

Teachers' Challenges in Teaching English at Rural Areas: A Case Study in Madrasah Tsanawiyah Pondok Kubang Sub-district

THESIS

Submitted as A Partial Requirements for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program Tarbiyah and Tadris Islamic University of
Fatmawati Soekarno Bengkulu



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RATIFICATION

This is to certify the thesis entitled: **Teachers' Challenges in Teaching English at Rural Areas: A Case Study in Madrasah Tsanawiyah Pondok Kubang Sub-district by Anandia Erianti Zulhijah** (1811230081) has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

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MOTTO

“Let it be looked down upon, but prove it with results.”

“Don’t forget to be grateful.”

(Anandia Erianti Zulhijjah)

DEDICATION

With gratitude and all my love, this thesis is dedicated to :

- My Lord, Allah SWT. Still giving me a chance to give the gown to me.
- My beloved father, Khairuddin, and my beloved mother, Misneri. Thank you very much for all your incredible love, struggle, support, great and prayer to make my dream come true. Thank you so much for the beautiful live, grow up with the best people for every single day. From my deep I love you more than my breath, more than my blood and more than everything.
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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Teachers' Challenges in Teaching English at Rural Areas: A Case Study in Madrasah Tsanawiyah Pondok Kubang Sub-district" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2022



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The researcher is certain this idea would not have been accomplished without such assistance, encouragement, and thoughts of many people. As a result, the researcher would like to extend her heartfelt gratitude to everyone who assisted, encouraged, and advised her throughout the process of making this proposal. This is for:

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ABSTRACT

ANANDIA ERIANTI ZULHIJAH. 2022. Teacher's Challenges in Teaching English as Foreign Language (TEFL) at Rural Areas: A Case Study of MTs In Pondok Kubang Sub-District.

Supervisor : 1. Risnawati, M.Pd, 2. Zelvia Liska Afriani, M.Pd

English is considered a foreign language in Indonesia and must be learned by everyone, especially students. The government has determined that English will become a compulsory subject in Indonesian schools and will be one of the topics assessed in the National Assessment of educational progress. Therefore, the purpose of teaching English in schools is to strengthen students' communication skills in preparation for the era of globalization. However, teachers in rural and urban schools face unique challenges, involving students, teachers, and facilities. Then, inadequate teacher quality is a clear concern in rural schools. *The purpose of this study was to find out about the challenges experienced by teachers, especially English teachers when carrying out teaching and learning activities in rural schools and then to find the factors faced by teacher in teaching English. This descriptive case study was framed by observation, in-depth interviews, and open-ended interviews from four teachers and four students were used as data collection methods.* The result of this study is that English teachers in Indonesia, especially in rural areas, consider that teaching English is a difficult endeavor because English is a foreign language. Furthermore, this research contributes to assisting teachers in developing their professionalism in teaching English in rural areas.

Keywords: Teachers' Challenges, Teaching English, TEFL, Rural Areas.

ABSTRAK

ANANDIA ERIANTI ZULHIJAH. 2022. Tantangan Guru dalam Pengajaran Bahasa Inggris sebagai Bahasa Asing (TEFL) di Pedesaan: Studi Kasus MTs Di Kecamatan Pondok Kubang.

Pembimbing : 1. Risnawati, M.Pd, 2. Zelvia Liska Afriani, M.Pd

Bahasa Inggris dianggap sebagai bahasa asing di Indonesia dan wajib dipelajari oleh semua orang, terutama pelajar. Pemerintah telah menetapkan bahwa bahasa Inggris akan menjadi mata pelajaran wajib di sekolah-sekolah Indonesia dan akan menjadi salah satu topik yang dinilai dalam Penilaian Nasional kemajuan pendidikan. Oleh karena itu, tujuan pengajaran bahasa Inggris di sekolah adalah untuk memperkuat kemampuan komunikasi siswa dalam persiapan menghadapi era globalisasi. Namun, guru di sekolah pedesaan dan perkotaan menghadapi tantangan unik, yang melibatkan siswa, guru, dan fasilitas. Kemudian, kualitas guru yang tidak memadai menjadi perhatian yang jelas di sekolah-sekolah pedesaan. Tujuan dari penelitian ini adalah untuk mengetahui tentang tantangan yang dialami oleh guru khususnya guru bahasa Inggris ketika melaksanakan kegiatan belajar mengajar di sekolah pedesaan dan kemudian untuk mengetahui faktor-faktor yang dihadapi guru dalam mengajar bahasa Inggris. Studi kasus deskriptif ini dibingkai dengan observasi, wawancara mendalam, dan wawancara terbuka dari empat guru dan empat siswa digunakan sebagai metode pengumpulan data. Hasil dari penelitian ini adalah bahwa guru bahasa Inggris, khususnya di daerah pedesaan, menganggap bahwa mengajar bahasa Inggris adalah usaha yang sulit karena bahasa Inggris adalah bahasa asing. Selain itu, penelitian ini memberikan kontribusi untuk membantu guru dalam mengembangkan profesionalisme mereka dalam mengajar bahasa Inggris di daerah pedesaan.

Kata kunci: Tantangan Guru, Pengajaran Bahasa Inggris, TEFL, Daerah Pedesaan

TABLE OF CONTENT

COVER

ADVISOR SHEETi

RATIFICATIONii

MOTTOiii

DEDICATIONiv

ACKNOWLEDGEMENTvii

ABSTRACTviii

ABSTRACKviii

TABLE OF CONTENTx

LIST OF TABLExii

LIST OF FIGURExiii

LIST OF APPENDICESxiv

CHAPTER I INTRODUCTION

A. Background1

B. Limitation of the Problem5

C. Research Question5

D. Objective of the Research5

E. Significance of The Research5

F. Definition of Key Terms6

CHAPTER II LITERATURE REVIEW

A. Theoretical Framework8

1. Teaching English as Foreign Language8

2. Rural Area18

3. Rural School24

B. Previous Studies27

C. Conceptual Framework	30
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design	31
B. Research Setting	32
C. Research Subject	33
D. Data Collection Technique and Instrument Research	35
E. Technique of Analyzing Data	39
F. Trustworthiness.....	40
CHAPTER IV RESULTS AND DISCUSSION	
A. Result	42
B. Discussion	59
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	67
B. Suggestion	68

REFERENCES

APPENDICES

LIST OF TABLES

Table 1.1 Interview Sheet for Teacher.....	38
Table 1.2 Interview Sheet for Student	38

LIST OF FIGURES

Figure 1.1 The Roles of A Teacher.....	12
Figure 1.2 The Conceptual Framework.....	30

LIST OF APPENDICES

- 1. Research Instrumen**
- 2. Interview Transcript**
- 3. Documentation**

CHAPTER I

INTRODUCTION

A. Background

Nowadays, English has gone worldwide, encouraging people all over the world to engage in it. English's purpose has been stated to include not just worldwide but also local reasons (Gunantar, 2016). English is regarded as a foreign language in Indonesia and should be learned by everybody, particularly students. In order to increase the quality of Indonesia's human resources, the government has decided to make that English as one of the subjects should be taught from elementary school through university (Sayuri, 2016). Moreover, the government has determined that English will become a mandatory subject in Indonesian schools and will be one of the topics assessed in the National Assessment of educational progress.

In schools, students are required to be able to listen, speak, read, and write in English. Someone who learns those four English abilities will be able to communicate in English both actively and passively. English is learned almost in all schools in Indonesia, including rural areas. At first glance, rural schools play a vital part in national education. At first appearance, the obstacles in rural areas appear to be connected to the educator, learner and the facilities. The concerns with the infrastructure include the time limitation and the facilities. The economy is growing fast in some rural regions, while it is

still in poor shape in others. It is due to a lack of infrastructure in rural regions, such as buildings, structures, and computer equipment (Endriyati et al., 2019).

When children learn English in a rural school setting, teaching English becomes increasingly challenging. It is intimately tied to a lack of resources as well as the learning environment. Rural schools do not provide as many opportunities to learn English as urban schools do. There is virtually little information available about English. That's why, students do not know English well in their daily lives, which leads to a lack of enthusiasm for learning English. Even after years of study, most students don't know, avoid, or respond adequately to how to cope with the process of learning a foreign language; just a few students have employed a series of tactics, succeeded, and so mastered the language. This is an area that is sometimes disregarded in our language lessons. Teachers should be concerned with assisting students in discovering efficient methods of studying English as a foreign language and achieving educational autonomy (Akbari, 2015)

Therefore, teacher should be able to see students' linguistic abilities such as reading, writing, listening, and speaking in order to educate them. Teachers must also support students in the field of technology and encourage them to study English with excitement, good attitude, and motivation. The goal of teaching English in schools is to strengthen students' communication skills in preparation for the era of globalization. The goal of studying English is to make students flexible within their use of the language. Teachers in both

rural and urban schools faced unique challenges. The challenges involve students, teachers, and facilities.

The Ministry of Education frequently struggles to find rural teachers. The inadequate quality of teachers is an obviously visible concern in rural schools. However, the government frequently pays less attention to them. The amount of educational offices located in metropolitan regions demonstrates this (Endriyati et al., 2019). According to Alrawashdeh and Zayed (2017), teachers face a variety of difficulties that lead to a sluggish and relatively ineffective process. When faced with the obstacles of educating students for the future, this topic keeps teachers interested. Teaching English poses a variety of challenges, the cause of which might be students or teachers (Lestari, 2021).

There are some related studies regarding this research in Indonesia such as Malaikosa and Taopan (2020) who talked about Teaching English at Junior High School in Indonesian Rural Area: The Implementation of Scientific Approach, their research stated that the competency-based curriculum cannot be implemented effectively, the curriculum, instruction, and assessment cannot be correlated with one another, and teachers have difficulty developing the desired competencies in rural area. Other researches stated by Khulel (2021) which discussed Challenges in Teaching English for Young Learners, the result of this study is pupils' socioeconomic position, the state of English in the school, and the Covid-19 epidemic. Another research by Yulia (2013) which talked about Teaching Challenges In Indonesia:

Motivating Students and Teachers' Classroom Language, her concluded that teachers in crucial positions must be able to inspire students to study English engagingly.

Based on the explanation above, the researcher wants to conduct this research in Madrasah Tsanawiyah at Pondok Kubang sub-districts. As for the schools located in the Pondok Kubang sub-district, namely Madrasah Tsanawiyah Mambaul Ulum and Madrasah Tsanawiyah Qaryatul Jihad. This school is located in Pondok Kubang, Bengkulu Tengah sub-district. This school is in the border of the city. The access to this school is still many forests and spends the time around 40 minutes from the city. The background knowledge of the students is low enough. The parents of the students mostly earn from their agricultural produce. most of the students and teachers in this school are also people who live in the area. So, based on these reasons, the researcher categorized two MTs at Pondok Kubang sub-district as a school in rural area.

As a result of these studies, the researcher was motivated to know more about the challenges faced by teachers in teaching English as a foreign language, more precisely in rural areas. The researcher will examine the challenges and factors faced by rural teachers in teaching English. Given the foregoing explanation, the researcher was eager to undertake a study entitled **“Teachers’ Challenges in Teaching English at Rural Areas: A Case Study Madrasah Tsanawiyah in Pondok Kubang Sub-District”**.

B. Limitation of the problem

The researcher focused on the observation and analysis of the challenges that rural teachers face in teaching English of MTs Qaryatul Jihad and MTs Mambaul Ulum Pondok Kubang. Based on the problems in the research background, this research will be limited to the teachers who have challenges in teaching English at rural areas especially in Pondok Kubang sub-district.

C. Research questions

1. What are the challenges faced by teachers in teaching English at rural areas?
2. What are the factors of teachers that influence the challenges in teaching English at rural areas?

D. Research Objectives

The following are the study's objectives:

1. To analyze the challenges faced by teachers in teaching English at rural areas
2. To describe factors of teacher challenges in teaching English.

E. Significance of the research

1. Theoretical Significance

This study can potentially be utilized as a starting point for future relevant research about the analysis of teachers' challenges in teaching English at rural areas and this study may be used as a resource for learning

more about teaching English at rural area especially in Pondok Kubang sub-district, Central Bengkulu. Bengkulu, Indonesia.

2. Practical Significance

- a. The English teachers can find out what the challenges are and what factors affect rural teachers in teaching English.
- b. The researcher can increase the knowledge and information about exploring the challenges and factors faced by teachers in teaching English in rural area.
- c. The students are supposed to receive teachings from the teacher without difficulty, so that the instruction may be easily understood.

F. Definition of Key terms

1. Teaching English as Foreign Language

Rohmah (2013) state that Teaching English as a Foreign Language (TEFL) is the practice of teaching English to students who do not speak English as their first language. TEFL is often taught in the student's own country, either in the public school system or in private schools. TEFL teachers might be native or non-native English speakers.

2. Rural Area

Howley and Howley (2010) state that rural communities is not only about the size or location of the area, but it also concerns place-based issues such as geographic, economic, social and cultural aspects of the specific place or environment.

3. Rural School

According to Johnson and Strange (2005), a rural school is one that is located inside or outside of a metropolitan region and has a population of fewer than 2,500 people.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

The ideas employed in this study are referred to as the theoretical framework. Because they assist to encompass the topic to the fullest extent feasible, these notions aid in a better examination of the theories offered. In this portion, the researcher provides a lot of the overarching theory that is utilized to reinforce the research, intending to make people comprehend and invite the goal of making people comprehend and invite them to read.

1. Teaching English as Foreign Language

a. Definition

English is frequently utilized as a second language in surrounding nations such as Singapore, Hong Kong, and Malaysia. But it's more likely to be learned exclusively as a foreign language in Indonesia. That means that teaching and learning English takes done primarily in the classroom, rather than in everyday activities. English learners in Indonesia are still not ready to utilize English as a tool to communicate outside of the classroom. Because English is taught as a foreign language in Indonesia and is largely studied in the classroom, the role of a teacher is crucial because they are the main sources and facilitators of this language's knowledge and aptitudes. The teacher's content has the most crucial

function in bridging the gap between of classroom and the outside world (Susanto, 2013).

Based on the Minister of Education and Culture's Decree No.060/U/1993 dated February 25, 1993, and the 1989 Basic Law regulating the National Education System, the end objective of English courses in schools is to prepare students to speak English in the age of globalization. For the time being, teaching English is more than a commodity since English is recognized as a global communication tool. Teachers are also characterized as professionals who can give students knowledge that will help them grow, recognize, and gain abilities that will assist them to face future obstacles.

Teachers also impart information, skills, and attitudes that can aid in the growth of students. Teaching is the process of observing people's needs, experiences, and feelings and interfering so that they learn specific things and move beyond what is provided (Endriyati et al., 2019). According to Fachrurrazy (2011), it is critical for everyone interested in knowing strategies for teaching English to understand basic concepts in the subject.

Douglas Brown (1994) said that teaching is the process of leading and encouraging learning, enabling the learner to learn, and creating the circumstances for learning (Drachsler & Kirschner, 2012). Your knowledge of how well the student studies will define your educational philosophy, teaching style, strategy, methods, and classroom

management. Students are encouraged to enhance their English abilities by listening, speaking, reading, and writing by TEFL educators. Textbooks, audio-visual aids, and technology-based resources are frequently used to promote TEFL. Informal activities, such as role acting and language games, are frequently employed in addition to formal education (Imaniah, 2018).

Teachers should be able to control the classroom properly while teaching English as a foreign language. As Brown argues, teaching involves displaying or assisting the learner in learning how to do something, offering directions in the study of anything, supplying them with language, and causing them to know or comprehend. It implies that teachers must use innovative strategies to help learners feel comfortable and enthusiastic in studying subjects, particularly English so that learners will concentrate on the process of learning.

Rohmah (2013) state that Teaching English as a Foreign Language (TEFL) is the practice of teaching English to students who do not speak English as their first language. TEFL is often taught in the student's own country, either in the public school system or in private schools. TEFL teachers might be native or non-native English speakers.

According to Santoso (2010), TEFL is a degree that allows you to teach English to non-English speakers who is not English in commercial language schools and institutes of higher education both abroad and in

the United Kingdom. TEFL allows you to travel the world and explore different cultures while also obtaining useful experiences.

Camenson (2007) argued that TEFL students may live in English "mainly for communication and may be necessary to learn for academic pursuits, vacation activities, or business interests. He further noted that TEFL students only spend a few hours each week studying English and have little opportunity to use their new language skills. According to Heydi (2008), Teaching English as a Foreign Language (TEFL) is the practice of teaching English to students who do not speak English as their first language.

One of the most important goals of teaching a foreign language is to help students develop intercultural and linguistic competence by establishing goals that identify and cater to their individual needs, such as traveling abroad, socializing, keeping up with social media updates, or even their personal lives (Achieng, 2021). Teachers typically bring attitudes regarding learning and teaching that they have developed during years to be students and, subsequently, teachers (Alsuhaibani, 2019).

Thus, TEFL is the Teaching and Learning of English, which is studied by emerging circle nations (for example, Indonesia, Japan, and Germany) and sometimes done by outer-circle countries (India, Nigeria, Singapore). So, TEFL concentrates on English students and teachers from other countries, such as Indonesia.

b. Roles of English Teacher

Of course, being a competent teacher has a function and requirements for instructing pupils. When teaching a language, English instructors have a responsibility to perform, particularly if English is not their first language. Today, an English teacher is defined as someone who assists students in developing their natural ability to communicate in another language (English), rather than as someone who holds and transmits the language in the classroom.

According to Archana & Rani (2017) there are some roles of English teacher:

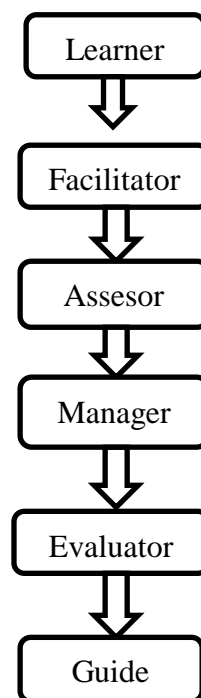


Figure 1.1 Roles of a Teacher

Teacher as a learner

Teaching and learning are continual processes, with tactics varying from generation to generation. Although there are numerous changes in the education system, the function of a teacher will stay the same despite minor adjustments. The teacher's responsibility is to guarantee that education fits the requirements of learners and that they learn in the classroom. Before interacting with students, a teacher must consider their point of view. Students can accept knowledge without reluctance when a teacher planned using a learner's perspective and begins teaching.

Teachers as a facilitator

Teaching is more than just what instructors do in class. Students must believe that their teacher is concerned about them. As a result, the teacher must mediator across all aspects. This implies that the instructor, as a facilitator, may help pupils sort out concepts, create their thinking, and generate content via self-exploration and discourse. Because the environment mirrors students' life in social, intellectual, and linguistic events, instructors must provide the finest setting possible when teaching.

Teachers as an assessor

One of the most significant instruments for testing knowledge in assessing, which provides constant feedback. Teachers must first

evaluate their judgments before passing judgment on their students. This will assist in determining whether or not students will benefit from their right assessment. Student evaluations can assist students to deepen their grasp of the material while also motivating them. An assessment might take the form of verbal criticism, assigning homework, administering quizzes, and so on. Assessment may also assist instructors in developing successful teaching tactics and procedures, as well as improving their understanding of the language.

Teacher as a manager

The teacher's role as a manager is extremely important and necessary in class management. A teacher must organize ahead of time to conduct lessons within the time allocated, covering academics and interpersonal abilities with diverse teaching strategies that are the road to a practical application. An experienced instructor may plan the time based on their knowledge. The success of teaching and learning approaches will be brought about by perfect classroom management by a teacher employing the primary mechanism.

Teacher as an evaluator

As everyone is aware, evaluation is crucial to a teacher's performance. Academic systems of evaluation are subjective. When it comes to evaluating kids, teachers must be excellent assessors. A

teacher must do accurate and fair evaluations in order to do credit to students' careers. A learner may learn a lot from errors. Students should focus as evaluators on areas of competency rather than flaws, and every student ought to have optimistic expectations.

According to Richards and Rodgers, the teacher's roles include being a source of knowledge and direction, a catalyst, a consultant, a mentor, and a learning model (Risnawati et al., 2021). The teacher's role will ultimately reflect the method's objectives and the learning theory underpinning the method, as the method's success may be dependent on the extent to which the teacher can provide content or create the conditions for successful language.

According to Harmer (1990), there are metaphors for what teachers do; for example, they are sometimes compared to actors because they are always on stage. Others compare them to orchestra conductors because they direct the conversation as well as set the pace and pitch. In other words, teachers are individuals who are trusted to educate the next generation in order for them to become educated human beings (Rindu & Ariyanti, 2017).

c. Types of teaching strategy

According to Killen in (Afriani Liska et al., 2021), there are several sorts of English teaching strategy that may be used in the language teaching process. These teaching strategies are as follows:

Direct Instruction

Direct instruction is highly organized and teacher; also, as previously noted, direct instruction involves the direct transmission of information from teacher to student, with the teacher speaking the majority of the time. The teacher conducts the lesson, and the emphasis is on gaining factual knowledge, thus students have little opportunities to initiate activities (Akbarjono et al., n.d.)

Discussion

Students can utilize discussions in any educational setting to compare their views to those of other students. If the discussion deviates, the teacher will assist it and steer it back on track. This is an excellent technique for students to learn from multiple views on the same topic, and it may assist encourage students to grasp or understand ideas that they have previously ignored. Students can express their own ideas and share their perspectives with other students on the subject (Afriani Liska et al., 2021)

Small-group Work

Small group work is a student-centered activity that teachers should facilitate and guide. Its fundamental goal is to provide evidence of their comprehension. Small group exercises can cover a wide range of topics. Small group talks, worksheet completion, problem solving, and presentation preparation are examples of these activities. Small group learning activities that are well-designed

foster an active and comfortable learning environment with positive possibilities for peer interaction (Agnihotri & Ngorosha, 2018).

Co-operative Learning

Cooperative learning, a form of "instructional strategy in which teachers divide students into small groups, who then work together to help each other acquire academic subject," has been established as an effective learning approach in helping students obtain practical skills. Study abilities, as well as practical communication abilities (Tran et al., 2019).

Problem Solving

Problem-solving assesses students' abilities to apply their information and demonstrate that they have absorbed it by solving problems (Akbarjono et al., n.d.). In the classroom, problem-solving is a common method. Students must answer the issues on their own, relying on existing knowledge to help them.

Research

Research may be utilized as a teaching strategy to encourage autonomous learning and allow pupils to learn new things on their own. Investigations or guided research utilizing materials such as books or the internet can be used for research.

Role Play

Although role-playing may not be difficult for many students, McSharry and Jones (2000) recommend beginning with short role-

plays and progressing to longer role-plays once the instructor and students get some basic experience and confidence. Role-play exercises should also not be performed just before or after tests because exams might induce stress for students and reduce the activity's efficacy (Ritter, 2015).

Case Study

A case study is described as a tale or story with a hidden message that illustrates an actual or realistic circumstance in which a person or group must make a choice or solve a problem (Killen, 2010:323 in (Habasisa & Hlalele, 2014)). This strategy may be used to collect data in real-world settings and evaluate the data using problem-solving techniques. It can assist students in applying classroom knowledge and analyzing data to order to deliver meaningful information.

Writing

Writing is an excellent approach to assessing students' knowledge and comprehension. It exposes their writing abilities and assesses their capacity to express information effectively. Students may express their thoughts and address challenges in the classroom via writing (Afriani Liska et al., 2021).

2. Rural Area

a. Definition

According to Howley and Howley (2010), rural communities are concerned with place-based issues such as the physical, economic, social, and cultural features of the unique place or environment (Starrett et al., 2021). According to another researcher, rural refers to areas of open country and small settlements, but the definition of "rural areas" in both policy-oriented and scholarly literature are terms that are frequently taken for granted or left undefined, in a process of definition that is often fraught with difficulties (IFAD, 2010 in Dasgupta et al., 2015).

As specified in Law Number 6 of 2014 about Villages (Desa) and Law Number 26 of 2007 concerning Spatial Planning, there are two terminology in Indonesia connected to rural areas (area, rural) and village (Desa). The concept of rural is an area where agriculture is the dominant economic activity, including natural resource management, with a function area structure for rural communities, government and social services, and economic activities (Mulyana, 2014). Rural is defined as an area marked by isolation in several ways, including significant distance from cities, services, and low population density in opinion from Lingam (2012) and Heeralal (2014). Aziz (2011) defines 'rural' as a place outside of the city with a low population density (Effiong, 2020).

Furthermore, du Plessis (2014) mentions several regional characteristics rural areas according to UNESCO 2005, such as rural distances that are generally far from urban centers; unsupportive topographical conditions, such as road conditions, bridges, and so on;

access to various information technologies is very limited; and transportation infrastructures such as buses, taxis; access to services and facilities such as electricity, water, sanitation; health, education, and so on.

In addition, rural regions are physically separated from major metropolitan areas and cities, and access to rural places is not always simple due to rocky, sandy, and bushy terrain that makes mobility problematic. Because of the isolation associated with rural locations, instructors have limited engagement with other teachers with whom they might exchange teaching materials and best practices from around the world (Shikalepo, 2020).

Rural regions are distinguished by common living conditions, lifestyles, and cultural trends. The characteristics (cultural and natural heritage) that have been so carefully maintained in the countryside are being passed on to a modern and highly urbanized individualistic culture. As a result, rural regions as a location to live are becoming increasingly appealing to the metropolitan population (Perpar, 2007). Another characteristic the fundamental feature of rural regions is that they are remote from cities and have traditional agricultural management. When considering rural development, difficult access to quality education, healthcare, and other important services becomes an unsolved issue (Dewi, 2020).

Moreover, A people in the village is one whose residents make their primary living from gardening, fishing, agriculture, or a mix of these, and whose sociocultural structures facilitate that lifestyle. The overall life model of something like a grouping of ethnic and tribal is one of the characteristics of village communities. In terms of lifestyle, religion, and customs, society is homogenous (Yahya & Yahya, 2020).

Given the growing national attention on rural communities, more educational research on rural students is needed, including the challenges students face in learning, particularly English acquisition, and their success (or lack there of) once there. The rural region is the initial characteristic in micro-levels. The population of this place differs from that of other areas due to its position outside of a large metropolis. Rural locations might be isolated geographically, culturally, socially, psychologically, and professionally (Jurnal et al., 2021).

Rural areas are typically described as small and family-oriented, with most, if not all, members of the community knowing one another (Morton et al., 2018 in Stone & Évora, 2021). According to The National Center for Education Statistics (2006) and the United States Census Bureau, the following guidelines for rural settings have been established: fringe is less than or equal to 5 miles from an urbanized area, distant is more than 5 miles but less than 25 miles from an urbanized area, and remote is more than 25 miles from an urbanized area. Although these principles are meant to make cross-regional comparisons easier, they also

pose obstacles for educators and researchers. For example, depending on a school's proximity to a densely populated area, all three classifications may coexist inside a single school district (Coady, 2020).

Furthermore, issues in rural locations are related to students, teachers, and facilities. Student issues include vocabulary acquisition, student attention, parental support, discipline, boredom, and speaking ability. Obstacles for instructors include teacher training, instructional methodologies, and proficiency in using IT in the teaching-learning process. Facilities and time restrictions are the facility considerations. The rural economy is rapidly increasing in certain areas, but it is still in bad health in others. It is the result of a lack of infrastructure in rural areas, such as school buildings and computer equipment (Endriyati et al., 2019).

The content of rural school textbooks does not correlate with environmental concerns. As a result, students in rural locations will have a poorer knowledge of English than students in urban ones (Damuri & Wahyuni, 2021). Similarly, rural school districts typically contract through educational cooperatives because they cannot afford a full-time or part-time school psychologist. As a result, school psychologists may work at several schools, requiring them to focus their services on evaluation rather than intervention and decreasing their chances of forming deep relationships with students, parents, or teachers at their schools (Nichols et al., 2018).

b. Characteristic of Indonesian Rural Area

According to Effendi Andoko (2019), there are several characteristics of rural areas, namely:

Characteristics of the Economy

According to the Directorate General of Village Development, the people-to-land ratio is rather high, implying that land in rural regions is still relatively huge compared to the number of people who use it, resulting in low population density and reliance on agriculture for employment.

The basic nature of the community may be determined by its primary source of income, which is agriculture. From the past to the present, the agricultural industry employed the majority of the people (agriculture, plantations, livestock, and fisheries). In rural communities, farming is still done traditionally, with the majority of the products being used for everyday necessities (subsistence farming).

Characteristics of Society

Farmers in Indonesia have a narrow and limited perspective, therefore good things and prospects for advancement are constantly blocked. They are unwilling to embrace or generate fresh ideas for advancement. It can also be viewed as a lack of ambition or drive for a brighter future. Because of trade competitiveness, there are also constraints in terms of trust between farmers. Distrust among

communities because members of the community battle over shortages (natural resources as the main economic resource).

Characteristics of Geography

Geographically, rural areas in Indonesia are generally located in the following areas: a.) in mountainous areas or highlands, scattered in groups; b.) along the river, extending along with the current; c.) villages located in sloping coastal areas and can be found almost all along the coast of Indonesia; d.) villages in the highlands (infertile soil) are mostly found in mountainous areas, karst hills, or calcareous areas; e.) villages located (only in Java and Sumatra).

3. Rural School

Rural schools and students are frequently disregarded by education policy due to their geographical dispersion across states and nations, making it difficult to target and successfully modify their learning environments. Many of the sub-rural district's schools have relatively tiny student populations, with an average enrolment of less than 500 pupils. The vast majority of rural children attend schools in states where they constitute less than 25% (in certain circumstances, less than 15%) of total enrolment (Johnson et al., 2021).

Rural schools, according to Greenough and Nelson (2015), are varied in terms of demography, resources, and student needs, and they represent contexts with distinct problems and possibilities when compared to non-rural schools. According to Johnson and Strange (2005), a rural school is

one that is located inside or outside of a metropolitan region and has a population of fewer than 2,500 people.

One of the consequences of the education system's inferiority in the school is rural schools' incapacity to deal with the city's rapid growth. Often, educational progress in rural schools is not tailored to the requirements of the community. Even more troubling is the fact that curriculum preparation is frequently confused with curriculum development in city schools. This makes it hard for schools in rural regions to adapt to local concerns and career prospects (Drain, 2017).

Many countries have expressed concern about preparing teachers to teach in rural schools. Providing professional development programs for teachers in remote locations, on the other hand, can be a daunting endeavor. Furthermore, families in rural locations may not provide appropriate literacy activities and assistance to their children (Kusuma, 2022). Among the many causes of this condition, which is troublesome.

The character of rural education is related to the difficulties in attracting, hiring, and maintaining high-quality teachers. Concerns regarding teacher shortages are mostly due to geographic and social isolation, insufficient access to professional and personal support, a lack of specialized teacher training programs, poor living circumstances, numerous job demands, and reduced incomes and incentives (Munawwarah, 2021). There are some issues regarding teacher in rural schools, like:

Teacher training

Teachers require constant training and professional development to keep their knowledge, competency, and skills up to date in order to continue to support today's learners (Krutka, Carpenter & Trust, 2017 in Modiba & Sefotho, 2019). Regret and aversion to teaching posts in rural places (Hellsten et al, 2011). Most teacher training councils are located in cities, and student teaching practices are frequently held in city schools (Heeralal, 2014). Insufficient teacher preparation and the fact of rural settings that have not been well explored have resulted in the appointment of new teachers.

Based on opinion from Hellsten, McIntyre & Prytula (2011) said that teacher training also constituted a danger to teaching student teachers about place-based challenges in rural surroundings, as the majority of students graduating from teacher training institutes are insufficiently taught and equipped to live and teach in rural regions. It can be observed that in many countries, improving teacher training and reforming the rural education curriculum has become a basic strategy to rural education reform (Cheung, 2021). Cheung (2021) also state about the most fundamental component affecting teacher quality in teacher education. Pre-service education, induction period education, and in-service education are the three stages of teacher education.

Teacher method/technique

English teachers have similar challenges in terms of instructional approaches. In separate instances, they do the same thing. Students will benefit if the teacher finds a way that works for them. As a result, teachers require (Musyawarah Guru Mata Pelajaran) MGMP. They discussed everything relating to the teaching-learning process this time. However some of them are qualified regional teachers, they use a variety of approaches to communicate their expertise to their students. Because many students have gotten the content, the teacher's technique/method seeks to minimize student boredom. Teachers have difficulties using diverse teaching methods/techniques.

B. Previous Studies

The study that is related to this research as follows;

1. Malaikosa and Taopan (2020) who talked about Teaching English at Junior High School in Indonesian Rural Area: The Implementation of Scientific Approach, their research stated that the competency-based curriculum cannot be implemented effectively, the curriculum, instruction, and assessment cannot be correlated with one another, and teachers have difficulty developing the desired competencies in rural area. The qualitative technique was employed in this evaluation of the pilot project school curriculum for 2013. The research subject was an English language instructor who was teaching utilizing the 2013 curriculum. The data was then analyzed using Analysis Interactive's Miles, Huberman, and Saldana model. It was discovered that the

instructor had already adopted the scientific stages of watching, inquiring, collecting data, associating, and communicating. On the other side, the instructor still had a lot of issues to deal with while using this approach, such as the amount of time spent on the activity, the huge number of pupils, the restricted time allocation given, and the shortage of teaching resources. It is possible to indicate that, in general, the instructor has conducted learning activities using a scientific method.

Previous study shares similarity with this research in that they are all about the teaching English in rural area but this study is focuses on teachers challenges in teaching English at MTs in sub-district Central of Bengkulu.

Khulel (2021) in his study, “Teaching English for Young Learners in Rustic Area: Teachers' Challenges”. This study focuses on the issues of teaching English in rural areas as well, but the goal of research in this publication is elementary school students in rural areas. This journal's data was collected one year ago. He discovered that instructors in this day and age need not only be prepared with pedagogical knowledge, but also with certain abilities in the use of advanced technologies. It has explored the favorable influence of technology-based media on students' motivation while learning English. English instructors with such talents may be able to discover a better answer to each of their challenges.

Previous study shares similarity with this research where all of them about challenges in rural area. However, previous research focused

on challenges teaching English for young learners in rural area. This study differs somewhat from the previous one in that it focuses on the challenges that rural students in learning English.

2. Yulia (2013) which talked about Teaching Challenges In Indonesia: Motivating Students and Teachers' Classroom Language, her concluded that teachers in crucial positions must be able to inspire students to study English engagingly. Teachers in crucial positions must be able to inspire students to study English in an engaging manner. Teachers must actively participate in improving their teaching professionalism through pre-service and in-service training, a condition that is not readily achieved. It might be due to a lack of district training, instructor availability, the area where training is held, and, lastly, government budget concerns.

Previous study shares similarity with this research where all of them about challenges in rural area. However, previous research only focuses in motivation teachers and students rural area. This study differs somewhat from the previous one in that it focuses on the challenges that rural teachers in teaching English.

C. The Conceptual Framework

The conceptual framework underlying the research is given in the following diagram:

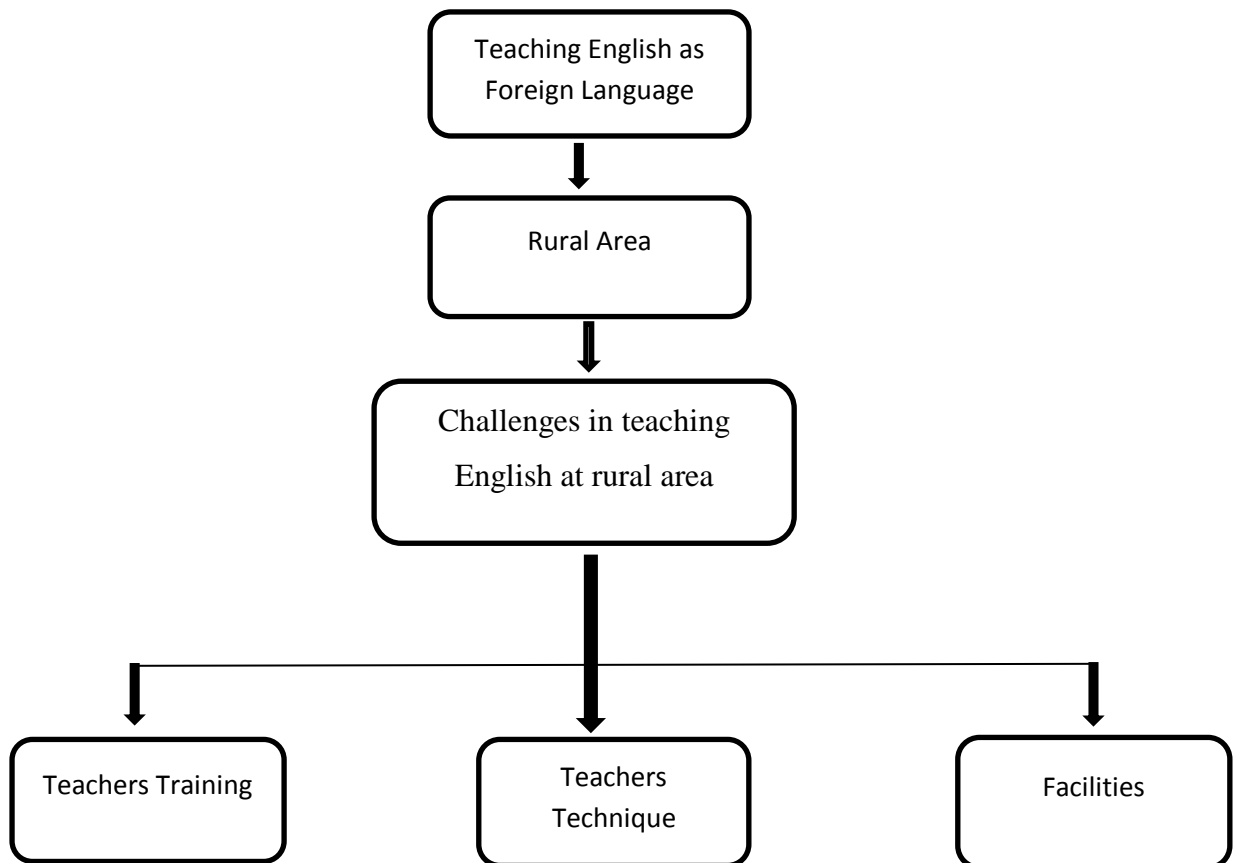


Figure 1.2 The conceptual framework of the study

CHAPTER III

RESEARCH METHOD

A. Research Design

Qualitative research methods were used in this study. According to Bogdan and Taylor, a qualitative technique is a research approach that generates descriptive data from individuals in the form of written or spoken words and observable behavior. To achieve research objectives, several approaches to studying natural settings can be used in qualitative research.

This study focused on a descriptive case study as a qualitative approach. According to Cresswell (2016), a case study is a research strategy that discusses a case about a single individual, organization, or community in order to collect that unique knowledge. The fact that this study focused on a single “unit individual” or “a limit system” distinguishes case studies from other types of qualitative research. The constraint is whether there is a limit to the number of persons who may be interviewed or whether there is a time limit (for observation).

Denzin and Lincoln (2005) state that case study, personal experience, introspective, life narrative, interview, observational, historical, interactional, and visual texts are examples of empirical materials used in qualitative research to explore ordinary and difficult events and meanings in people's lives (Aspers & Corte, 2019).

Therefore, in the case of studies, the researcher was produced an in-depth examination of a case, which is frequently a plan, situation, behavior, procedure, or one or more persons, and is used in many domains, including assessment and cases are defined by chronology and activities. The goal is to arrive at a detailed description and understanding of the entity (the “case”). In addition, a case study can result in data from which generalizations to theory are possible. Case studies use multiple methods, such as interviews, observation, and archives, to gather data. Education and psychology researchers have used the case study widely (Ary, Jacobs, Sorensen, n.d, 2010). Because of its goal, this study is characterized as a qualitative descriptive design, especially case study.

Then, the researcher has collected data for this study through field observations, interviews and documentation involving the challenges faced by rural teachers in teaching English (English Foreign Language) and this research has also been conducted in two rural schools in Pondok Kubang District, Central Bengkulu, namely MTs Qaryatul Jihad and MTs Mambaul Ulum.

B. Research Setting

This research has been conducted in MTs in Pondok Kubang District, Central Bengkulu. This madrasah namely MTs Qaryatul Jihad and MTs Mambaul Ulum. This madrasah meets the standards for rural schools. The following are some of the reasons why researchers choosed this location:

1. MTs Qaryatul Jihad and MTs Mambaul Ulum's teaching and learning facilities and infrastructure are still limited.
2. This school continues to be short on teachers.
3. Because there is still a student scarcity in each new teaching at MTs, the teachers must-visit elementary schools to promote the benefits of this school, so that elementary students wish to continue their study at MTs Qaryatul Jihad.
4. This madrasah is an educational institution in a region where the notion of extremely close kinfolk is followed.

The research setting in this study is focused on examining the challenges and factors faced by rural teachers in teaching English. To obtain the data for this study, the researcher interviewed teachers at two madrasah in Pondok Kubang Sub-district (Madrasah Tsanawiyah Qaryatul Jihad and Madrasah Tsanawiyah Mambaul Ulum) and was asked several questions related to the challenges and factors faced in teaching English. Therefore, the researchers chosen teachers who teach English subjects at these schools, especially at MTs Qaryatul Jihad and MTs Mambaul Ulum in Pondok Kubang District, Central Bengkulu.

C. Research Subject

Because it studies behavior at the individual, group, institutional, and organizational levels, the scope of the case study is confined to a tiny (micro) region. These instances are also confined to specific sorts of cases, specific locations or sites, and specific timeframes. Case Study research does not

require a population and sample since it is not designed to draw broad findings or obtain generalizations. However, for the objectives of a case study research dissertation, findings that may be used elsewhere if the features and conditions are the same or comparable to where the research was performed are expected, which is known as transferability.

Despite the small scope or topic of research, case study research is substantively highly in-depth, and it is believed that through this deep understanding a specific notion or theory may be gained for the advancement of science. As a result, the case study's unit of analysis is the individual, group, institution, or organization, rather than the larger community. Every researcher, particularly case study researchers, is obsessed with discovering new things and contributing to the advancement of science. Concepts, premises, definitions, models, formulae, assertions, paradigms, theories, and other items that can be contributed to science.

In the case of study research, there are research subjects, therefore the subject of this research is the entire object where there are numerous sources or informants who may supply information on difficulties linked to the research to be carried out. So that in this study, the informants were English teachers at MTs Qaryatul Jihad and MTs Mambaul Ulum, where there were only two English teachers at the school. In addition, the researcher also selected two students from MTs Qaryatul Jihad and MTs Mambaul Ulum as research participants based on recommendations from the teachers concerned.

D. Data Collection Technique and Instrument of Research

In qualitative research, the researcher must plunge into the real situation, see the situation and blend into the actual context. Therefore, to gain a deep understanding of the research object, the researcher must simultaneously use some data collection technique. Methods for gathering data might vary. It is also defined as a procedure used by researchers to collect useful data.

The instrument of research is a very important and strategic tool in its position in the general research activities, because the data is necessary to respond to the formulation of the research problem obtained by the instrument. The instrument use by the researcher in this research is:

1. Observation

The term "observation" refers to a qualitative research approach that includes not just participant observation but also ethnography and field research. Several study locations are included in the observation research design. Findings can be used as a supplement to or validation of other studies (Jamshed, 2014). Qualitative observation focused on processes and interactions, characterizes inductively, and posteriorly, rather than defining certain behaviors to search for a priori (Katz-Buonincontro & Anderson, 2020).

In research, a type of observation procedure that is widely used for data collection instruments such as participant observation, the researcher aims to "immerse" in a particular culture, preferably for a longer period of

time, to gain an insider's understanding of the culture as a member (marginal) or as a guest. . In this study, the researcher has used non-participant observation to try to understand the environment, relationships, and interactions in a fresh way, free from pre-existing categorizations and judgments. Researchers have also used indirect observation to rely on observations made by others (eg, other researchers), various kinds of documentation, recordings, or auto-observations (Ciesielska & Jemielniak, 2017).

As a result, researchers have conducted observations in class, with the aim of observing the behavior of teachers and students during the learning process. The class uses non-participant observation, which implies that the researcher is only present as an observer and does not participate in any of the classroom learning activities.

2. Interview

As said by Ary (2010), an interview is among the most common and fundamental methods for acquiring qualitative data and is often used to collect data from people's thoughts, ideas, and emotions about circumstances in their own words. After that, the researcher employs an additional tool, the interview, to get all the information regarding rural students' challenges in learning English. There are three sorts of interviews, according to Esterberg (2002) in Sugiyono 2019, which are structured interview, semi-structure interview, and unstructured interview.

The type of interview that researcher have used in collecting data is semi-structured interview. Interviews are mainly conducted in qualitative research and occur when the researcher asks one or more participants general and open-ended questions and records their answers. This kind of interview is also called an in-depth interview, which is technically more flexible than a structured interview. Researchers have obtained information for research purposes by using face-to-face questions and answers between researchers and interviewees, with or without using guidelines, using interview techniques. These interviews are generally conducted one-on-one to obtain information data.

Semi-structured Interview (In-depth Interview) is an interview procedure that asks questions based on interview guidelines developed by development subjects. Its use is more flexible than structured interviews. The goal of this form of interview is to discover problems more openly, and the interviewees from both parties were asked for their perspectives and suggestions.

In addition, a recording device has also been used in this study as a tool so that no data information is lost during the interview. The tape recorder also allows the researcher to repeat the interview results to obtain a complete piece of data information. This is useful for minimizing errors that often occur due to the limitations of the researcher. This tape recorder has been used with the permission of the interviewee.

Researchers had conducted interviews to verify the observations and to find out more about the factors that challenged rural students in learning English. It has also been carried out to investigate the answers to the research questions.

Table 1.1 Interview sheet for teacher

No	Indicators
1	Teachers Training
2	Teachers Technique/Strategy
3	Facilities

Table 1.2 Interview sheet for student

No	Indicators
1	Teachers Personality
2	Teachers Method
3	Facilities

(source: Thesis Unissula, 2019)

1. Documentation

According to Arikunto (2002), documentation study is searching for data about things or variables in the form of notes, transcripts, books, letters, magazines, agendas, etc. Meanwhile, Sugiyono (2006) asserts that documents are records of events in the past in the form of

handwriting, pictures, or even literary works. To complete the data, the researcher has also taken some pictures.

E. Technique of Analyzing Data

The data analysis technique in this investigation was the Miles and Huberman data analysis model. There were three main components to data analysis. They were data reduction, data display and conclusion.

1. Data Reduction

Data reduction is a selection process that focused on simplification, abstraction, and transformation of approximate data that emerges from notes written in the field. This process continues throughout the investigation, even before data is collected, as can be seen from the conceptual framework of the investigation, the nature of the research, and the data collection approach chosen by the researcher. In this case the researcher reduces information during research activities when the data is not important or does not support the data that the researcher needs. When the researcher observed teaching and learning activities in the classroom, the researcher selects and focuses on the challenges that teachers face when teaching.

2. Data Displays

Displaying data means describing data in the form of a description or narrative. As a second component in data analysis, this technique is used when gathering information, descriptions, or narratives to draw

conclusions. By looking at the data, the researcher thinks about what to do, can analyze based on his understanding, or take other actions.

3. Conclusion

Researchers across the field are constantly trying to draw conclusions. From the beginning of data collection, qualitative researchers begin to search for the meaning of something by finding regular patterns (in the theoretical record), explanations, possible configurations, causal pathways, and statements. This conclusion is handled freely, remain open and skeptical, but the conclusion has already been conveyed. At first unclear, but then it becomes more detailed and more ingrained.

F. Trustworthiness

In this inquiry, the researcher used triangulation. According to Sutopo (2006), the data triangulation research paradigm, which leads researchers in data acquisition, necessitates a variety of data sources. This means that if the truth is acquired from a variety of different data sources, the data will be more stable. As a result, source triangulation is another name for data triangulation.

In the triangulation strategy, sources can use one type of data source, such as informants, but some of the informants or sources must be positioned from different groups or levels. Source triangulation methodologies is also used to collect information from a wide range of data sources, including specific sources, specific scenarios, activities that describe people's behavior, and sources in the form of records, archives, and papers.

Triangulation is performed by asking the same research questions to different study participants, collecting data from multiple sources, and addressing those research questions using various methodologies. There are four types of triangulation.

- a. Data triangulation: this comprises utilizing time, place, and individuals.
- b. Investigator triangulation: an investigation involving many researchers.
- c. Theory triangulation: more than one theoretical framework is employed to understand a phenomenon.
- d. Methodological triangulation requires gathering information from many sources, such as interviews, observations, and documents.

Triangulation can also be performed by duplicate data collecting and procedural hurdles to explanation. In the context of a research project, triangulation entails discovering the optimum technique to minimize discrepancies in reality construction while collecting data on various events. In this study, the researcher used methodological triangulation to compare the outcomes of observation, interview, and documentation.

CHAPTER IV

RESULT AND DISCUSSION

This section contains the research findings as well as a commentary of the findings. It is divided into two sections based on the research aims. The first section discusses the difficulties that teachers faced when teaching English in rural areas, particularly in religion-based schools, namely MTs in the Pondok Kubang sub-district of Bengkulu Tengah. The second section discusses the factors that influence the issues that teachers confront.

A. Result

a. Challenges faced by English Teachers

1. Students' motivation

The biggest problem that English teachers confront is connected to student motivation. Because only half of students are interested in studying English. English teachers have a challenge in teaching English classes. There are several aspects that impact students' motivation to study English. The following is a response to student motivation from an English teacher:

Excerpt 1

“Kalau yang saya alami selama 19 tahun mengajar bahasa Inggris disini bisa dikatakan hanya 50% siswa yang tertarik untuk belajar bahasa Inggris, selebihnya siswa menganggap bahwa pelajaran bahasa Inggris itu sulit untuk dipelajari. Yang pasti 1 karena anak ini belum begitu paham karena di pedesaan jadi anak-anak ini belum mengetahui seperti apa sekarang keadaan untuk dunia ini. Jadi oleh karena itu mereka kurang tertarik dengan bahasa orang lain atau asing. Yang pasti kemauan anak kurang, karena anak tadi menganggap bahasa asing jadi untuk apa dipelajari.”

"From my 19 years of teaching English here, I can say that only half of the students are enthusiastic in studying English, and the other half believe that English classes are tough to learn. What is clear is that this child is not yet like that since children in the rural are unaware of the current status of the world. As a result, they are less interested in learning other people's or foreign languages. What is clear is that the student's will is weak since the individual believes that learning a foreign language really has to do with learning a foreign language." **(Teacher 1 MTs Mambaul Ulum, free translation).**

Another teacher's opinion that explains students' motivation:

Excerpt 2

"Kebanyakan dari mereka kurang tertarik karena menurut mereka bahasa Inggris itu mata pelajaran yang sulit karena kurangnya kosa kata mereka, padahal terkadang mereka melihat atau membaca bahasa Inggris secara tidak sengaja melalui game yang mereka mainkan. Selain itu, latar belakang keluarga yang kurangnya pengetahuan terhadap hal-hal baru apalagi di daerah pedalaman. Jadi, menurut mereka ya pelajaran lain lebih penting lah."

"Most of them are uninterested because they believe English is a tough topic due of their lack of vocabulary, despite the fact that they occasionally encounter or read English by mistake through the games they play." Furthermore, especially in distant locations, family backgrounds lack awareness of new things. Other teachings, they believe, are more essential." **(Teacher 3 MTs Qaryatul Jihad, free translation).**

According to the interviews above, the overwhelming of junior high school students in rural areas do not value English as a subject because of their family background and limited understanding of the world. Another problem mentioned by English teacher 2 MTs Qaryatul Jihad is that students are uninterested in English since they do not utilize it in their everyday lives, making them hesitant to study it. According to Ho (2003), as cited by Rahayu (2016), students who are uninterested in English might exist in rural locations where students have minimal interaction with foreigners and so do not need to study and speak in English.

Based on these, student motivation is fully determined by their willingness to participate in learning activities. As a result, student motivation is critical in English teaching. Many people feel that motivation, as it impacts the amount of active, personal participation in foreign language acquisition, is one of the most crucial predictors of success in learning a second or foreign language (Erniyati & Putra, 2022). Thus, the researcher concludes that student motivation is a challenge for teachers in rural schools.

2. Curriculum 2013

The 2013 curriculum is the second challenge for English teachers. English is a new subject for students when they attend Junior High School/Madrasah Tsanawiyah. English topics were not included in the 2013 curriculum for primary schools, affecting English studies at junior high schools. This is a challenge for English teachers since they must begin teaching students English at a basic level, whereas English sessions at the secondary level should begin at an intermediate level. The answers of two English teachers to the challenges of teaching English as a new topic for students are shown here.

Excerpt 3

“Ini pertama kalinya mereka belajar bahasa Inggris di MTs. Terus terang kita harus mulai dari awal pengenalan bahasa Inggris dari pengenalan angka, alfabet, itu saja yang mereka mulai dari awal dalam pengenalan MTs ini.”

“They are learning English for the first time at MTs. To be honest, we have to start from the beginning of the introduction of the English language: from the introduction of numbers and the alphabet; that's all they start with in this MTs introduction.” **(Teacher 2 MTs Mambaul Ulum, free translation).**

Excerpt 4

“Untuk sekolah yang berada di pedesaan, ketiadaan bahasa Inggris di sekolah dasar menjadi kendala yang sangat besar. Karena kami kembali mengajar anak dari 0 bahasa Inggris, apalagi di pedesaan tidak ada bimbel bimbel (bimbingan belajar) dan bahasa daerah mereka tidak bisa ditinggalkan. Jadi ini adalah tantangan yang sangat besar bagi guru bahasa Inggris di sini.”

“The absence of English in primary schools is a significant barrier for schools in remote locations. Because we are returning to teaching the child English from birth, there is no bimbel bimbel (study guidance) and their native language cannot be abandoned. As a result, English teachers in this area have a significant challenge.” (Teacher 3 MTs Qaryatul Jihad, free translation).

From the interviews above, it was clear that the teachers had challenges in teaching English as a new subject in Junior High Schools. The students had no basic knowledge to follow the lessons. The absence of basic knowledge of English made the teachers teach from the beginning and developed or changed the materials in the 2013 curriculum.

Excerpt 5

“Menurut pendapat kami sebagai siswa, tentu saja guru menghadapi tantangan dalam mengajar kami. Karena kami di SD tidak ada pelajaran bahasa Inggris, jadi harus memulai dari awal waktu masuk ke MTs”.

“In my opinion as a student, of course teachers face challenges in teaching us. Because we did not have English lessons in elementary school, so we had to start from the beginning when we entered MTs”. (Student 1 and 2 MTs Mambaul Ulum, free translation).

Excerpt 6

“Kan di SD kami tidak belajar bahasa Inggris karena kurikulum 2013, ketika kami SMP/MTs kami baru belajar bahasa Inggris. Selama kami belajar sekolah ini, kami merasa bahwa guru-guru disini menggunakan metode pengajaran yang menyesuaikan kami sebagai siswa sekolah yang ada di pedalaman, walaupun fasilitas sekolah kurang memadai”.

"In elementary school we don't learn English because of the 2013 curriculum, when we were in junior high school/MTs we just learned English. During our study at this school, we feel that the teachers here use teaching methods that suit us as students in schools in rural areas, even though the school facilities are inadequate." **(Student 3 and 4 MTs Qaryatul Jihad, free translation).**

The examples above depict the problems of English teachers attempting to match their students' talents to the expectations of the curriculum. As demonstrated in quotation 4, students at this level must understand the fundamentals of discourse. Students find the course challenging because they lack fundamental English language skills. Improving lesson preparation can help you alter student levels and learning environments (Dunlosky et al., 2013).

Furthermore, students' perspectives stated that teachers faced challenges in teaching them because they lack the basics, so teachers must reintroduce English from the beginning, and their teachers have patient personalities and can adapt teaching methods that are appropriate for them as students attending rural schools. Other pupils claimed that owing to poor facilities, their teachers found it very hard to prepare content. As a result, they only make use of the facilities and resources that are accessible to them.

3. Teaching Media/Resources

According to the findings of the interviews, all teachers felt that students must be critical for students to be active or participate in the global environment to learn English. Rural schools should not be deprived of offering quality English education due to the global expansion of languages. They also emphasize the need for English for rural students in order to excel

in life and stay up with technological advancements. However, they stated that when they implemented the 2013 curriculum, the facilities at their schools did not satisfy the program's criteria. The following is how two English teachers described the situation:

Excerpt 7

“Sekarang kan sekolah kita mengikuti kurikulum 2013, berdasarkan dengan RPP itu kan kita harus punya fasilitas fasilitas pendukung alat peraga semua kan ini kan kita nggak punya. Nah untuk membijaki itu saya mengambil hal-hal yang mudah untuk media kita dapati bahan bahan alam dan sekitar untuk digunakan sebagai bahan mengajar kita bisa.”

“Right now, our school is following the 2013 curriculum, based on the RPP, we must have supporting facilities for teaching aids, we don't have all of these, right? So, to be wise, I take things that are easy for the media, we can find natural and surrounding materials to use as teaching materials, we can do it.” (Teacher 1 MTs Mambaul Ulum, free translation)

Excerpt 8

“Ya, sebagian besar sumber daya yang saya gunakan di sekolah ini, seperti buku, alam sekitar, dan kamus, masih sangat terbatas”

“Yes, most of the resources I use at this school, such as books, natural surroundings, dictionaries, are still very limited”. (Teacher 2 MTs Mambaul Ulum, free translation)

Excerpt 9

“Sebagai guru, terutama di daerah pedesaan, kami terkadang memiliki banyak kekurangan. Kelas akan menantang untuk dibangun. Mungkin sulit untuk menciptakan suasana kelas ketika topiknya tidak menarik.”

“As teachers, especially in rural areas, we have numerous flaws at times. The class will be challenging to build. It might be difficult to create a class mood when the topic is uninteresting.” (Teacher 3 MTs Qaryatul Jihad, free translation)

Excerpt 10

“Sumber daya yang mendukung pengajaran bahasa Inggris di sini hanyalah buku-buku, untuk latihan langsung berhubungan dengan lingkungan sekitar”

“The resources that support teaching English here are only books, for practice, it is directly related to the surrounding environment” (**Teacher 4 MTs Qaryatul Jihad, free translation**)

According to the opinions of the informants above, English language educational facilities in rural areas continue to be a challenge for English teachers to satisfy the expectations of the 2013 curriculum. The K13 curriculum idea is extremely difficult to implement in the classroom. This is owing to the students' poor health and insufficient facilities to facilitate its implementation.

Based on that, the researcher concluded that all English teachers believe that their schools' facilities/resources are insufficient to meet their demands. Their teaching and learning processes are sometimes hampered by inadequate facilities. One of the schools visited for this investigation had only one book for teachers. When teachers assign homework to students, they must rewrite the homework in their books. In the teaching and learning process, this becomes a difficulty. Furthermore, based on the interview, a teacher at one school believed that the information in the government-supplied book was inappropriate for rural schools. He also stated that developing content was challenging owing to a lack of resources. Student 4 of MTs Qaryatul Jihad expanded the situation, saying:

Excerpt 10

“Fasilitas sekolah kami tidak memadai. Kemudian dari segi materi yang diajarkan menuntut guru untuk mengembangkan materi tersebut. Tapi betul,

pemerintah harus tahu bahwa infrastruktur kita di Indonesia tidak memadai, tidak merata, terutama di daerah terpencil. bahkan ketika guru mengajar mereka menggunakan media improvisasi dan terkadang mereka menyiapkan media untuk mengajar agar kita para siswa memahami materi yang diberikan.”

“Our school facilities are inadequate. Then in terms of the material being taught requires the teacher to develop the material. But really, the government must know that our infrastructure in Indonesia is inadequate, uneven, especially in remote areas. even when teachers teach they use improvised media and sometimes they prepare media to teach so that we students understand the material given.” **(Student 4 MTs Qaryatul Jihad, free translation).**

This challenge is largely in line with the overall challenges in rural education as described in the current study, which emphasizes that one of the important concerns in rural education, notably in the ELT domain, is a lack of supplementary teaching resources and facilities.

4. Students' Competence

As previously said, English is a new subject in Junior High School. Because students do not have fundamental English from elementary school, their competency in Junior High School/ Madrasah Tsanawiyah is relatively low, particularly in vocabulary. Two English teachers commented on the students' lack of vocabulary knowledge:

Excerpt 11

“Tingkat pengetahuan dan penguasaan bahasa Inggris mereka masih rendah, ya dan mereka juga baru mengenal bahasa Inggris di tingkat MTs, oleh karena itu kami memulai bahasa Inggris dari awal 0.”

“Their level of knowledge and mastery of English is still low, yes and they are also new to English at the MTs level, therefore we start English from scratch 0.” **(Teacher 2 MTs Mambaul Ulum, free translation)**

Excerpt 12

“Kemampuan anak-anak berbeda-beda karena yang sekolah di sini rata-rata berasal dari, katakanlah, desa terdekat. Oleh karena itu, mereka membawa budaya mereka sendiri. Tapi yang sama rata-rata mereka lemah dalam kosa kata.”

“Children's abilities vary because the average school here comes from, say, a nearby village. Therefore, they bring their own culture. But on average they are weak in vocabulary.” (Teacher 3 MTs Qaryatul Jihad, free translation)

Based on these quotations, it is possible to deduce that English teachers experience challenges due to their students' limited English vocabulary. This inhibits students' comprehension of the material because vocabulary is essential for developing all language abilities. According to River in Nunan (1991), vocabulary is one of the domains of knowledge in language that is highly essential for the success of language learning since individuals cannot utilize the structure and function of language without vocabulary. As a result, students' lack of vocabulary knowledge prevents them from participating effectively in class.

5. Teacher Development

The fifth challenge is about shortage training. All the teachers interviewed said that teacher training is very important, especially for English teachers teaching in rural areas, and it is a challenge to find related training, especially for older teachers who are not proficient in using IT.

Excerpt 13

“Menurut saya, pelatihan yang diadakan oleh KEMENAG itu masih sangat kurang untuk kita sebagai pengajar bahasa Inggris karena kita harus lebih kreatif, inovatif dan memahami situasi oleh karena itu membutuhkan pelatihan guru yang lebih tidak hanya pelatihan MGMP saja.

Oleh karena itu, saya mencari dan mengikuti seminar-seminar tentang pelatihan guru, walaupun terkendala dengan penggunaan IT karena sudah termasuk guru yang berumur.”

“In my opinion, the training held by the Ministry of Religion is still lacking for us as English language teachers because we have to be more creative, innovative and understand the situation, therefore we need more teacher training, not just MGMP training. Therefore, I look for and attend seminars on teacher training, even though I have problems using IT because it is an old teacher.” **(Teacher 1 MTs Mambaul Ulum, free translation)**

Excerpt 14

“Menurut saya, pelatihan itu penting ya. Karena dengan adanya pelatihan, yang sebelumnya saya tidak tahu menjadi tahu, dan banyak sekali hal-hal penting bagi guru dalam mengajar. Saya kan belum PNS tapi saya sudah sertifikasi, sehingga pelatihan yang saya dapatkan itu PPG (Program Pendidikan Profesi Guru). Kemudian teori yang diberikan saat pelatihan tidak semudah yang dibayangkan dan sangat sulit untuk diterapkan dalam proses belajar mengajar.”

“In my opinion, training is important. Because with the training, what I didn't know before became known, and there are lots of important things for teachers to teach. I'm not a civil servant yet, but I'm certified, so the training I get is PPG (Professional Teacher Education Program). Then the theory given during the training is not as easy as imagined and very difficult to apply in the teaching and learning process.” **(Teacher 3 MTs Qaryatul Jihad, free translation)**

Based on the statement above, it is apparent that good training is required for the development of teaching abilities in order to become a creative and innovative teacher. English teachers found themselves teaching English to students, particularly those from rural areas, without proper English training. Teachers may struggle to properly implement teaching strategies if they simply have minimal training in theory and practice.

Teachers also face challenges when applying the theory given during training to be applied to teaching and learning activities.

6. Parent's Support

The sixth challenge is lack of parents' supporting. English topics are not significant to parents in rural schools. Parents' lack of care about English leads in a lack of motivation and support for their children. Teachers at MTs Mambaul Ulum noted that economical considerations influence parental support for providing learning facilities for their children, such as dictionaries and other learning material for students. Rural socioeconomic circumstances remain deplorable.

Excerpt 15

“Kepedulian terhadap pendidikan orang tua disini masih kurang ya. Misalnya masalah kamus, saya meminta satu anak untuk memiliki kamus, terutama untuk pelajaran bahasa Inggris, yang harus mereka bawa untuk setiap mata pelajaran saya, tetapi sepertinya kurang penting. Entah karena dianggap tidak terlalu penting, bahkan kebutuhan dasar pun tidak terpenuhi. Akhirnya sampai sekarang belum ada kamus yang dibeli, jadi agak susah.”

“Parental apathy regarding schooling, for example, I asked students if they had a dictionary, but many thought it was unnecessary. As a result, people do not purchase dictionaries since their basic requirements are not being addressed.” **(Teacher 1 MTs Mambaul Ulum, free translation)**

Another issue is a lack of coordination between teachers and parents when it comes to managing student learning. Teacher 3 MTs Qaryatul Jihad shared his experience of assigning homework to students to complete at home, but students completed it at school before turning it into the teacher. Teacher 3 feels that if parents oversee and regulate their children's learning at home, such an event will not occur. The findings above are consistent with a

prior study by Copland, Garton, and Burns (2014), which found that students have no understanding of why they are learning English, “an attitude that their parents can worsen”.

Parental support influences students' motivation to study English. Teacher 3 noted that the absence of parental supervision was exacerbated by the fact that the majority of the parents in this research lived in rural regions and worked as farmers. They spend the majority of their time in the fields and occasionally spend the night in the forest, leaving their children with family. They believe that it is the teacher's function, not their own, to educate their children.

This issue is similar to Tariq et al (2013)'s research, which reveals that one of the primary challenges experienced by rural students is their parents' unsupportive attitude toward educational processes inside the student environment. They merely give education to students in school and do not worry about their school growth in school. All of the teachers in this survey believed that they couldn't educate children on their own. They still require parental involvement to assist their children at home.

b. Factors affecting the challenges of English teachers

Based on the opinion of the people I interviewed, they mentioned that there are several factors that influence the challenges they face in teaching English in rural areas as the researcher mentioned earlier, namely:

1. Time limit

The first factor that influences the challenges faced by teachers in teaching English in rural areas is limited time. Teachers 1 and 3 at Madrasah Tsanawiyah mambaul ulum and Qaryatul Jihad said that their teaching time was very limited.

Excerpt 16

“Kan sekarang baru penyesuaian kembali setelah pandemi yang begitu lama, jadi fleksibilitas dalam mengajar masih belum fleksibel sih.”

“Right now, it's just readjusting after such a long pandemic, so the flexibility in teaching is still not flexible.” (**Teacher 1 MTs Mambaul Ulum, free translation**)

Excerpt 17

“Sulit untuk menggunakan metode pengajaran yang bermacam-macam seperti role play, games karena membutuhkan waktu yang lumayan panjang ya, saat siswa lagi semangat belajar eh malah waktunya udah habis.”

“It is difficult to use various teaching methods such as role play, games because it takes quite a long time, yes, when students are excited to learn, the time is up.” (**Teacher 3 MTs Qaryatul Jihad, free translation**)

According to the interviewers, the time allotted was insufficient to apply teaching concepts in the classroom as well as demonstrate their own professional progress. The time given to teach English at each meeting is just two hours, or 40 minutes, although these teachers believe that the appropriate time to teach English at each meeting is 90 minutes.

2. Students' habit

The next factor that influences is student habits. The teacher at these two Madrasah Tsanawiyah said that the factor that caused these challenges was the student's habits, especially students who lived in rural areas.

Excerpt 18

“Di sekolah pedesaan ini kan mayoritas siswa siswi nya berasal dari desa-desa terdekat ini kan, nah kebiasaan mereka seperti berbicara bahasa daerah mereka itu sangat kuat, sehingga membuat mereka sukar untuk berbicara bahasa inggris.”

“In this rural school, the majority of the students come from nearby villages, right, so their habits, such as speaking their local language, are very strong, which makes it difficult for them to speak English.” (**Teacher MTs Mambaul Ulum, free translation**)

Excerpt 19

“Untuk pengajaran, saya terkadang menggunakan bahasa Indonesia dicampur dengan bahasa Inggris karena siswa di daerah pedesaan masih sangat kuat dalam bahasa lokal mereka”.

“For teaching, I sometimes use Indonesian mixed with English because students in rural areas are still very strong in their local language”. (**Teacher MTs Qaryatul Jihad, free translation**)

According to the teacher's explanation, students' habits have a significant impact on teaching and learning process. According to Harmer (2007), students are generally hesitant to talk in English because they are nervous and do not want to express themselves in front of others, particularly when requested to share facts or personal ideas. Students frequently employ their native language because they are afraid of speaking poorly in front of their classmates.

3. Socioeconomic background

This factor influences their teaching and, as a result, will be one of their challenges while teaching English. The majority of participants stated that kids in remote regions often had low-education parents.

Excerpt 20

“Karena ini adalah sekolah pedesaan, siswa di sini berasal dari daerah sekitarnya. Mayoritas siswa di sini memiliki orang tua yang hanya tamatan SMP atau SMA. Mereka bahkan menyelesaikan sekolah dasar. Beberapa orang tua mereka telah menyelesaikan kuliah. Saya percaya bahwa status sosial ekonomi siswa memiliki dampak yang signifikan terhadap kemampuan mereka untuk belajar bahasa Inggris. Siswa dengan keluarga berpenghasilan rendah cenderung kurang termotivasi dan kurang memiliki ketertarikan dalam belajar bahasa Inggris.”

“Because this is a rural school, the majority of the students come from the local region. The vast majority of children at this school have parents who have only completed junior high or high school. They even completed primary school. Only a few of their parents have graduated from college. I feel that students' socioeconomic status influences their capacity to learn English significantly. Students from low-income homes are less motivated and have fewer goals when it comes to studying English.” (**Teacher 2 and 3, free translation**)

Families with theoretical and empirical studies stress that a family's socioeconomic position has an influence on students' education. According to Gelabert (2017), students of low socioeconomic level have poor cognitive development and low language abilities, as well as poor memory and unsupportive learning, and as a result, their previous knowledge may be inadequate (Noprianty, 2020). According to the description above, students' social inequalities and economic position might influence their strategies for learning English.

The socio-economic background affects students' learning motivation (Pinilla-Portiño, 2018). Because they have steady income, some

students in rural areas can study English utilizing acceptable language facilities, while the majority of other pupils have poor facilities owing to a lack of funds. This also applies to students from lower-income families who study while working to assist maintain their families' finances (Adellia & Salsa, n.d.). Based on the interview, the teacher acknowledges that the socioeconomic condition of the students' parents and the motivating drive for students impact their motivation and success in learning English.

4. Teachers' Personality

Based on the student's point of view, the teacher's personality is also an important factor in influencing teaching and learning activities. Some student said:

Excerpt 21

“Menurut saya kak, kepribadian guru dalam mengajar dan menghadapi kami juga mempengaruhi minat dalam belajar bahasa Inggris kak. Apalagi kalo gurunya menyenangkan, sabar, baik, kreatif juga sangat memotivasi kami untuk belajar bahasa Inggris ka.”

“In my opinion, Sis, the teacher's personality in teaching and dealing with us also affects interest in learning English, Sis. Moreover, if the teacher is fun, patient, kind, creative, it also really motivates us to learn English.” **(Students 1 and 2 MTs Mambaul Ulum, free translation)**

Excerpt 22

“Guru yang mengajar bahasa Inggris disini memiliki kepribadian yang sabar, baik, inovatif sih ka walaupun fasilitas disekolahan kami ini masih sangat kurang ka. Dengan kepribadian tersebut, kami juga semangat belajarnya ka.”

“Teachers who teach English here have a personality that is patient, kind, innovative, even though the facilities at our school are still very lacking. With that personality, we are also eager to learn, you.” **(Students 3 and 4 MTs Qaryatul Jihad, free translation)**

Based on the students' responses above, it is very clear that the teacher's personality greatly influences their motivation in learning English, even though there are many difficulties they face. A competent teacher must be able to recognize his own personality as a human resource development. This is significant in terms of what pupils accept as a set of models to emulate. The teacher's duty is not only to create or increase students' knowledge in English courses but also to play a part, to have a good and constructive personality for the growth of students' motivation, therefore he should behave appropriately (Tanveer et al., 2012).

5. Insufficient facilities

The facility is the final component that determines. All participants, including teachers and students, agreed that the facilities at their schools did not facilitate English teaching and learning. The following is a picture of one of the students and teachers in a rural school:

Excerpt 23

“Ya namanya sekolah swasta di pedesaan pula, sudah pasti faktor yang menimbulkan tantangan bagi pengajar bahasa Inggris disini yaitu fasilitas. Terkait fasilitas di sini aja hanya bisa menggunakan jaringan telkomsel dan IM3 saja, karena jarak untuk mendapat sinyal itu susah ya. Di sekolah ini pernah memasang jaringan seperti wifi, eh malah disambar petir terus menerus. Fasilitas disini sih juga kurang memadai sih.”

“Yes, the name is private schools in rural areas, of course, the factors that pose challenges for English teachers here are facilities. Regarding the facilities here, you can only use the Telkomsel and IM3 networks, because the distance to get a signal is difficult. At this school, they had installed a network such as wifi, but instead they were struck by lightning continuously. The facilities here are also not adequate.” (Teacher 1 and 2 MTs Mambaul Ulum, free translation)

Excerpt 24

“Fasilitas pengajaran bahasa Inggris di sekolah ini masih kurang memadai, di sekolah ini hanya memiliki 1 LCD projector jadi bergantian menggunakannya. Lab bahasa juga belum ada, jadi terkadang saya menggunakan alam sekitar untuk mengajar bahasa Inggris.”

“The English teaching facilities in this school are still inadequate, this school only has 1 LCD projector so they take turns using it. There isn't even a language lab yet, so sometimes I use my surroundings to teach English.”
(Teacher 3 and 4 MTs Qaryatul Jihad, free translation)

Teaching languages necessitates the purchase of equipment, especially for those who teach in rural areas where English exposure is restricted. However, this is among the most difficult challenges for a rural teacher. The issue is that the facilities, electricity, and technology are insufficient. As a result, learning media cannot be effectively utilized. Schools frequently have facilities and resources that are insufficient in the community and surrounding environment. Schools can give these resources to a teacher to help them overcome some of the challenges they confront. Teaching English cannot achieve its objectives if teaching instruments are not supported.

B. Discussion

Based on the results above, the researcher concludes that Teaching English as Foreign Language in the school is not easy, especially at rural areas. There are many challenges faced by the teacher of Madrasah Tsanawiyah in Pondok Kubang sub-district, namely Madrasah Tsanawiyah Mambaul Ulum and Madrasah Tsanawiyah Qaryatul Jihad. First challenges is

about Students' Motivation, the teachers 1 and 3 thought that most of the students in rural schools considered English lessons important but difficult to learn, and only a few of them were interested in learning English. Some students also think that English is not used in their daily life. Then, many junior high school students in rural areas do not value English as a subject because of their family background and limited understanding of things they consider taboo.

Motivation is the most important key in a teaching and learning process. Even though the teacher has good language skills, good teaching methods, good and complete teaching facilities, but if students do not have the motivation to learn, then everything will be in vain. Teachers, schools, other facilities such as teaching aids only function as aids. In this case, those who learn, who digest, and who process input are the students/learners themselves.

Thus, the researcher concludes that student motivation is a challenge for teachers in rural schools. Some students in rural schools lack the motivation to learn English, therefore teachers need more skills in increasing students' motivation to learn English.

Second, curriculum is also one of the challenges faced by teachers in rural schools. There has been a considerable change in teaching English in the sphere of education. The new curriculum, which is intended to replace the 2006 curriculum, emphasizes on character and value education, particularly in primary schools. The necessity of English as a 'local content topic' altered and

became an extracurricular activity as part of the strategy of reducing the density of content and curriculum (Kohler, 2019).

According to the views of teachers 2 and 3 they are of the opinion that the absence of English subjects at the elementary school level makes teachers have to start from the basics of introducing English at a level that should already be at intermediate. Thus posing a challenge for teachers to start all over from the basics. Same like teachers, students' perspectives stated that teachers face challenges in teaching them because they lack the basics, so teachers must reintroduce English from the beginning, and their teachers have patient personalities and can adapt teaching methods that are appropriate for them as students attending rural schools.

The third challenges is about teaching media, all teachers in the two MTs argued that educators, especially in schools located in rural areas, must have creativity and innovation to create teaching media. The schools they teach are still lacking in facilities for teaching English. Because they lack facilities, therefore they take advantage of their natural surroundings as a media of learning. The teacher does this to attract students' motivation so they don't feel bored during English lessons.

Meanwhile, according to the view of student 4, it is true that their school still lacks English learning media, therefore the teacher tries to make the students more active, not bored, and enthusiastic by utilizing the surrounding natural media, and media that the teachers make themselves.

The fourth challenges that is about students' competence, teachers 2 and 3 answered that the competence of students in this rural school was still very low because they were in shock and lacked knowledge of English. The curriculum which eliminates English subjects in elementary schools is what makes them students with low competence at the SMP/MTs level. Their learning resources are also limited, the name is also a school in the rural areas. All the teachers interviewed also said that the factor of students having low competence was the lack of vocabulary that students knew. Indonesian language alone is difficult to apply in schools, especially English which they consider foreign because they habits often use their local language.

Teacher Development as the fifth challenge faced by teachers in teaching English at rural areas. According to Hassel (1999) state that professional development, also known as professional learning (teacher training), is an essential component of a teacher's professional life. It is described as "the process of increasing the skills and competencies required to create great educational results for students" (Maher & Prescott, 2017). Based on argued teacher 1 that teacher training organized by the Ministry of Religion (MGMP) is actually still lacking for teachers who teach in rural areas, because teachers may struggle to properly implement teaching strategies if they simply have minimal training in theory and practice.

The theory they got during the MGMP training was not as easy as imagined when applied when they taught. Therefore teachers must look for other training outside such as webinars, PPG, etc. Teachers also faced

challenges in using IT. Based on this, the researcher concludes that the teacher training obtained by teachers in rural areas is still very limited. So some teachers are looking for other ways to develop their skills. In addition, it is not easy to apply the theory obtained from the training, because there are still many shortcomings in rural schools. So that teachers must be able to look for what techniques, strategies, or methods are suitable for teaching in their classrooms. So that students are interested in learning English.

The last challenges is about parent's support. Constructive family participation helps students achieve better. If parents did not support teachers' efforts in the classroom. Teachers are supposed to give their all in the classroom, but once students get home, they are affected by their parents and their focus is entirely distracted from their schoolwork (Shikalepo, 2020). English classes are not significant to the parents of students in rural schools. Parents' lack of concern and support for their children results in a lack of drive for their children to study well and seriously.

According to teacher 1's experience when teaching, parents objected when students were asked to buy small dictionaries. From there arises the challenge that parents do not support teaching and learning activities in schools. Parents of students assume that the facilities at the school are adequate, especially English which not many parents know. In addition, their children's supervision is lacking at home, because most of the students' parents work in the garden as farmers. Factors that cause parents not to support because of socio-economic background.

Based on these, Learning English at a rural school is more difficult than in an urban school. Learning English in a rural school presents several challenges. The issues encountered are connected to the condition of English learning, the curriculum of English learning in primary schools, a lack of student motivation, the ability of students who are still extremely deficient in English, and the socioeconomic status of students. Then, one of the most prevalent issues in rural schools is a lack of student interest in English courses, a lack of parental support for student learning growth, and a lack of facilities that assist the teaching and learning process. These are contemporary concerns in the realm of education.

The English language introduction curriculum in elementary schools is incompatible. According to the description of the existing practice of teaching English at MTs Mambaul Ulum & Qaryatul Jihad, one of the issues faced by rural school instructors is the position of English as a new topic that students study at the SMP/MTs level. This is followed by the habit of students who continue to use local languages, so that teaching English in MTs requires a teacher's personality, which affects students' motivation.

Furthermore, the available facilities are also very limited, so additional sources are required to complete the textbooks provided by the government.

Furthermore, there are relatively few teachers in rural schools for training in the learning process, such as the most recent curriculum training, which means teachers must also obtain training to meet learning objectives

with the appropriate curriculum. Teacher training is critical because it is one means of developing teacher competency in the classroom.

Varying teaching strategies, according to Hoque (2019), might result in different student understanding and learning results. In the meanwhile, qualified instructors are those who can arrange learning activities. Lesson plans must include learning activities as well as learning objectives as the anticipated aims of the teaching and learning process. A student evaluation procedure must be conducted to determine if pupils have accomplished their learning objectives. The lesson plan covers the full series. A competent teacher should have a lesson plan that students may use as a guide while they learn. However, in practice, RPP has never worked as well as it should. The RPP never corresponds to the realities of learning in country schools. As a result, the situation is troublesome since teachers are aware of their instructional time constraints yet lack the necessary strategy and support. Because schools do not give additional tools to overcome these limits, anticipating these restrictions is necessary in addition to using textbooks.

Another impact is the students' socioeconomic situation. According to interviews, parents who prioritize English are more likely to come from rich homes and to reside in cities. Parents do not accompany their children to school and do not have complete control over them. In rural areas, parents do not give students extra learning incentives to enhance their talents, particularly those linked to learning English. For parents, working outside of the firm is more crucial. This is connected with rural economic

circumstances, which are typically associated with the lower middle-class economy. As a consequence, although paying attention, parents do not monitor their child's progress in the school learning process. This means that parents in rural regions do not recognize the value of English and rely on the school system to educate their children. This has a tremendous impact on the motivation and enthusiasm of pupils in studying English. Furthermore, parents have less money to spend on English learning assistance programs.

In addition to the various factors that influence English language acquisition in rural locations, many English teachers are attempting to improve the learning process by implementing techniques in the methods employed. Teachers in rural regions employ a variety of teaching methods to teach English, including PBL (Problem Based Learning), song method (singing), role-playing method, game method (gaming), and direct practice in the local environment to learn English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains research conclusions and suggestions. The conclusion highlights the discussion's results based on the research question. As a result, this outlines the difficulties faced by instructors while teaching English as a foreign language in rural locations, namely in Madrasah Tsanawiyah Pondok Kubang District, specifically Madrasah Tsanawiyah Mambaul Ulum and Madrasah Tsanawiyah Qaryatul Jihad.

A. Conclusion

English teachers in Indonesia regard teaching English as a difficult endeavor since English is a foreign language. The challenges of teaching English at a rural Madrasah Tsanawiyah in Bengkulu Tengah, Indonesia, are highlighted in this paper. The 2013 curriculum, student competency, student motivation, teaching media, a lack of professional training, and a lack of parental support have all been shown to pose challenges to teachers. In addition, this research has also found what factors cause challenges faced by teachers.

As for the factors, namely the lack of teaching time, thus making teachers have to use appropriate teaching techniques and methods. The next factor is student habits because students still use their local language very often and find it difficult to accept new things in their environment. Then, the factor is the personality of the teacher, because in this rural school, the

personality of the teacher also greatly determines the motivation of students to learn English. The most influencing factor is the lack of facilities because there are still many facilities, resources, and networks that do not greatly affect the teaching process.

The outcomes of this study may be used to derive three broad conclusions. First, the government should consider including English language instruction in primary schools in the national curriculum, as well as the influence of school knowledge and the notion that English should be properly taught in primary schools. Second, teacher education institutes must consider answers to the issues that English instructors in MTs are now facing. Inadequate facilities, on the other hand, cause teachers to struggle with the process of learning English. Finally, rather than just transferring responsibility to schools, parents must do more to contribute to their children's academic achievement.

B. Suggestion

Based on the study's findings, the researcher would like to make the following suggestions:

1. Suggestion for teachers

Today, English is very important. As educators in rural schools, teachers must continue to raise their level of ability so that students in rural areas have the ability and competitiveness like students in urban areas.

2. Suggestion for government policy

Based on these facts, it is hoped that the government will re-establish English subjects starting from elementary schools, and pay more attention to the condition of facilities in schools located in rural areas for equal education. In addition, the government should also conduct frequent training of teachers who teach in rural schools, to create sufficient quality teachers to adapt their teaching.

3. Suggestion for future researchers

Hopefully, the findings of this study will serve as a resource for researchers doing follow-up studies on the examination of teacher challenges in teaching English as a foreign language in rural areas. Furthermore, it can give additional sources for future researchers to obtain better and more reliable results.

4. Suggestion for government policy

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6. Suggestion for government policy

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7. Suggestion for future researchers

Hopefully, the findings of this study will serve as a resource for researchers doing follow-up studies on the examination of teacher challenges in teaching English as a foreign language in rural areas. Furthermore, it can give additional sources for future researchers to obtain better and more reliable results.

8. Suggestion for government policy

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9. Suggestion for future researchers

Hopefully, the findings of this study will serve as a resource for researchers doing follow-up studies on the examination of teacher challenges in teaching English as a foreign language in rural areas. Furthermore, it can give additional sources for future researchers to obtain better and more reliable results.

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Appendix 3

Interview Transcript 1

Subject : Teacher 1
Time : 8pm- 9pm
Date : June 15th 2022
Place : MTs Mambaul Ulum, Pondok Kubang sub-district

Transcription of the Interview with teacher 1

R = Researcher (interviewer), T1 = Teacher 1

Name: Pitnawati, S.Pd

Educational background: STKIP PGRI PADANG (Sumbar), English Education

Educational status: PNS

R : Hello ma'am, before I interview you, I will explain the purpose of this interview. I do this interview to collect data for my thesis. My thesis is about the challenges and factors faced by teachers in teaching English as a foreign language in rural areas, especially in MTs in the Pondok Kubang sub-district. I appreciate that you have taken the time to do this interview.

T1 : Ha...ha...haa ha..ha..it's okay. I like to help students like you who are doing research.

R : He...he...he...thank you, ma'am. Oh yeah before the interview, do you mind if I record our interview?

T1 : Of course, I don't mind. You can record your interview to get accurate data.

R : Thank's, ma'am. He...hee. OK ma'am. Emm, I will start this interview. As I explained earlier, I conducted this research to collect data on the challenges and factors that teachers face in teaching English as a foreign language, especially in rural areas. So, I've prepared some questions for you, but I don't rule out asking more in-depth about these questions.

T1 : Ehmm, okay. No problem.

R : So, how long have you been teaching at this school, ma'am?

T1 : Mmmm... I have been teaching here for approximately 19 years, starting from 2003 until now.

R : Wow.. that means you have been teaching here for a long time. So you teach here from the start, was this school founded or what, ma'am?

T1 : No, so this school has been around for about 10 years, after that I became an teacher here.

R : Oh.. okay ma'am. Nah, the next question, how many times do you teach each day in class?

T1 : If teaching depends on the schedule, the normal time yesterday was 4 hours a day, sometimes 6 hours and I normally teach 1 hour and it is 60 minutes full. During the covid pandemic, sometimes 2 hours / 4 hours of teaching time a day, while during covid my 1 hour teaching hours are only made up of 40 minutes. Right now, it's just readjusting after such a long pandemic, so the flexibility in teaching is still not flexible. therefore my teaching time is reduced to apply teaching methods.

R : Oh, like that, ma'am. So your teaching hours are limited and need to be adjusted to be flexible again. How many classes do you teach here?

T1 : From the beginning I became a teacher here until now, I teach class VII to class IX. In the 2021/2022 academic year, class VII has three classes during the first semester, now in the second semester, because the classroom is not enough, class VII is combined into two classes, as well as class VIII. But class IX from semester one to semester two remains two classes.

R : Mmmmmmm... then, what do you think about the English curriculum at Madrasah Tsanawiyah?

T1 : Hmmm... when it comes to curriculum, this school used the 2013 curriculum which requires students to be more active in teaching and learning activities this school is a rural school, and it is difficult for teachers to motivate students, therefore teachers must adapt to students' abilities. When compared to urban schools, of course it can be more effective in following the 2013 curriculum.

R : Hmpppp, okay mam. And then, what do you think about teaching English in MTs?

T1 : Eeeeeemmm, I am thinking about teaching English in MTs, as a teacher teaching in religion based schools. So the English teacher must also be able to teach about religion to students as well.

R : So, what do you think about teaching English in schools in rural areas?

T1 : Aaaaaaaa.... in my opinion, English teaching in rural schools is still very less compared to urban schools. because the students here still don't understand English, so I have to be able to give students an understanding of English.

R : Because of this, how important do you think teaching English in rural schools?

T1 : For students both in rural and urban areas, English is very important. especially in the era of globalization which is very sophisticated, modern, and technological. Students must know English lessons because in today's era a lot of people use English. then English is also an international language, at least students should be able to master a little about English.

R : Yes, as a student, I agree with your opinion. Then how do students respond to English lessons? Are your students interested in learning English?

T1 : So, that's what I said, 50% of students are interested in learning English, the other 50% students are not very interested, not enthusiastic, less interested, or lazy in following English lessons.

R : ooooooh so mam, so what are the factors that cause the student to be not interested in English?

T1 : The first factor is that students are afraid of learning English. the second factor is education and family factors who do not know about English. The name is also a school in the rural areas.

R : Okay mam.... as a teacher, there must be training held by the Ministry of Religion, right ma'am? So, what do you think about the important teachers' training for teaching English, especially in a rural areas?

T1 : Very good, with training like MGMP this can be a place for sharing with other teachers about teaching in their schools, about using strategies, and discussing how the motivation of students in other schools is the same as at MTs Mambaul Ulum and how the learning outcomes in other schools are. another school. because this training shapes the quality of teachers and adds insight from outside speakers, and the introduction of a changing curriculum. Every change in the curriculum there must be training and new socialization, especially with the

existence of an independent curriculum, and MTs became private schools appointed by the supervisor as a example school.

R : Apart from MGMP, is there any other training that ma'am. is MGMP sufficient for teacher training in improving teacher quality?

T1 : In my opinion, the training held by the Ministry of Religion is still lacking for us as English teachers because we have to be more creative, innovative and understand the situation, therefore we need more teacher training, not just MGMP training. Therefore, I sought and attended seminars on teacher training, even though I had difficulty using IT because the teachers were old.

R : Ooooooh, it means that the training for teachers is still lacking, so teachers must be more active in participating in seminars out there about teachers. During the training, were there any challenges that you experienced?

T1 : The challenge that I faced during this training was that I felt inferior because my mastery of technology was still very lacking. Maybe my age, hehe... but I always try to keep up with the times.

R : Hahaha even though it's old, you have to keep updating it, ma'am. For 19 years of teaching here, what are the common challenges you find while teaching in this school?

T1 : The first challenge I faced was related to the interests or talents of the students here, it was less possible because of their family background, and there was still a lack of concern for the education of parents here. For example the problem of dictionaries, I asked one child to have a dictionary, especially for English lessons, which they had to bring for each of my subjects, but it seemed less important. Either because it is considered not too important, even basic needs are not met. Finally, until now no dictionary has been purchased, so it's a bit difficult. The challenges I encountered at school were that the facilities were still lacking, and learning resources were also inadequate, such as books, dictionaries, and study references.

R : In teaching, what teaching techniques/strategies do you use?

T1 : Okayyy... in teaching I prefer to use CBL (Context-Based Learning) techniques/strategies, because this school is in rural areas so I am not too monotonous/structured in teaching students, sometimes I use games, role-plays, etc. However, to do this I brought my media. Sometimes I also give rewards to outstanding students, so that they are more interested and don't feel bored with English lessons.

R : Last two questions for ma'am. What resources are available at the school to support your teaching?

T1: Right now, our school is following the 2013 curriculum, based on the RPP, we must have supporting facilities for teaching aids, we don't have all of these, right? So, to be wise, I take things that are easy for the media, we can find natural and surrounding materials to use as teaching materials, we can do it.

R : the last question for ma'am, In your opinion, are the facilities at this school adequate for teaching English?

T1 : Hmmmmmmm, the facilities at this school are still quite adequate for teaching and learning activities. Moreover, these schools including private MTs are also still located in rural areas. Where the internet network here is also difficult, only Telkomsel and IM3 have a strong enough network. Anyway, when it comes to facilities, it's clearly still lacking.

R : Okay, that's enough mam. Thank you very much mam for giving me the answer I needed. Sorry if I said something wrong during the interview session.

Interview Transcript 2

Subject : Teacher 2
Time : 9pm- 10pm
Date : June 15th 2022
Place : MTs Mambaul Ulum, Pondok Kubang sub-district

Transcription of the Interview with teacher 2

R = Researcher (interviewer), T2 = Teacher 2

Name: Novianti, S.Pd

Educational background: UNIVERSITAS OF BENGKULU, English Education,

Educational status: PNS

R : Hi ma'am. Introduce me from Fatmawati State Islamic University Bengkulu, here I want to interview ma'am about the data for the fulfillment of my thesis.

T2 : O.K..!

R : First question, how long have you been teaching here?

T2 : Eeeee.... I've been teaching here since 2007, for about 15 years.

R : How many times do you teach each day in your class?

T2 : I teach class VIII to class IX, so I teach Monday-Friday in this school.

R : The third question is, what do you think about the English curriculum in MTs?

T2 : Right now, we are still using the 2013 curriculum. Some of the materials are good and some are difficult to apply in this school, especially in the case that the textbooks provided by the government are too monotonous. They are learning English for the first time at MTs. To be honest, we have to start from the beginning of the introduction of the English language: from the introduction of numbers and the alphabet; that's all they start with in this MTs introduction.

R : Oooooookayy ma'am... What do you think about teaching English in Madrasah Tsanawiyah?

T2 : These students are their first time learning English in MTs. Frankly, we have to start from the beginning of the introduction of English from the introduction of numbers, and the alphabet, that's all they started from the beginning in the introduction of these MTs. In addition, for teaching MTs located in rural areas, there should be not too much theory, but more practice. because English

requires skill, if students can practice it, then we can know the level of success in teaching.

R : What do you think about teaching English in schools at rural area?

T2 : Teaching English in rural schools is difficult for students to understand a language that is foreign to them. because their competence is also lacking.

R : How important do you think English lessons are for students here?

T2 : Foreign languages are important because I think MTs students should be good at speaking English, but in the 2013 curriculum, elementary school students are not required to learn English. that MTs students should have been at the middle level, therefore the teachers had to provide basic level material.

R : Okay, the next question, how do they respond to English lessons? Are they interested in learning English?

T2 : Almost 90% are interested in English lessons and only 10% are not interested, they are not uninterested it's just that their insight has not reached that point, so we as teachers need to motivate those who are constrained in English lessons.

R : Oh, I see, then what do you think about the importance of teacher training to teach English, especially in rural areas?

T2 : Yes, it must be very important, it is difficult for English teachers in rural areas to get training due to limited information, so we as rural teachers need training. Moreover, by being trained, teachers can share with teachers from other schools, because it can increase motivation for us as teachers, besides that teachers increase knowledge, and finally, a refresher for teachers.

R : Then, is the teacher training only from the MGMP, or is there another training, ma'am?

T2 : If we are Ministry of Religion as civil servants sometimes we have training from the training center but not every year, only once a few years we can take part from the training center. when Covid yesterday there was an online training center training.

R : Then, was the theory given during the training easy to apply in the teaching process, or was it the other way around, ma'am?

T2 : If the theory is given it must be good, but when applied sometimes it is not as perfect as the theory. As a teacher trying to make a good design to be applied in learning.

- R : The next question, what are the challenges that you often find while teaching at this school?
- T2 : The challenge is that earlier, the basic English of children in this village must start from scratch. Usually, the MTs level must be at the medium level, then during the learning process students find it difficult to speak up and their confidence is lacking.
- R : hmmmmmm... what teaching technique/strategy do you use?
- T2 : The techniques I usually use are demonstration, modeling, reading aloud, and writing. But to train students' speaking habits, I train them by speaking more English in class and outside of class.
- R : What resources are available at the school to support your teaching?
- T2 : Yes, most of the resources I use at this school, such as books, natural surroundings, dictionaries, are still very limited, the use of infocus also has to be alternated with other teachers, besides that it is also not effective because teaching time is limited.
- R : In your opinion, are the facilities at this school adequate for teaching English?
- T2 : The facilities here are not adequate, for example, we only have 1 projector, so there are often collisions when using it. then the electricity here still often goes out. What is clear is that the facilities here are still not sufficient.
- R : Ok, ma'am, that was the last question for ma'am. Thank you very much for taking the time for me ma'am.
- T2 : No problem, I hope you graduate soon..
- R : Aamiin ma'am...

Interview Transcript 3

Subject : Teacher 3
Time : 9pm- 10pm
Date : June 17th 2022
Place : MTs Qaryatul Jihad, Pondok Kubang sub-district

Transcription of the Interview with teacher 3
R = Researcher (interviewer), T3 = Teacher 3

Name: Abdul Aziz, S.Pd

Educational background: Institute Agama Islam Negeri Bengkulu, English Education

Educational status: Honor (Sertifikasi)

- R : Let's just start, sir. First question, how long have you been teaching here?
- T3 : I've been teaching since 2015, meaning it's been 7 years now...
- R : How many times do you teach every day in class, sir?
- T3 : I teach 12 hours in three classes, from grades VII-IX.
- R : What do you think about the English curriculum at MTs?
- T3 : In my opinion, the curriculum at MTs is the same, there is no difference, only if we have Islamic education, right. So the teacher has something or additional material that is related to the Islamic religion itself, which is taught to students. if the basics are the same as SMP and MTs. The absence of English in primary schools is a significant barrier for schools in rural areas. Because we are returning to teaching the child English from birth, there is no bimbel bimbel (study guidance) and their native language cannot be abandoned. As a result, English teachers in this area have a significant challenge.
- R : What do you think about teaching English at MTs?
- T3 : If you look at the character of children in the rural areas, it is very, very different from the city. If village children often use local languages instead of Indonesian, especially English, it will be even more difficult. So the step is from teaching Indonesian then just motivating to learn English.
- R : What do you think about teaching English in rural schools?
- T3 : In my opinion, students in rural areas should be taught extra energy and thought because students in rural areas rarely use Indonesian, let alone English. they use the local language more often, it needs more struggle for teachers in rural areas.
- R : How important do you think teaching English is for students here?
- T3 : In my opinion, at MTs Qaryatul Jihad Pondok Kubang, it's not that important... because it's different from villages that have a tourist village program that allows tourists to come. so their English is more important because it can be used in their village. while for MTs Qaryatul Jihad Pondok Kubang, English is only limited to lessons that they must follow and has not led to anything productive.
- R : How do they respond to English lessons? Are your students interested in learning English?

- T3 : Different children have different characters... some are interested and some are not, only those who are not interested. That's our job as teachers how to make them interested in English lessons.
- R : What do you think about the important teachers training for teaching English, especially in rural area?
- T3 : I think it's very important, what I didn't know before became known after attending the training. There are so many things that are important for teachers and things that teachers do in teaching, things that are beneficial for teachers, especially English teachers.
- R : Then, what challenges did you experience while participating in the training?
- T3 : The challenge is extraordinary, there they emphasize more learning techniques, so how can we as teachers apply these techniques to learning in a good way.
- R : What are the common challenges you find while teaching in this school?
- T3 : The challenge is that the children's characters are different and now the technology is advanced so teachers also have to be smarter and more modern in using technology such as platforms that can be used to teach English.
- R : As a fairly young English teacher here, surely senior teachers often ask you questions. will it be a challenge for sir?
- T3 : Yes sure. So if there is a senior teacher who asks, it's also a new knowledge for me or something that I forgot so I can go back again and learn more about any media and new applications, maybe I can easily absorb or understand new things like new applications, new programs than senior teachers.
- R : What kind of teaching technique/strategies do you use?
- T3 : The technique I use is Problem Based Learning, so the learning is problem-based. It turns out that PBL is not as easy as the theory we learn when applying it. then besides PBL, I use games to teach. I also often use the environment around me to learn English.
- R : What kind of resources available in the school as for supporting your teaching?
- T3 : If for human resources we have students even though the students are few. Then the teachers also, thank God, their educational background is in English. Then for natural resources also have a supportive natural environment. As teachers, especially in rural areas, we have numerous flaws at times. The class will be challenging to build. It might be difficult to create a class mood when the topic is uninteresting.

- R : Then, what are the factors that influence the emergence of these challenges?
- T3 : The factors are different personalities, the family also does not support the students.
- R : In your opinion, are the facilities at this school adequate for teaching English?
- T3 : it is quite adequate, the facilities we already have are quite good classrooms, have good learning media, open nature. But there is no laboratory yet, the only strong network here is Telkomsel.
- R : Thank you very much sir.
- T3 : OK... you're welcome

Interview Transcript 4

Subject : Teacher 4
Time : 10pm- 11pm
Date : June 17th 2022
Place : MTs Qaryatul Jihad, Pondok Kubang sub-district

Transcription of the Interview with teacher 4

R = Researcher (interviewer), T4 = Teacher 4

Name: Yeni Suryani, S.Pd

Educational background: Universitas Muhammadiyah Bengkulu, English Education

Educational status: Honor

- R : Hi ma'am, I'll start with the first question, ok?
- T4 : OK!!!
- R : How long have you been teaching at this school?
- T4 : I've been teaching here for almost 13 years.
- R : How many times do you teach each day in your class?
- T4 : I teach 4 times a week in class VII only
- R : What do you think about the school's English curriculum at Madrasah Tsanawiyah?
- T4 : In my opinion, the English curriculum is very easy to apply in class, then the students are easy to understand and the student's response to the English curriculum is quite good and uses K13.
- R : What do you think about teaching English in Madrasah Tsanawiyah?
- T4 : In my opinion, teaching at MTs in English is sufficient.
- R : What do you think about teaching English in schools at rural area?
- T4 : If it's more, I don't understand... what I know is only at this MTs, for teaching I sometimes use Indonesian mixed with English because students in rural areas are still very strong in their local language.
- R : How important do you think English lessons are for students here?

- T4 : I think it is very important because rural students are very lacking in English lessons. therefore English for rural students is very important for their future and also to be able to understand very modern technology like now, all of which sometimes use English.
- R : How do they respond to English lessons? Are your students interested in learning English?
- T4 : The responses of students in rural areas with English lessons are 50% interested and 50% not interested because those who are not interested in their local language are still very strong so it is very difficult for these students to understand it, but it depends on the teacher who teaches it. If the way of teaching is creative, students who are initially not interested will be interested.
- R : Then, what is the factor that the child is not interested in English?
- T4 : First, English is a foreign language in everyday life, even students rarely use it and the child's environment is not very supportive to learn English.
- R : What do you think about the important teachers training for teaching English, especially in rural area?
- T4 : Very important, with training such as MGMP every teacher can share experiences on how to teach students and also as a place for teacher sharing from one teacher to another.
- R : Did you attend any other training besides MGMP?
- T4 : I only attended MGMP training.
- R : In participating in the MGMP training, are there any challenges such as teacher training?
- T4 : Must further improve the ability to teach students so that they can be interested again in English lessons.
- R : In MGMP training using tools such as computers, what are your challenges in using modern technology during training?
- T4 : Yes, the challenges I face are like, I find it difficult to use technology as it is now, so I have to learn more about using today's technology.
- R : What are the common challenges you find while teaching in this school?
- T4 : The first is the problem of facilities, infrastructure, if we learn English sometimes we need a laboratory. while the lab does not exist and also the infocus is only 1 so it is used alternately, and then the challenge is more for students whose regional language is still very strong.

- R : What kind of teaching technique/strategies do you use?
- T4 : Various techniques that I use to get students interested such as games, and group work so that students discuss, then field practice.
- R : So, what kind of resources available in the school as for supporting your teaching?
- T4 : The resources that support teaching English here are only books, for practice, it is directly related to the surrounding environment.
- R : Last questions ma'am... in your opinion, are the facilities at this school adequate for teaching English?
- T4 : I'm still using the tools here. When listening to the material, only use ordinary speakers. For the use of dictionaries, some students brought a dictionary, although most did not bring a dictionary.
- R : OKAY ma'am ... thank you for answering the questions I gave ma'am...
- T4 : It's Okay..!!

Interview Transcript 5

- Subject : Student 1
- Time : 08pm- 09pm

Date : June 16th 2022

Place : MTs Mambaul Ulum, Pondok Kubang sub-district

Transcription of the Interview with Student 1

R = Researcher (interviewer), S1 = Student 1

Name: Muhammad Muslihur

Class: VIII

R : What do you think about English lessons?

S1 : Language is important, because language is used everywhere.

R : Who is your English teacher?

S1 : Ma'am Pitnawati and Ma'am Novi

R : Does the teacher's personality and abilities affect students' interest in learning?

S1 : Yes, it does affect it a bit. It depends on the teacher, if the teaching is good, the learning system is rather good, maybe we are the ones who learn more, master what is being taught better.

R : What is the personality of your English teacher?

S1 : Disciplined and firm, when she explained, that all students must pay attention.

R : Does your teacher's personality inspire you to follow the lesson?

S1 : Yes, the teacher if the method is good. InshaAllah can.

R : How does your teacher teach?

S1 : Yes, teach, yes, it is illuminated, continues to be explained, asked if you don't understand or explained what I don't understand, and yes, every word is translated by the teacher.

R : Does your teacher's teaching method interest you to learn English?

S1 : Very interested, but in my opinion as a student, of course teachers face challenges in teaching us. Because we did not have English lessons in elementary school, so we had to start from the beginning when we entered MTs

R : What learning activities are provided by your English teacher?

S1 : Asked to translate, kept looking for the meaning in the dictionary.

R : Are the learning activities provided interesting to you?

S1 : Tolerable.

R : Do classroom conditions and facilities affect students' enthusiasm for learning?

S1 : Can influence.

R : How is the condition of your classroom?

S1 : Quite clean, and quite good

R : Is your classroom comfortable enough to stimulate your enthusiasm for learning?

S1 : Of course

R : In your opinion, are the facilities in the classroom adequate so that they can help motivate you to learn English?

S1 : Enough, although not so good. Maybe because we are our school is located in the rural area yaa..

R : Do classmates affect students' learning motivation?

S1 : Affect too. If our friends can do it, why can't I? How come he gets this value, how come I am like this, in the sense that it can motivate us to want to be like him.

R : What is the attitude of your classmates when the English lesson is carried out?

S1 : Yes, depending on the conditions. If the teacher is a bit serious, it's calm, if it's a bit relaxed, it's crowded.

R : Does the attitude of your classmates affect your enthusiasm in learning English?

S1 : Yes, of course. If they are too noisy it can interfere with concentration

R : Will your classmates actively participate in class will motivate your enthusiasm for learning in class?

S1 : hmmm. It's okay.

R : Does your friend's grades in English affect your learning motivation?

S1 : Just the same. But ya motivate my self to be equal.

R : Does knowing the learning objectives affect students' learning motivation?

S1 : Not too much...

R : Does your teacher convey the learning objectives before starting the lesson?

S1 : Sometimes yes, sometimes no.

R : Do you think the learning objectives given are easy to achieve? Then can it spur your enthusiasm for learning?

S1 : For me, if the material is a bit slow, maybe i can, if you are too serious, maybe i can't.

R : Do you think the learning activities provided are in accordance with the learning objectives that have been conveyed? Does it affect your motivation in learning English?

S1 : I don't think so, because I don't understand the lesson.

Interview Transcript 6

Subject : Student 2
Time : 09pm-10pm
Date : June 16th 2022
Place : MTs Mambaul Ulum, Pondok Kubang sub-district

Transcription of the Interview with Student 2
R = Researcher (interviewer), S2 = Student 2

Name: Aisyah Yulia

Class: VIII

- R : What do you think about English lessons?
- S2 : That's right when learning English, in my opinion, learning is very practical because it's not rich in writing, meaning that the learning is unique. So it's easier to understand.
- R : Who is your English teacher?
- S2 : Ma'am Novi, and Ma'am Pit
- R : Does the teacher's personality and abilities affect students' interest in learning?
- S2 : Yaaaaa...
- R : What is the personality of your English teacher?
- S2 : Good, then in learning, she don't really like being angry, so just relax.
- R : Does your teacher's personality inspire you to follow the lesson?
- S2 : Yes, because ma'am Novi and ma'am Pit are relaxed people, not too strict, not too scary.
- R : How does your teacher teach?
- S2 : First, the material is explained first. Continue to be asked to do some questions. Sometimes we also discuss like that.
- R : Does your teacher's teaching method interest you to learn English?

S2 : Interesting. Then, if she is asked to practice, that means let it be, let it be you, like the goal is to be asked to dare to talk like that. Moreover, group activities often make them more learning to speak up. Now it's 2013 curriculum, therefore we students are given material from the basics because we don't have English lessons in elementary school, even though we are already at the secondary level.

R : What learning activities are provided by your English teacher?

S2 : Yes, there were discussions, group work, role playing, sometimes we also studied outside the classroom and looked at the environment to find out the English language.

R : Are the learning activities provided interesting to you?

S2 : Yes, of course it makes me interested in learning English.

R : Do classroom conditions and facilities affect students' enthusiasm for learning?

S2 : Of course...

R : How is the condition of your classroom?

S2 : The paint is faded. in the morning it's clean, but in the afternoon it gets stuffy and dirty too. If it's hot sometimes during the day...

R : Is your classroom comfortable enough to stimulate your enthusiasm for learning?

S2 : Just make it comfortable hehe...

R : In your opinion, are the facilities in the classroom adequate so that they can help motivate you to learn English?

S2 : Quite adequate, the blackboard also has no holes. chairs and tables are also enough although not so good..

R : Do classmates affect students' learning motivation?

S2 : There's an effect.. that means for example our good friends usually invite us to do positive things like that

R : What is the attitude of your classmates when the English lesson is carried out?

S2 : Some of them respond to the teacher, some of them don't seem interested in learning English if I see it.

R : Does the attitude of your classmates affect your enthusiasm in learning English?

S2 : Yes. If my friends are excited, I'm also excited.

R : Will your classmates actively participate in class will motivate your enthusiasm for learning in class?

S2 : Yes motivated, want to be like that. It can grow even more enthusiasm for learning.

R : Does your friend's grades in English affect your learning motivation?

S2 : Hehe jealous ma'am. If it's a test, I have to study more.

R : Does knowing the learning objectives affect students' learning motivation?

S2 : Yes affect. The learning objectives must be understood, the effect is to understand the material from the topic. Not just in on the right and then out on the left hehe

R : Does your teacher convey the learning objectives before starting the lesson?

S2 : No, just go straight teach to class.

R : Do you think the learning objectives given are easy to achieve? Then can it spur your enthusiasm for learning?

S2 : Not so easy. Of course.

R : Do you think the learning activities provided are in accordance with the learning objectives that have been conveyed? Does it affect your motivation in learning English?

S2 : Yeah that's right.

Interview Transcript 7

Subject : Student 3
Time : 08pm-09pm
Date : June 18th 2022
Place : MTs Qaryatul Jihad, Pondok Kubang sub-district

Transcription of the Interview with Student 3
R = Researcher (interviewer), S3 = Student 3

Name: Aisyah Yulia

Class: VIII

R : What do you think about English lessons?

S3 : Fun, because we Indonesians must be able to master English. So that we can speak English if we want to go anywhere so we can do that, mostly English is used.

R : Who is your English teacher?

S3 : Mr. Aziz

R : Does the teacher's personality and abilities affect students' interest in learning?

S3 : Yes affect. Somewhat encouraging.

R : What is the personality of your English teacher?

S3 : Firm, kind, patient, and disciplined. Sometimes when you're funny, it's dry, not funny. But I like.

R : Does your teacher's personality inspire you to follow the lesson?

S3 : Of course...

R : How does your teacher teach?

S3 : Sometimes Mr. Aziz brings learning media that he makes himself, and continues to play games. Mr. Aziz, if explain, he don't always use English.

- R : Does your teacher's teaching method interest you to learn English?
- S3 : Interesting because it's not boring, because there are games, and we students have to learn from the beginning, because in K13 when elementary school there is no English subject.
- R : What learning activities are provided by your English teacher?
- S3 : First, we were given a video, we formed a group and then we were asked to conclude from the video. Sometimes we are also told to practice English dialogue
- R : Are the learning activities provided interesting to you?
- S3 : Interesting because there was a game earlier.
- R : Do classroom conditions and facilities affect students' enthusiasm for learning?
- S3 : Yes it does affect...
- R : How is the condition of your classroom?
- S3 : The room is not too big, quite clean. It's a bit hot when it's noon.
- R : Is your classroom comfortable enough to stimulate your enthusiasm for learning?
- S3 : Just be comfortable. Because I go to school not because of the facilities, but because I need learning, I need materials to be successful.
- R : In your opinion, are the facilities in the classroom adequate so that they can help motivate you to learn English?
- S3 : It is sufficient, but for projectors and other learning media it is not sufficient.
- R : Do classmates affect students' learning motivation?
- S3 : Not really... hehee
- R : What is the attitude of your classmates when the English lesson is carried out?

- S3 : On silence. They are afraid that if they are asked to come forward or answer questions, they are silent. But sometimes there's a discussion "what is the teacher talking about, what does that mean."
- R : Does the attitude of your classmates affect your enthusiasm in learning English?
- S3 : Influence. Because it's like this, if we don't develop we will miss them, so we have to chase them so we can motivate them.
- R : Will your classmates actively participate in class will motivate your enthusiasm for learning in class?
- S3 : Try to be active too, think about it and look for answers, so you don't miss out. Even I should think I should be able to be like that if possible I should be able to be more like that
- R : Does your friend's grades in English affect your learning motivation?
- S3 : Yes, it's okay, according to ability. I have to be more than that.
- R : Does knowing the learning objectives affect students' learning motivation?
- S3 : Doesn't really affect...
- R : Does your teacher convey the learning objectives before starting the lesson?
- S3 : Rarely.
- R : Do you think the learning objectives given are easy to achieve? Then can it spur your enthusiasm for learning?
- S3 : Not really, our abilities are different... for me, of course it motivates me so that I can get good grades in achieving the objectives of the material.
- R : Do you think the learning activities provided are in accordance with the learning objectives that have been conveyed? Does it affect your motivation in learning English?
- S3 : Maybe it's okay hehe.....

Interview Transcript 8

Subject : Student 4
Time : 09pm-10pm
Date : June 18th 2022
Place : MTs Qaryatul Jihad, Pondok Kubang sub-district

Transcription of the Interview with Student 4
R = Researcher (interviewer), S4 = Student 4

Name: Lola Desca

Class: VIII

- R : What do you think about English lessons?
- S4 : English is a lesson that can be used for important things, right? English is an international language. So we have to learn English
- R : Who is your English teacher?
- S4 : Mr. Aziz
- R : Does the teacher's personality and abilities affect students' interest in learning?
- S4 : Yes of course. If the teacher is often angry, so we are not interested in learning English. but if the teacher is fun and friendly, it will increase our interest in learning English.
- R : What is the personality of your English teacher?
- S4 : Patient, friendly, smiling, firm. really good.
- R : Does your teacher's personality inspire you to follow the lesson?
- S4 : Yes. The problem is that Mr. Aziz explains the material clearly.
- R : How does your teacher teach?
- S4 : Discussion, group work, learning media made by Mr. Aziz are also very interesting for me when learning English.

R : Does your teacher's teaching method interest you to learn English?

S4 : Maybe because of the media earlier, it's fun so it can make you excited, and his voice is clear, if him explain it, you don't know why it's easy to understand and because in elementary school we don't learn English because of the 2013 curriculum, when we were in junior high school/MTs we just learned English. During our study at this school, we feel that the teachers here use teaching methods that suit us as students in schools in rural areas, even though the school facilities are inadequate

R : What learning activities are provided by your English teacher?

S4 : Quizzes, then in groups, they will be given questions and opinions.” That's it, ma'am. I like group activities that combine several opinions so I can know this and that. More PD because later the opinions will be combined into one, then we can find out about each one of them.

R : Are the learning activities provided interesting to you?

S4 : It's interesting because the communication is better, you know. I can learn a lot, because in 10th grade the teacher is different, only given information, just like that, after 11th grade, the value increases because of the learning strategy used by Mr. Aziz.

R : Do classroom conditions and facilities affect students' enthusiasm for learning?

S4 : I think yes.

R : How is the condition of your classroom?

S4 : Clean, tidy, a little cool.

R : Is your classroom comfortable enough to stimulate your enthusiasm for learning?

S4 : Comfortable...

R : In your opinion, are the facilities in the classroom adequate so that they can help motivate you to learn English?

S4 : Seems enough. Our school facilities are inadequate. Then in terms of the material being taught requires the teacher to develop the material. But really, the government must know that our infrastructure in Indonesia is inadequate, uneven, especially in rural areas. Even when teachers teach they use improvised media and sometimes they prepare media to teach so that we students understand the material given.

R : Do classmates affect students' learning motivation?

S4 : Influence, because if you want to work on the problem together, for example, tomorrow there will be homework and today it will be done together. So help the existing difficulties.

R : What is the attitude of your classmates when the English lesson is carried out?

S4 : If it's time to explain it's silent, but when asked to discuss or work on questions, it's crowded.

R : Does the attitude of your classmates affect your enthusiasm in learning English?

S4 : Maybe. For example, in class, the others were too serious, so I was a little scared. That's nervous.

R : Will your classmates actively participate in class will motivate your enthusiasm for learning in class?

S4 : Not really. But I'm happy, because later if there are questions no one can answer and keep throwing them again. If someone has already answered that's fine. Sometimes jealous and curious, how come he can answer or work on questions. I want to do that but I'm afraid and embarrassed if I'm wrong.

R : Does your friend's grades in English affect your learning motivation?

S4 : Yes. It makes you jealous, so it can increase the enthusiasm for learning so you can love it, at least it's the same.

R : Does knowing the learning objectives affect students' learning motivation?

S4 : Influence because it is important. If we know the purpose of learning, then when we are learning, we can know what is the importance, why do we have to study this.

R : Does your teacher convey the learning objectives before starting the lesson?

S4 : Convey. Usually every chapter change.

R : Do you think the learning objectives given are easy to achieve? Then can it spur your enthusiasm for learning?

S4 : Difficult. It's only the first time I tell you, I usually forget that.

R : Do you think the learning activities provided are in accordance with the learning objectives that have been conveyed? Does it affect your motivation in learning English?

S4 : Already appropriate.

Appendix 4

DOCUMENTATION



STUDENT 1 INTERVIEW At MAMBAUL ULUM



STUDENT 2 INTERVIEW At MTs MAMBAUL ULUM



TEACHER 1 INTERVIEW At MTs MAMBAUL ULUM



TEACHER 2 INTERVIEW At MTs MAMBAUL ULUM



STUDENT 3 & 4 INTERVIEW At MTs QARYATUL JIHAD



TEACHER 3 INTERVIEW At MTs QARYATUL JIHAD



TEACHER 4 INTERVIEW At MTs QARYATUL JIHAD



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Nomor : 0246 / Un.23/F.II/TL.00/05/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

15 Juni 2022

Kepada Yth,
Kepala MTs Mambaul Ulum
Di -
Bengkulu Tengah

Assalamu 'alaikum Warahmatullahi Wabarakatuh

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/Ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"AN ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL) AT RURAL AREAS: A CASE STUDY OF MTs IN PONDOK KUBANG SUB-DISTRICT"**.

Nama : Anandia Erianti Zuhijjah
NIM : 1811230081
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : MTs Mambaul Ulum Bengkulu Tengah
Waktu Penelitian : 14 Juni s/d 25 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh

Dekan,

M. Mulyadi





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Website: www.uinfasbengkulu.ac.id

Nomor : 1991 / Un.23/F/TL.00/06/2022
Lampiran : 1 (satu) Exp Proposal
Perihal : Mohon izin penelitian

15 Juni 2022

Kepada Yth,
Kepala MTs 009 Quryatul Jihad Pondok Kubang
Di -
Bengkulu Tengah

Assalamu 'alaikum Warahmatullah Wabarakatuh

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/Ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"AN ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL) AT RURAL AREAS: A CASE STUDY OF MTs IN PONDOK KUBANG SUB-DISTRICT"**.

Nama : Anandia Erianti Zulhijah
NIM : 1811230081
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : MTs 009 Quryatul Jihad Pondok Kubang
Waktu Penelitian : 14 Juni s/d 25 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullah Wabarakatuh



Dekan,

[Signature]
L. Mhd Nurvadi



YAYASAN AL MUTTAQIN BENGKULU
MADRASAH TSANAWIYAH (MTs) MAMBAUL 'ULUM
Jl. Masjid Al Muttaqin No. 92 Desa Harapan Makmur Pondok Kubang Bengkulu Tengah
Kode Pos : 38126

SURAT KETERANG TELAH MELAKUKAN PENELITIAN

Nomor: MTs.Mu.07.010/Kp.01.2/1311/2022

Yang bertanda tangan di bawah ini

Nama : Khodziqoh Nur Naila, S.Pd
Jabatan : Kepala Madrasah
Alamat : Desa Harapan Makmur

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas

Nama : Ananda Erlanti Zulhijah
NIM : 1811230081
Program Studi : Tadris Bahasa Inggris (TBI)
Alamat : Prumnas Tugu Hiu

Telah selesai melakukan penelitian di MTs Mambaul Ulum, Kecamatan Pondok Kubang , Kabupaten Bengkulu Tengah selama 45 (Empat Puluh Lima) hari. Terhitung mulai 14 Juni samapai 25 Juli 2022 untuk memperoleh data dalam rangka penyusunan skripsi penelitian yang berjudul *"AN ANALYSIS OF TEACHERS CHALLENGES IN TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL) AT RURAL AREAS: A CASE STUDY OF MTs IN PONDOK KUBANG SUB - DISTRICT*

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk di pergunakan sepenuhnya.

Harapan Makmur, 21 Juli 2022

Kepala Madrasah

Khodziqoh Nur Naila, S.Pd



**YAYASAN CENDIKIA BAROQAH
MADRASAH TSANAWIYAH QARYATUL JIHAD**

Akta Notaris Nomor : 03 Tahun 2016

Alamat Desa Pondok Kubang Kecamatan Pondok Kubang Kabupaten Bengkulu Tengah

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: MTs.07.10/KP.003/94/2022

Berdasarkan Surat dari Universitas Islam Negeri Fatmawati Sukarno Bengkulu Nomor 2701/Un.23/F.II/TL.00/06/2022 tanggal 13 Juni 2022 tentang Permohonan Izin Penelitian. Maka Kepala MTs Qaryatul Jihad Desa Pondok Kubang Kecamatan Pondok Kubang Kabupaten Bengkulu Tengah, dengan ini menerangkan bahwa:

Nama : ANANDIA ERIANTI ZULHIJAH
NIM : 1811230081
Program Studi : Tadris Bahasa Inggris (TBI)
Universitas : Universitas Islam Negeri Fatmawati Sukarno Bengkulu

telah selesai melaksanakan penelitian di MTs Qaryatul Jihad Bengkulu Tengah pada tanggal 25 Juli 2022 dengan judul penelitian: "An Analysis of Teachers' Challenges in Teaching English as Foreign Language (TEFL) at Rural Areas: a Case Study of MTs in Pondok Kubang Sub-District".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pondok Kubang, 25 Juli 2022



Wulan Wardhani, M.Pd.I
NIP 197404042009012004



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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 491/F.11/F.II/PP.009/11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Podi	Judul
1	Rizwan, MPA 197405231999032002	P I	Aronka Urant Zahijah 1811230081	001	An Analysis of the Difficulties Faced by Adolescent in the Second Language Acquisition (SLA) at MTs Qayyad Had Pondok Kelang
2	Zebia Liska Aliani, MPA 199404202018012003	P II			

Untuk membimbing, memantau, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Tanggal : 4 November 2021



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Website: www.uinfatmawati.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi

Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Aresdia Eriani Zulfijah

NIM : 1811230081

Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya. Adapun judul saya sebelumnya adalah: *An Analysis of The Difficulties Faced by Adolescent in The Second Language Acquisition (SLA) at MTs Qaryatul Jihad Pondok Kubang*

Menjadi: *An Analysis of Teachers' Challenges in Teaching English as Foreign Language (TEFL) at Rural Areas: A Case Study of MTs in Pondok Kubang Sub-District*

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Bengkulu, May 2022

Disetujui oleh,

Pembimbing I

Pembimbing II


Riswati, M.Pd.
NIP.197405231999032002


Zehra Liska Afriani, M.P.d.
NIP.199404202018012003

Diketahui oleh,
Ketua Jurusan Bahasa


Riswati, M.Pd
NIP.197405231999032002



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SURAT TUGAS
DEKAN FAKULTAS TARBİYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU
Nomor : 174/ Uln.23/F.I/PP.00.9/03/2022
Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Anandia Erianti Z
NIM : 1811230081
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Irwan Satria, M.Pd	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)
2.	Reko Serasi, M.A.	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill: vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3.	Dedi Elrisal, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1 (satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :
Yth. Wakil Rektor 1

Bengkulu, 31 Maret 2022
Dekan,

Mus Mulyadi



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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

Nama Mahasiswa : Anandia Erianti Zulhijjah
 Nomor Induk Mahasiswa : 181230019
 Prodi : TBI

NO	Hari/Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jum'at 20 Mei 2022	08.00 - 08.50	Tri Melita	181230019	The Effect of Project Based Learning On Students' Writing Ability at MAAS PP (Sekolah) Quesada Bengkulu (A Quasi Experimental at the eleventh grade of MAAS PP (Sekolah) Quesada) Bengkulu in academic year 2022)	
2	Jum'at 20 Mei 2022	08.50 - 09.40	Chindy Yulia	181230021	The Perception of The Use E-journal By English Department Students In Meeting The Needs For Academic Writing During Pandemic (A Descriptive Quantitative Study on 7-Semester English Department Students at Purnawarjan Sukarno State Islamic University)	
3	Jum'at 20 Mei 2022	09.40 - 10.30	Mifta Hujannah	181230045	The Effect Of Using Literature Circle Strategy On Students' English Reading Comprehension (Quasi-Experimental Research at Eleventh Grade Of SMAN 4 Segitiga) in Academic year 2021/2022)	
4	Jum'at 20 Mei 2022	10.30 - 11.20	Yezze Amelia	181230018	The Effect of Word Walls Media On Students' Vocabulary Mastery (An Experimental Study at The Eight Grade On the SMPN 03. Sevan Bengkulu In Academic Year 2021/2022).	
5	Jum'at 20 Mei 2022	11.20 - 11.30	Frisca Austin	181230020	Investigating EFL Postmaec Teachers in Teaching English Speaking Skills (A Descriptive Qualitative Study in Language Major At MAASN 04 Bengkulu)	

Ketua Jurusan Bahasa

Rostawati, M.Pd
 NIP. 197405231999032002

Bengkulu, 20 Mei 2022

Ko. Prodi Tadris Bahasa Inggris

Eny Martina, M.Pd
 NIP. 198703242015032002



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Website: www.uinfatmawati.ac.id

Nomor : 494/Un.23/F.I/PP.00.9/06/2022

Lamp. : -

Perihal : Penyebaran Proposal Skripsi

Kepada Yth

1. Ferry Martisa, M.Pd (Penyeminar I)

2. Zehra Lika Afrini, M.Pd (Penyeminar II)

Assalamu 'alaihna Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 06 Juni 2022

Tempat : Ruang Masalah Jurusan Sains dan Sosial Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Tasha Bella Ananda Nasution 1711230118	08.00-08.50 WIB	The Effect Of Using Instagram Assisted Vlogging on EFL students' Speaking Ability (A Quasi Experimental Research At 4 th Semester Students of English Department UIN FAS Bengkulu)
2.	Nurmelia 1711230128	08.50-09.40 WIB	The Application Of English Conversation Pocket Book In Improving Students' Speaking Skill (A Qualitative Study At MTS Ja-Alhaq Bengkulu City In The Academic Year 2021/2022)
3.	Yopi Siti Sari 1811230139	09.40-10.30 WIB	An Analysis of Psychological Factors Affecting EFL Learning Speaking Skill (A Descriptive Qualitative Study At SMAN 09 Bengkulu)
4.	Ega Rizki Aedia 1811230076	10.30-11.20 WIB	An Analysis Of Students' Ability In Translating Abstract Text (A Descriptive Qualitative Research At The Fourth Semester Students of English Department In UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022)
5.	Anandia Erianti Zulhijah 1811230081	11.30-12.00 WIB	The Analysis Of Teachers' Challenges In Teaching English As Foreign Language (TEFL) At Rural Areas (A Case Study of MTS In Pondok Kabang Sub-District)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.



8



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Website: www.uinbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Anandia Erianti Zulhijab, NIM : 1811230081 yang berjudul "An Analysis of Teachers' Challenges in Teaching English as Foreign Language (TEFL) at Rural Areas: A Case Study of MTs in Pondok Kubang Sub-district". Telah diseminarkan oleh tim penyeminar pada:
Hari/Tanggal : Senin, 06 Juni 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu, 2022

Penyeminar I

Feny Maslina, M.Pd
NIP. 198703242015032002

Penyeminar II

Zelvin Lisah Afrinni, M.Pd
NIP. 199404202018012003



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Website www.uifsbengkulu.ac.id

Bengkulu, 26 Juli 2022

Nomor : 3025 /Ain.23/F.I/PP.00.903/2022
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth
1. Dr. Hery Nur AS, M.Ag (Ketua)
2. Andriadi, MA (Sekretaris)
3. Riswanto, Ph.D (Pangaji Utama)
4. Ferri Susanto, M.Pd (Pangaji II)
di-
Bengkulu

Jasakom/Infotek/Iti, IPk
Dengan Hormat,

Bersama ini kami mengartipkan Bapak/Ibu untuk menjadi Pangaji Skripsi Mahasiswa pada:

Hari/Tanggal : Rabu, 27 Juli 2022
Tempat : Ruang Manajabah Jurusan Tadris Lantai 3 Dekanat FTI

No	Nama/Nim	WAKTU (WIB)	Judul
1.	Irtan Putri Permana Suci 1811230072	08.00-08.50 WIB	An Analysis Of Task-based Language Teaching (TBLT) Technique Used By The Teachers To Improve Writing Ability At SMA Negeri 08 Mukomodo In The Academic Year Of 2021/2022
2.	Ananda Erlani Z. 1811230081	08.50-09.40 WIB	An Analysis of Teachers Challenges in Teaching English As Foreign Language (TEFL) At Rural Area : A Case Study of MTS in Pondok Kabong Sub-District
3.	Sukma Firgini 1811230130	09.40-10.30 WIB	Exploring EFL Students' Anxiety In Public Speaking Performance
4.	Shirahya Melinda 1811230077	10.30-11.20 WIB	The Correlation Between Metacognitive Skills And Critical Thinking Skills In EFL Students' Argumentative Writing Skills
5.	Santika Obian Ramadhani 1811230112	11.20-12.00 WIB	The Effect Of Fan-N-Pick Strategy On EFL Students' Speaking Ability

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Djaja,

Mas Mulyati





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Nama Mahasiswa : Ananda Erianti. F. Pembimbing IAH : Riznawati, m.p.d.
 NIM : 181230081 Judul Skripsi : An analysis of the difficulties
 Jurusan : Tadris Facet by Adolescent in the Second Language
 Program Studi : Bahasa Inggris Acquisition (SLA) at MTS Comatul Jind Pondok
Kibang.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing IAH	Paraf Pembimbing
1	29 Nov 2021 (Senin)	Sk 1 Research Proposal	→ Revise the title !	<i>[Signature]</i>
2	Wednesday, 02-03-2022	Chapter I	→ Revise as suggested: - Variables' theory - Limitation of the problem - Rival Criteria ?	<i>[Signature]</i>
3	Thursday, 10-03-2022	Chapter II	→ Revise as suggested: 1. theory from expert 2. Paraphrase	<i>[Signature]</i>

Bengkulu, March 2022

Mengetahui,
Dekan

Pembimbing IAH

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Nama Mahasiswa : Franda Erianti S Pembimbing I/II : Rizawati, M.Pd
NIM : 181230081 Judul Skripsi : An Analysis of Rural Students' Challenges in Learning English as Foreign Language (EFL): A Case Study at PTI Gayatal Jitrod
Jurusan : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
4.	Wednesday, 18-05-2022	Chapter III	Revise as suggested: 1. research instrument 2. technique of analyzing data.	<i>[Signature]</i>
5.	Friday, 20-05-2022	References, Appendices, Chapter I, II, III	Acc... you can register for Seminar Proposal!	<i>[Signature]</i>

Bengkulu, May 2022

Pembimbing I/II

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Pembimbing I/II: Risnawati, M.Pd
Judul Skripsi: An Analysis of teachers' changes
in teaching English as Foreign Language (EFL)
At Raul Ator: A case study of PPs in Srobit
Kusambi Sub-District.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
6.	Tuesday 05-July-2022	Chapter VI	* Revise as suggested!	<i>[Signature]</i>
7.	Monday 18-July-2022	Chapter V	* Revise as suggested!	<i>[Signature]</i>
8.	-July-2022	Chapter I, II, III, IV, V References, Appendices	* Ace-- you can register for "Ujin Muningsih!"	<i>[Signature]</i>

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Bengkulu, July 2022
Pembimbing I/II

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Jurusan : Tadris di MTs Darussalam Lingsud
Program Studi : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing III	Paraf Pembimbing
1.	10/10/2021	Konultasi judul	Read > 15 more journals regarding your topic. Then summarize it. Find the gap!	
2.	04/10/2022	Chapter 1	Reconstruct your background as what I've suggested	
3.	07/03	Chapter 1	Revise your grammar and your conjunctions!	

Bengkulu, 27 April 2022

Mengetahui,
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Pembimbing-III

Dr. Agus Mulyadi, M.Pd
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Zelvia Lissa Afrioni, M.Pd
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Program Studi: Pendidikan Ingggris

Pembimbing I/II: Zakaria Listha Afriani, M.Pd.
Judul Skripsi: An Analysis of Rural Students' E
Challenges in Learning English as Foreign
Language (EFL): A case study at Mts Qangotul
Jihand.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
4	21/03	Chapter 1	Review the way you cite journals or other sources, using APA style for edition.	
5	28/03/2022	Chapter II & III	Read more journals for this chapter!	
6	09/04/2022	Chapter IV & V	Amor research instruments and references.	
7	25/04	ACC in Seminar Proposal		

Bengkulu, 27 April 2022

Mengetahui,
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Nama Mahasiswa: Arondia Frianik, S

Pembimbing/II: Zetvia Liska Afrioni, M.Pd

NIM: 181230081

Judul Skripsi: An Analysis of Teachers' Challenges in Teaching English As Foreign Language

Jurusan: Tadris

(S1) di Funk Area: A case study of ems in Bindek District, Suku-District

Program Studi: Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing III	Paraf Pembimbing
8.	13/07 2022	Chapter IV	- Change tenses chapter IV to past tense - Elaborate your finding and discussion Revise as suggested!	
9.	18/07 2022	Chapter IV-V		
10	20/07 2022	Chapter I-5	- Combine research question and your result!	
11	22/07 2022	Journal article	- Revise your article as suggested!	
12.	July 2022	see in manuscript.		

Mengetahui,
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Pembimbing/II

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Cek turnitin Anandia_TBI

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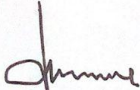
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Program Studi : Tadris Bahasa Inggris
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Bengkulu, 2022

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