3 (2021): 330.

make up the ability itself: speaking, writing, listening, and reading.¹⁴⁵ Lesson planning is one technique to match students' learning needs and levels.¹⁴⁶ English teachers stated that sometimes they do some revision in the lesson plan.

Teacher 1 focused on simplifying learning objectives which was more easily to be understood by students. The teacher conveys the material according to what is in the textbook. Matrial explanations are described in simple language to enable students to understand quickly. Afterward, teacher 2 added basics English materials related to the topic studied by the students. Furthermore, teacher 3 also used other resouces from the internet on the same topic to help students study so that the purpose of learning is accomplished.

It is supported by Songbatumis, she explained that when teaching English, teachers make revision to their lesson plans, search for additional curriculum-related materials, and choose straightforward vocabulary to utilize when elucidating the topic lesson.¹⁴⁷ It can be concluded that the proficiency owned by students is very important role in the success of learning and the teachers should be able to match their students' proficiency and situation in teaching and learning process.

¹⁴⁵ Dewi Andam Putri, "The Proficiency Level of English Language Learners Based on TOEIC TEST: A Survey at SMKN 1 Mataram West Nusa Tenggara Acamic Year 2014/2015" (University of Mataram, 2015), 9.

¹⁴⁶ Melinda Roberts, "Teaching in the Multilevel Classroom," *Pearson Education*, 2007, 3.

¹⁴⁷ Mumary Songbatumis, "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia," 64.

3. Making use of available resources and facilities.

According to Hamalik, learning room, learning tools and learning media are the most important thing in a teaching and learning process.¹⁴⁸ In the implementation of the effective and efficient in learning activities, need to management of resources and school facilities, and one of the problems of educational that is often found in rural area are inadequate resources and facilities in school. Therefore, a good teacher must be good in utilizing all the facilities provided by schools which can certainly support the learning process in the classroom.

Three English teachers stated that they made use of available books in their schools. Teacher 1 used textbook, student worksheet, and LDC projector in teaching English in the classroom. Teacher 2 preferred to use anything provided in the school such as textbooks, whiteboard, and dictionary to be learning tools in teaching English lesson. Teacher 3 also the same with teacher 1 and 2, she used anything available in school that can support English language teaching in the classroom. Mishra argued that rural areas lack in the required of ambience, teachers can make much use of the easily available resources.¹⁴⁹ This is also relevant with Harlina and Yusuf, where English teachers in rural areas used provided facilities in school to support their teaching and learning activities in the classroom.¹⁵⁰

¹⁴⁸ O. Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2016), 35.

¹⁴⁹ B. Mishra, "Innovative Ways of English Language Teaching in Rural India through Technology," *International Journal of English and Literature* 6, no. 2 (2015): 38.

¹⁵⁰ Hariya Harlina and Fazri Nur Yusuf, "Tantangan Belajar Bahasa Inggris Di Sekolah Pedesaan," *Jurnal Penelitian Pendidikan* 20, no. 3 (2020): 332.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this section, the researcher concluded the answer about the teachers' challenges in teaching English, the strategies used by teachers in teaching English in Junior High School of rural area, specifically at MTs Al-Ikhlâs Blang Kandis, MTs Al-Azhar Jambo Rambong, and SMP Negeri 8 Tamiang Hulu.

1. Teachers' Challenges in Teaching English

In this study, the challenges experienced by teachers when teaching English included low students interest in the subject, a dearth of motivated students in rural schools, and the misconception held by some students that they do not utilized English in their everyday lives. Lack of student's basics English understanding, mostly students did not learn English in Elementary School, it makes the teachers difficult to explain the material, and the teachers teach English from the beginning to introduce them in English lesson. Lack of students' vocabulary, the students' lack of vocabulary due to the lack of English lessons they got from their previous school. Limited teaching facilities, teaching and learning process in rural school mostly occurred with in inadequate facilities. Mother tongue interference, the use of mother tongue when learning English makes the teachers difficulty to teach their students to be able to pronounce English correctly.

2. Teachers' Strategies in Teaching English

In order to face these challenges, this study found the strategies implemented by the teachers. The strategies that teachers used in teaching English

include: applying various teaching methods, teachers varied their teaching methods in the classroom to create a suitable condition for students to learn English. Matching students' proficiency level and learning situation, in teaching English, the teachers conveyed the material according to what is in the textbook. Material explanations are described in simple language to enable students to understand quickly. The last strategy is making use of available resources and facilities. The teachers used anything provided in the school as learning tools in teaching English.

B. Suggestion

The researcher would like to presents several suggestions to the teachers, the school, and the government policy related to the challenges and strategies faced by teachers in teaching English at Junior High School, especially in rural area. For the teachers, as educators in rural areas, the teachers should be continue to improve and develop their teaching skills in teaching English at Junior High School.

For the school, in order to facilitate English teaching and learning activities, the school should be able to offer teachers and students with sufficient facilities. For the government policy, to ensure there are enough qualified teachers in rural areas to adjust to changing teaching styles, the government should focus more on the state of the infrastructure in these schools and provide frequent teacher training.