AN ANALYSIS OF TEACHER STRATEGIES AND BARRIERS IN TEACHING ENGLISH AT A RURAL JUNIOR HIGH SCHOOL IN SANGGIRINGAN TINGGIMONCONG

(A Descriptive Qualitative Research)

THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment for the Degree of Education in English Department

FATIRA RUBYANELIA SYAHRIR

105351111119

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2023

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Fatira Rubyanelia Syahrir** NIM **105351111119**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 278 Tahun 1445 H/2023 M, tanggal 15 Muharram 1445 H/02 Agustus 2023 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Rabu 16 Agustus 2023**.

Makassar,   29 Muharram 1445 H
                   16 Agustus 2023 M

Panitia Ujian:

1. Pengawas Umum   : Prof. Dr. H. Ambo Asse, M.Ag.   (........................)

2. Ketua   : Erwin Akib, S.Pd., M.Pd., Ph.D.   (........................)

3. Sekretaris   : Dr. H. Baharullah, M.Pd.   (........................)

4. Dosen Penguji   : 1. Ismail Sangkala, S.Pd., M.Pd.   (........................)

                                          2. Herlina Daddi, S.Pd., M.Pd.   (........................)

                                          3. Dr. Andi Asri Jumiaty, S.Pd., M.Pd. (........................)

                                          4. Dzur Rif'ah Mahmudah, S.Pd., S.Psi., M.Pd. (........................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

| Terakreditasi Institusi
BAN-PT

بسم الله الرحمن الرحيم

APPROVAL SHEET

Title	:	**An Analysis of Teacher Strategies and Barriers in Teaching English at A Rural Junior High School in Sanggiringan Tinggimoncong** *(A Descriptive Qualitative Research)*
Name	:	**Fatira Rubyanelia Syahrir**
Reg. Number	:	**105351111119**
Program	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education
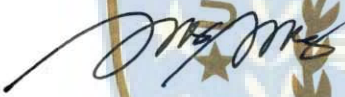
After being checked and observed this **Thesis** had been fill qualification to be examined

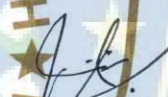Makassar,   Juli 2023

Approved By

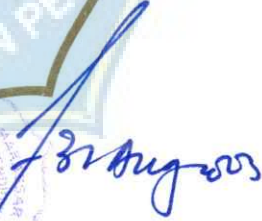Consultant I   Consultant II

Dr. Andi Asri Jumiati, S.Pd., M.Pd.   **Dzur Rif'ah Mahmudah, S.Pd.,S.Psi.,M.Pd.**
NIDN. 0920038104   NIDN. 0914043601

Dean of Faculty of Teacher Training &   **Head of English Education Department**
Education
Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.   **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**
NBM. 860 934   NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

RESEARCH
GROUP
PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
FKIP UNISMUH MAKASSAR

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**FATIRA RUBYANELIA SYAHRIR**
NIM	:	**105351111119**
Department	:	**English Education Department**
Title	:	AN ANALYSIS OF TEACHER STRATEGIES AND BARRIERS IN TEACHING ENGLISH AT A RURAL JUNIOR HIGH SCHOOL IN SANGGIRINGAN TINGGIMONCONG (A Descriptive Qualitative Research)
Consultant I	:	Dr. Andi Asri Jumiati, S.Pd.,M.Pd.

Day / Date	Chapter	Note	Sign
0)/7/2023		- Change the tenses into past tense. - The Abstract must in one paragraph.	
10/7/2023		- The Result of Interview and observation in different way.	
13/7/2023		- Put the expent in your finry a discussion	
15/7/2023		- Your Conclution must be related with your problem statement	

iv

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp   0411-860837/08121355247
Email   prodibg@unismuh.ac.id
Research Service
research@bg.unismuhmakassar.ac.id
Website bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

17/7/2023	- Give home in your table - Make your table of content
20/7/2023	- Make two diffent way of abstract (Indonosian)
37/7/2023	- Acc

Makassar, ...July.......2023
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

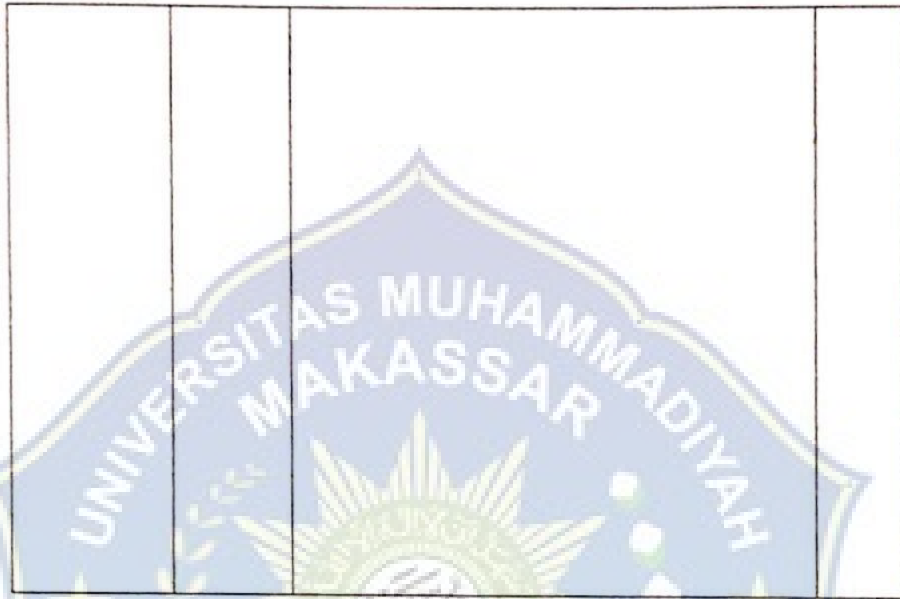|		
Name	:	**FATIRA RUBYANELIA SYAHRIR**
NIM	:	**105351111119**
Department	:	**English Education Department**
Title	:	AN ANALYSIS OF TEACHER STRATEGIES AND BARRIERS IN TEACHING ENGLISH AT A RURAL JUNIOR HIGH SCHOOL IN SANGGIRINGAN TINGGIMONCONG (A Descriptive Qualitative Research)
Consultant I	:	Dzur Rif'ah Mahmudah, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
9/7/2023	IV	- Bold the essence of the interview transcript	
11/7/2023	IV	- Paragraph position aligned with the beginning of the paragraph	
15/7/2023	IV	- Put supporting documents	
24/7/2023	IV-V	- Use the word subject of the research to be more objective and obscure	
26/7/2023	IV-V	- Check all words and be consistent to it	
27/7/2023		- ACC	

بسم الله الرحمن الرحيم

Makassar, …… July ……2023
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0411-860837/081213155247
Email : prodibg@unismuh.ac.id
Research Service:
research@bg.unismuhmakassar.ac.id
Website: bg.fkip.unismuh.ac.id

بِسْمِ اللّٰه الرحمن الرحيْـــم

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama   : Fatira Rubyanelia Syahrir

NIM   : 105351111119

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi : An Analysis of Teacher Strategies and Barriers in Teaching

English at A Rural Junior High School in Sanggiringan

Tinggimoncong (A Descriptive Qualitative)

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 03 Agustus 2023

Yang Membuat Pernyataan

Fatira Rubyanelia Syahrir

بِسْــــمِ اللهِ الرحمن الرحيـــمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama   : Fatira Rubyanelia Syahrir

NIM   : 105351111119

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : An Analysis of Teacher Strategies and Barriers in Teaching English at A Rural Junior High School in Sanggiringan Tinggimoncong (A Descriptive Qualitative)

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, sayaakan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.

2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.

3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.

4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 03 Agustus 2023

Yang Membuat Pernyataan

Fatira Rubyanelia Syahrir

MOTTO AND DEDICATION

"Everyone has different life, we just need to be patient and keep doing good, believe Allah help is near."

I dedicate the results of this study as an expression of respect and expression of my sincere love to sincere affection to:

My beloved parents, Syahrir, S.Pd. and Muliany Ode, S.E., who have always honestly given the best prayers and who have always supplied love and motivation in achieving my achievement and who have also made incalculable sacrifices for my education.

ABSTRACT

FATIRA RUBYANELIA SYAHRIR, 2023. An Analysis Of Teacher Strategies and Barriers in Teaching English at A Rural Junior High School in Sanggiringan Tinggimoncong *(A Descriptive Qualitative Research).* A thesis from the English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, under the direction of Andi Asri Jumiati and Dzur Rif'ah Mahmudah.

This research aims to determine teacher strategies and barriers in teaching English in rural schools at SMP Negeri 6 Tinggimoncong. This research focused on the English teacher at SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan. The method used in this research is the descriptive qualitative method. The researcher collected data by conducting interviews with open-ended questions from teacher and observing the teaching and learning process. Based on the data collection results the strategies used by English teacher in teaching in rural school at SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan are not monotonous to one strategy but rather apply modifications of various strategies appropriate to the level of students and the learning situation in rural schools by combining: 1) role playing, 2) expository learning strategy, 3) lecture strategy, 4) cooperative strategy, 5) audio visual utilization strategy and also giving motivation. In addition, there are also several barriers teacher face in teaching English at the rural school SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan. These barriers include the difficulty of implementing the 2013 curriculum, the lack of teaching time allocation, the lack of modern facilities and technology, the use of local language at school, the absence of intensive training for teachers who teach in rural schools and also lack of educators.

Keyword : Teacher strategies, teacher barriers, teaching English, rural area

ABSTRAK

FATIRA RUBYANELIA SYAHRIR, 2023. An Analysis Of Teacher Strategies and Barriers in Teaching English at A Rural Junior High School in Sanggiringan Tinggimoncong *(A Descriptive Qualitative Research)*. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar dibimbing oleh Andi Asri Jumiati, dan Dzur Rif'ah Mahmudah.

Penelitian ini bertujuan untuk mengetahui strategi dan hambatan guru dalam mengajar bahasa Inggris di sekolah-sekolah pedesaan di SMP Negeri 6 Tinggimoncong. Penelitian ini difokuskan pada guru bahasa Inggris di SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif. Peneliti mengumpulkan data dengan melakukan wawancara dengan pertanyaan terbuka kepada guru, dan mengamati proses belajar mengajar. Berdasarkan hasil pengumpulan data, strategi yang digunakan oleh guru bahasa Inggris dalam mengajar di sekolah pedesaan di SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan tidak monoton pada satu strategi melainkan menerapkan modifikasi dari berbagai strategi yang sesuai dengan tingkat siswa dan situasi pembelajaran di sekolah pedesaan dengan menggabungkan: 1) bermain peran, 2) strategi pembelajaran ekspositori, 3) strategi ceramah, 4) strategi kooperatif, 5) strategi penggunaan audio visual dan juga pemberian motivasi. Selain itu, ada juga beberapa hambatan yang dihadapi guru dalam mengajar bahasa Inggris di sekolah pedesaan SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan. Hambatan-hambatan tersebut antara lain sulitnya menerapkan kurikulum 2013, kurangnya alokasi waktu mengajar, kurangnya fasilitas dan teknologi modern, penggunaan bahasa daerah di sekolah, tidak adanya pelatihan intensif bagi guru yang mengajar di sekolah pedalaman dan juga kurangnya tenaga pendidik.

Kata kunci : Strategi guru, hambatan guru, pengajaran bahasa Inggris, daerah pedesaan

ACKNOWLEDGEMENT

Assalamu Alaikum Warahmatullahi Wabarakatuh.

By expressing gratitude to Allah SWT, who has given his blessings in the form of health and opportunity, along with family and friends, finally, the researcher can complete the preparation of this thesis entitled "An Analysis of Teacher Strategies and Barriers in Teaching English at A Rural Junior High School in Sanggiringan Tinggimoncong" As one of the requirements in completing studies for the undergraduate program (S1) at Department of English Language Education-FKIP Muhammadiyah University of Makassar.

The researcher fully realizes that the preparation of this thesis takes work. The researcher encounters many difficulties and obstacles. However, Alhamdulillah, thanks to the help of Allah SWT, which comes through various parties' support, guidance, and motivation, can overcome difficulties and obstacles. Therefore, through this opportunity, the researcher would like to thank with all the love and respect the researcher parents, Syahrir, S.Pd. and Muliany Ode, S.E., who have raised and educated with love, affection, and patience, for the endless prayers and support, as well as the sincere sacrifices that Mom and Dad gave to the researcher. My younger brother Abdul Fathir Jiwansyah and dearest grandfather Laode Jueni have accompanied and advised the researcher until now—my beloved aunt, who always helped the researcher work on and correct the research thesis until they completed it. Fajrianto, thank you for your

invaluable contribution since 2016 and for completing this thesis. The researcher will remember his contribution for a long time.

The highest gratitude and appreciation of the researcher goes to: Prof. Dr. H. Ambo Asse, M.Ag, as the Rector of the University of Muhammadiyah Makassar and its staff. Dr. Erwin Akib, M.Pd, P.hd as Dean of the Faculty of Teacher Training and Education, University of Muhammadiyah Makassar and Assistant Deans I, II, III of the Faculty of Teacher Training and Education, University of Muhammadiyah Makassar. Dr.Ummi Khaerati Syam, S.Pd., M.Pd. as the Head of the English Education Department, Faculty of Teacher Training and Education. University of Muhammadiyah Makassar. Ismail Sangkala, S.Pd., M.Pd. as the Secretary of the English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Herlina Daddi, S.Pd., M.Pd. as the academic supervisor of researchers who always provide advice to researchers from semester one to the present. Dr. Andi Asri Jumiati, S.Pd., M.Pd. as the first supervisor, and Dzur Rif'ah Mahmudah, S.Pd., M.Pd. was the second supervisor who provided constructive suggestions, criticisms, and encouragement in writing this thesis. Lecturers, especially the English Education Study Program, Faculty of Teacher Training and Education, who have educated and guided during the lecture process and provided knowledge to the researcher.

The researcher is also grateful to Syamsuddin, S.Pd. as the principal, teachers, and staff, especially the English teacher, Nurhayati, S.S. from SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan, thank you for your time, guidance, and invaluable help.

My dearest friends *"Calon Istri Idaman"* Firda, Nunu, and Risma, thank you for your motivation, support, and prayers while I was preparing this thesis. As well as the joys, sorrows, stories, and memories from the beginning of the lecture until now. My friends in English 019, *"Explosive,"* have been my comrades-in-arms in joy and sorrow for several years.

With all the limitations of time and ability, the researcher realizes that the preparation of this thesis still needs to be improved. Therefore, constructive criticism and suggestions are very much expected. Hopefully, this will be useful for all fellow readers.
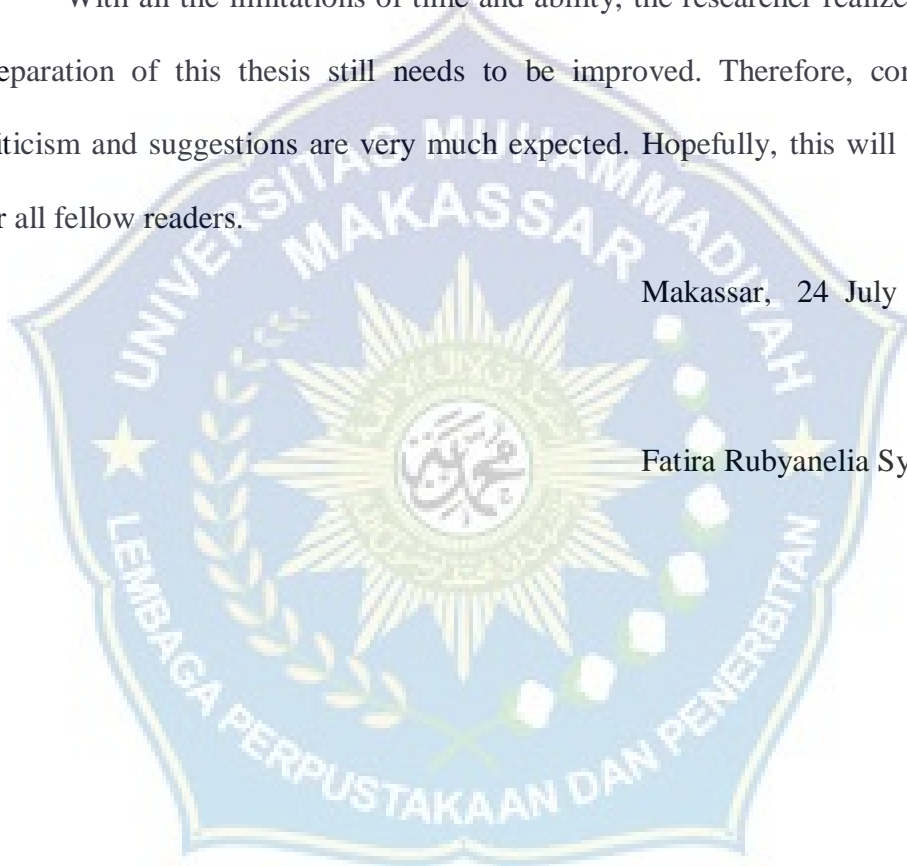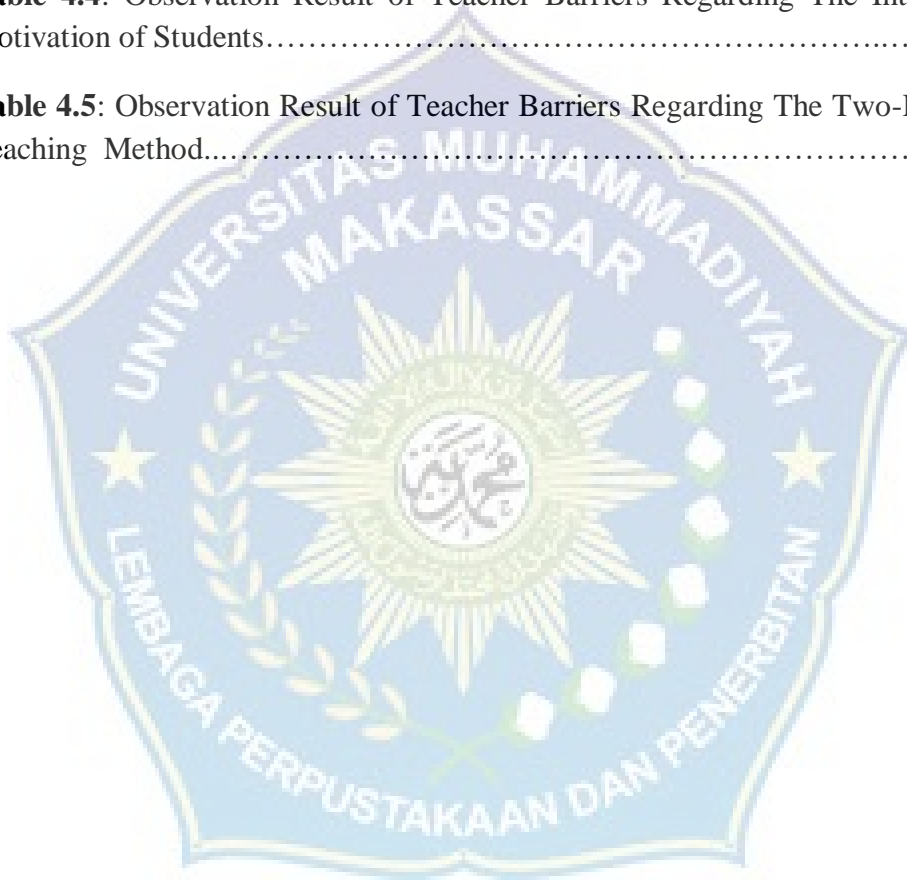
Makassar, 24 July 2023

Fatira Rubyanelia Syahrir

TABLE OF CONTENTS

LIST OF TABLES

Page

LIST OF APPENDICES

LIST OF FIGURE

xx

CHAPTER I

INTRODUCTION

A. Background

Most countries around the world use English as their primary language. Furthermore, English is one of the most important international languages to master or learn. Nowadays, everything overgrows because we live in a modern period. Like humans, animals must be able to keep up with the times. The designation of English as the universal tongue is well-established. Thus, communicating in English allows us to share with people around the globe easily. Both college and elementary school graduation requirements apply. Given the significance of knowing English, this is unquestionably very helpful.

Some countries, especially those that used to be British colonies, think of English as a second language that must learn after their own. Even though English is a foreign language in Indonesia, it plays an essential role in the daily lives of our society's members. This is evident in Indonesia's educational system. English is one of the subjects taught to students beginning in elementary school. English is needed in almost all aspects of life, such as education, work, business, etc. By mastering English. One can get a job. So, all countries now encourage their citizens to learn English, and Indonesia is no exception. However, its position as a foreign language in Indonesia means teaching English has challenges (Akbari, 2015).

1

English language teaching becomes increasingly difficult for teachers and students, significantly when English language learning is associated with the context of rural schools. Talking about education in Indonesia is endless. Various problems that hinder the education process in an area still often arise.

The quality of teachers is a significant concern in education, particularly in rural areas. The responsibilities associated with teaching in rural areas are more demanding compared to those in urban areas. Furthermore, the inadequate consideration given to the challenges faced by teachers is compounded by the suboptimal recruitment system employed for educators in rural regions. Typically, educators in rural regions lack expertise in their respective domains. Teachers in rural areas frequently require additional knowledge and enhanced teaching skills. This issue arises primarily due to the lack of expertise among the recommended teachers in their respective fields. Consequently, it becomes imperative to ensure the optimal functioning of the teaching and learning process.

The following reason is the need for more facilities. Susiyanti (2019) discovered in her thesis that the school's facilities did not support classroom teaching and learning processes. It makes it difficult for the English teacher to organize the material in the classroom. Rural schools are synonymous with inadequate facilities in various aspects. There often needs to be more books available as learning resources, inadequate classrooms, and the unavailability of internet services, which are now commonplace and commonly used to access other learning resources. Schools must provide adequate and suitable learning facilities so that students feel comfortable carrying out the teaching and learning

process and can produce personalities with good quality mental personalities in the future.

Furthermore, the curriculum undergoes frequent modifications, resulting in teachers and rural schools facing overwhelming challenges in adhering to the updated curriculum guidelines. The utilization of the 2013 curriculum poses a significant obstacle for educators and students in rural educational institutions. The 2013 curriculum places a strong emphasis on scientific learning, with a particular focus on promoting student engagement and active participation in the educational process. This is a big challenge for students because, learning in rural schools, students are usually (if only sometimes) focused on the teacher. Besides being a challenge for students, the 2013 curriculum is also a challenge for teachers, where teachers are expected to be more creative and innovative in developing lesson plans in the class.

The success of this curriculum is seen as having a greater chance in urban schools, which certainly have maximum support. Meanwhile, in rural schools that have all kinds of polemics related to facilities and educational support, the implementation of the 2013 curriculum, which is a curriculum that uses a lot of technological media, is felt to be challenging to realize and will make it difficult for teachers and students themselves (Nurfuad, 2013).

The barriers mentioned above affect teachers' strategies. Teachers must choose effective ways to teach English to make their students more interested in learning it. Yulia (2013) says that the main task of teachers is to find fun ways to make children interested in learning English. Mohammed (2018) states that if a

teacher wants his students to be able to use English, he must use the proper methods and techniques. Therefore, teachers should choose effective ways to teach foreign languages to improve students' future work.

Numerous studies have examined English teaching difficulties in rural settings, particularly at the junior high level. Unfortunately, there is limited research on the strategies and barriers associated with teaching English in junior high schools in Indonesia, particularly in rural areas.

According to Du Plessis (2014) lists some of the traits listed by UNESCO in 2005, including rural distance, which is typically far from urban centers; unfavorable topographic conditions, such as poor road conditions, bridges, and so on; lack of access to various information technologies; lack of transportation infrastructure, such as buses and taxis; access to services and facilities, such as electricity, water, sanitation, health, education, and the economy. On the other hand, the criteria for schools in rural areas include: the school is located in a zoning close to the homes of local community members, the school is far from the sub-district capital, the construction of school buildings in rural areas is not fulfilled, most students come from the surrounding neighborhood (Munawir, 2019).

Based on data from the Central Bureau of Statistics of Tinggimoncong District (2021), it shows that: Distance between Sub-district Capital and Village Capital in Tinggimoncong Sub-district in 2021.

Desa / Kelurahan	Nama ibu kota Desa / Kelurahan	Jarak ke ibu kota kecamatan (km)	Jarak ibu kota kabupaten (km)
Parigi	Saluttoa	7	56
Buluttana	Lombasang	2	65
Bontolerung	Bonto te'ne	4	67
Pattapang	Bandegia	10	73
Malino	Malino	0	63
Gantarang	Lembang bata	12	72
Garassi	Jaleko	15	75

The distance between the sub-district capital and the village capital in Kecamatan Tinggimoncong in 2020 shows that this school is located in an area far from the sub-district capital which is 15 km from Malino, 75 km from Gowa Sungguminasa.

Based on the explanation above, the researcher would like to conduct this research in one of the schools located in Sanggiringan, Garassi, or Tinggimoncong Sub-district, namely SMP Negeri 6 Tinggimoncong or SATAP Sanggiringan. Based on the pre-observation that has been done before, this school is far from the capital city of Malino sub-district and the capital city of Sungguminasa sub-district. Access to the school is still through many forests and takes about 40 minutes from Malino. The students' background knowledge is still low. The students' parents mostly earn from agricultural products, and most of the students and teachers in this school also live in the area. The school therefore has few teachers and few students. So, based on these reasons, the researcher categorized this school as a school in a rural area.

As a result of these research, the researcher was motivated to find out more about the strategies used by teachers and the barriers faced by teacher in teaching English, specifically, in a rural school setting. Therefore, the researcher decided to conduct the research at SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan because this school is worthy of research. Based on the situation described above, the researcher expresses interest in undertaking a research project titled *"Analysis of Teachers' Strategies and Barriers in Teaching English in Rural Junior High School in Sanggiringan Tinggimoncong."*

B. Problem Statement

Based on the background above, the following problems can be formulated namely:

1. What are the strategies used by the teacher in teaching English at rural area in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan ?

2. What are the barriers faced by the teacher in teaching English at rural area in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan ?

C. Objective of the Research

Based on the formulation of the problem above, the research objectives to be achieved are:

1. To find out the strategies used by the teacher in teaching English at rural area in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.

2. To find out the barriers faced by the teacher in teaching English at rural area in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.

D. Significant of the Research

After doing the research, the researcher believes that the results will be helpful for the following. It is hoped that the outcomes of this inquiry will have both theoretical and practical value.

1. Theoritically

    The purpose of this research is to make a valuable contribution to advancing knowledge, particularly in English language teaching and learning. This research provides an understanding of teacher strategies and barriers in English teaching and learning process, particularly in schools in more rural locations that receive less attention from the general public.

2. Practically

    1. For the student, this research is expected to improve students' ability to learn, focusing on the barriers in rural schools that affect the development of their English language skills.

    2. For English teachers, this research expected the efficacy of various teaching strategies and to identify teachers' barriers to teaching English within rural school settings.

    3. For researcher, this research will provide valuable experience for the researcher, which can be applied in their future career as an English teacher.

    4. For the next researcher, the result of this research may serve as a valuable reference and source of additional information for other the researcher conducting research in this field.

E. Scope of Research

This study discusses teacher strategies and teacher barriers to teaching English in rural schools. The researcher used the theory of teacher strategies proposed by Janelle Cox (2015) and also focused on describing the barriers teachers face in teaching English in rural schools based on the approach proposed by Zulhijjah (2022).

.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

The researcher found some similar previous research that support this research as follows:

Febriana et al. (2018), in their research "Teaching Rural Indonesian Schools Students: Effective Strategies." Her study showed that teachers who have worked in distant schools in Indonesia employ a range of teaching tactics, including singing, playing games, drilling, translating, dictating, and working in groups. By engaging in discussion and negotiation with the students in the placement schools, the onboarding teachers' ultimately opted to use these classroom practices after making their selections.

Hariya Harlina and Fazri Nur Yusuf (2020), in their journal "Challenges of English Language Learning in Rural Schools." The study results are the challenges faced in learning English in rural schools related to student factors, the environment, and the competence of English teachers. The research also shows that there are still many barriers to English language learning in rural schools. English learning is complicated for several reasons, including students' low interest in English lessons, lack of support for English learning, such as support from parents and the surrounding environment, and the quality of English teachers.

Zulhijjah (2022), in her thesis "Teachers' challenges in teaching English in rural areas: A case study in Madrasah Tsanawiyah Pondok Kubang Subdistrict." The results of her research found three conclusions, as follows: (1) teaching English is a challenging job because English is a foreign language; this perception is especially true in rural areas; (2) curriculum implemented in 2013, student competencies, student motivation, instructional media, a lack of professional training, and a lack of parental support, all provide difficulties for educators; and (3) The teachers' don't have enough time to teach, so they have to use the proper teaching techniques and methods.

The similarity of the three studies is that both focused on research in rural areas. Instead, the difference with this research is using several supporting theories, research subjects, and research locations. In addition, the study will be more focused on observing teachers' strategies in teaching English in rural schools as a new thing in this study, as well as the barriers to teachers teaching in domestic schools.

B. Some Pertinent Ideas

1. Theories Related to Teacher Strategy

    a. Definition of Teacher Strategy

Strategy can be interpreted in language as tactics, tips, tricks, or ways. Meanwhile, in general, a strategy is an outline of direction in acting to achieve predetermined goals. Teaching and learning strategies can be interpreted as available patterns of teacher and student activities in the realization of teaching and learning activities to achieve specific teaching goals. The researcher might

draw the following conclusion from the two definitions presented earlier: a strategy is a plan consisting of a sequence of activities carried out to reach specific goals.

In connection with this description, according to Law No.20 concerning SISDIKNAS article 39 of 2003:

"Education is a professional whose duty is to planning and implementing the learning process, assessing learning process, conducting guidance and training, as well as conducting research and community service."

Teacher strategy can be interpreted as an effort or method carried out by the teacher to obtain success and predetermined goals. Teachers in carrying out their duties are required to understand and have adequate skills in developing various effective, creative and fun learning models.

According to Chalkiadaki (2018), Teachers must be competent in pedagogy, strategy, and methodology. For a learning process to be administered more effectively, teachers need a strategy to support the learning process, and this strategy plays a crucial role in fostering more effective and active learning to pique students' interest in education. Therefore, it is essential that a teacher possesses and masters the strategy, which can also aid in delivering content to students

b. **Types of Teacher Strategies in Teaching**

According to Jordan and Herrel (2012), English teachers must understand the critical approaches required to adapt the lessons and assessments to fulfill their students' specific requirements. English learners can acquire a whole language and

body of information if provided with the proper scaffolding and evaluated to verify that they understand and grasp the material. Hoque (2019) suggests that implementing diverse teaching strategies may lead to varying levels of student comprehension and academic achievement.

Handayani (2019) also said that the strategy of teaching English is the structures, systems, methods, techniques, routines, and processes that teachers use in class. Teachers are in charge of figuring out which approach is best for each student based on their needs. Pramono (2012) says that there are four things to think about when teaching English:

a. The information should fit with the students' interests and skills.

b. There should be time in the schedule for teaching to happen often.

c. The English lesson shouldn't be a one-time or twice-a-week extra.

d. At every meeting, students must have a chance to use their skills.

It is one of the most important and deciding factors in deciding whether or not to become a teacher. This is because the learning process needs art, expertise, and knowledge to teach students in a way that is efficient and effective.

Many kinds of teaching English strategies can be applied in the teaching process. Janelle Cox (2015) has identified several teaching strategies, which include the following:

1) Direct Learning Strategy

Direct learning strategy is the highest degree of teacher-centeredness and is most often used. It uses the following methods: lecture, demonstration, didactic questioning, explicit teaching, practice, drill, and compare and

contrast. Direct learning strategies effectively expand information or develop skills in detail step-by-step.

2) Expository Learning Strategy

Expository learning strategy is a strategy that is carried out by the process of delivering material verbally by the teacher to students with the aim that students can master the learning material optimally. Expository learning strategies are often called direct learning strategies (Direct instructions) because this learning strategy is carried out using teachers providing material directly to students and teachers processing the material. Then students are required to understand the material.

3) Problem-Based Learning Strategy

This strategy prioritizes the learning process learning process in which the teacher is tasked with focus on helping students in achieving their skills and self-direction. Teacher in problem-based learning plays the role of as a problem presenter, questioner conducting dialogue, helping to find the problem and provide research facilities. In addition, the teacher also provides support and encouragement and encouragement that can foster students' inquiry and intellect.

4) Contextualized Learning Strategy

Contextual learning strategy (Contextual Teaching Learning) can also be called CTL. CTL is a learning strategy that links learning material with the natural world so that students can a real world so that students can apply the subject matter to their everyday life. In this strategy, the teacher is tasked with

making it easy for his students and providing adequate infrastructure to students.

5) Inquiry Learning Strategy

The inquiry learning strategy is a strategy that emphasizes the process of searching and finding. The teacher does not provide learning material directly, but the teacher is only a facilitator and guide for students to learn. The role of students is to seek and find their own subject matter. The learning sequence of this strategy is observation in an effort to understand a concept and the process of critical and analytical thinking to find and determine for themselves the answers to the problems in question.

6) Cooperative Learning Strategy

Cooperative learning is a general term for teaching strategies designed or created to educate students in groups and interactions between students. Collaborative learning can be implemented in small groups or through pairs of students collaborating. Peer learning is a valuable aspect of education, and it is recommended that instructors strategically group students who are likely to collaborate productively. Cooperative learning strategies have three objectives: academic learning outcomes, acceptance of diversity, and development of social skills.

7) Audio Media Utilization Strategy

Using audio-visual learning in teaching and learning activities can increase critical thinking, become problem solvers, seek information from the media, and be used to motivate students. The use of audio-visuals in learning

aims to help stimulate students in education, increase desire and interest, and increase understanding so that it is easy to understand the material being studied so that student learning gains increase, as long as its use is appropriate and in accordance with the presented topic.

8) Role Play

The role-playing strategy is a way of mastering learning materials by developing students' imagination and appreciation. This game is generally done by more than one person, depending on what is being played. Role-playing is a learning model that invites students to be directly involved in learning and master learning materials based on the creativity and expression of students in expressing their imagination related to the subject matter they are exploring without the limitations of words and movements, but not out of the teaching material. Role-playing is a modern learning strategy to complement the shortcomings of conventional strategies, which are considered less effective in the learning process because traditional strategies are monotonous when learning occurs.

c. **Role of English Teacher**

The teacher's role in English language learning The teacher is a controller, encourager, assessor, resource, tutor, and counselor in English learning (Ratminingsih, 2017). To create effective English learning, teachers must have effective English teacher characters that are balanced both from socio-affective skills, pedagogical knowledge, subject matter knowledge, and also personality characteristics.

Dincer, A. et al (2013) stated effective English teachers must have positive connections and relationships with each of their students, according to socio-affective skills. Additionally, teachers need to be able to increase their pupils' desire to learn English in a fun and relaxed environment.

Pedagogical expertise is the second quality that English teachers should have. Effective English teachers need to have effective teaching approaches, both in terms of preparation before teaching, teaching methods, learning strategies, implementation in teaching, and also how to test students effectively in tests. Pedagogical knowledge includes knowing how to test students well. The preparation that a teacher does for teaching can come in the form of lesson plans and resources to be used in the classroom. Therefore, in order for learning to take place in an efficient manner, teachers need to prepare appropriate materials and activities.

The next character of an effective English teacher is subject matter knowledge. Subject matter knowledge means that English teachers must have a wide range of knowledge. Especially knowledge of English subjects. The ability to develop specific resources that will be presented in learning and teaching materials that will be used in learning is an essential component of subject matter expertise that teachers must possess. Teaching materials can be in the form of power points, but they can also incorporate songs, movies, videos, or books that are relevant to the content that will be provided by the instructor.

The final one is the personality features that define one's character. Effective English teachers need to possess both sufficient knowledge and a high

moral character, in addition to having necessary information. Because when English teachers have great creativity, students will of course be more engaged in studying, and it will be easier to assimilate the content. Personal character can take the shape of creativity, because creativity is a form of self-expression.

2. Theories Related to Rural School

a. Conditions of Education at a Rural School

In Indonesia, the education system needs to be completely standardized. Several factors continue to destabilize the development of education in Indonesia. The situation in institutions varies significantly between cities and rural areas. Some of the people of Indonesia may need to understand what education is and its importance. This is particularly true for those who reside in more rural parts of the country. Their perspective on the significance of education still needs to be improved. They do not prioritize education, as seen by the fact that education still needs to be improved.

Indonesia's broad geographic location and numerous rural areas present the most significant difficulty to its educational system. Equal distribution of educational facilities is complex due to the geographic distance between regions. (Luschei & Zubaidah, 2012, cited from Febriana et al., 2018). According to (Sumintono et al., n.d.), the number of students in each rural school class is usually at most 30. Rural school districts also often use the concept of schools located in agricultural areas where agricultural areas are associated with middle to lower economic levels. The salary offered by schools located in rural areas is typically low. Students in rural areas need special treatment due to their limited

English proficiency, and only some students can go on to secondary school and college. It is difficult for rural schools to recruit and retain competent teachers. Due to the numerous issues, many teachers prefer to teach in urban areas.

Barley and Beesley (2007, quoted in du Plessis, 2014) also hypothesized that the inadequacy of skilled teachers and learning aids in rural schools contributes to the failure of English language teaching. Examples of educational disparities in urban and rural areas can be seen in schools in urban areas with good facilities and competent teachers so that later they can produce intelligent students. This is inversely proportional to rural schools with inadequate access to facilities and infrastructure and a need for more competent teachers.

Rural schools find it challenging to recruit qualified teachers due to several considerations, including limited access to schools, lower salaries compared to urban schools, and resources supporting the learning process. Rural school teachers need training in the teaching-learning process, such as developing methods and strategies in teaching English, training in the use of teaching media, and training in creating materials that interest students.

b. Barriers in Teaching English at Rural School

According to Zulhijjah (2022), various factors have been identified as barriers for teachers when teaching English in rural schools:

1. Implementation of the 2013 Curriculum

Discussing the school curriculum used, urban areas are suitable for the implementation of the 2013 curriculum, but for rural areas there will be many obstacles due to various things, including first: school facilities and infrastructure

are still inadequate, second: the level of understanding of students is much different from urban areas, third: the level of understanding of teachers as teachers.

2. Lack of Facilities and Modern Technology

In this discussion, "facilities" refers to the educational resources and technology used to facilitate English language teaching and learning. The quality of the facilities will determine how successful the English teaching and learning process is. If the resources used in teaching are not up to standard, then the goals of English language teaching will not be achieved. Projectors, which can display images, and speakers, which can play audio, are necessities for teachers who want to educate their students about movies and music. Without projectors and speakers, educators may find it difficult to train their students on the topic at hand.

Roinah (2019) continues that the teaching and learning process can only run optimally or optimally if the school has adequate learning facilities. Students living in rural locations need access to the same technology as students living in metropolitan areas. They need help accessing contemporary educational resources such as the internet, language labs, LCD projectors, CD players, microphones, or other equipment. Language teachers in rural areas should be trained in modern ways of teaching languages and using tools such as LCD projectors, CD players, microphones, computers, etc. Setting up language laboratories with courses that help people learn to speak English is essential.

3. Insufficient Allocation of Time, Resources, and Materials.

Teaching English may necessitate additional instructional time to facilitate comprehension, particularly for learners whose primary language differs from English. The limited two hours per week for English instruction may present challenges in effectively addressing the various components of English language learning. Moreover, the educational system prioritizes examination-based teaching and learning, often focusing on developing learners' communicative abilities. Providing teaching and learning materials, including workbooks, textbooks, teacher handbooks, charts, audio-visual sources, and equipment, needs to be improved, which is crucial for the teaching and learning process.

4. The Interest and Motivation of Students'

If students are motivated, they may do well in school. Most students think that English is the most challenging subject aftermaths. Students sometimes need to do what their teachers say. So, after the instruction, they get nothing. Even if they learn the lesson, they will only remember it briefly. Students only think about how to pass without having to do extra work. Some students find it more fun to do things besides teaching and learning English, like playing, talking with friends, and making noise. It has come to mean that students are neither interested in learning English nor motivated to do so. Low motivation shows up when students don't want to learn a language or don't want to take part in easy language learning.

5. The Two-Language Teaching Method

In rural areas, people are taught in two languages. Most English lessons are based on translation because students are so bad at listening, speaking, writing,

and reading English. Based on the level of the students, teachers' use both English and their native language. This makes it harder to teach English as a main goal. The students get used to hearing everything in their own language. It makes it harder for students to understand. Teachers' should give up on the bilingual method. English should still be taught in English. Students will get used to this method over time and get into the habit of understanding English. This will help students pay attention to what the teacher is saying and make learning more fun.

6. **The Absence of Intensive Training for Teachers**

The acquisition of formal training in teaching practices and methods is a crucial factor for facilitating an effective teaching process. It is recommended that newly appointed teachers receive a minimum of two to three one-month intensive training sessions in English language skills. The objective of this course is to enhance language proficiency and equip educators with the necessary skills to incorporate technology in their English language teaching practices, resulting in tangible outcomes. Currently, there is a lack of professional development opportunities aimed at enhancing the skills and expertise of educators.

3. Conceptual Frameworks

The conceptual framework underlying the research is given in the following diagram:
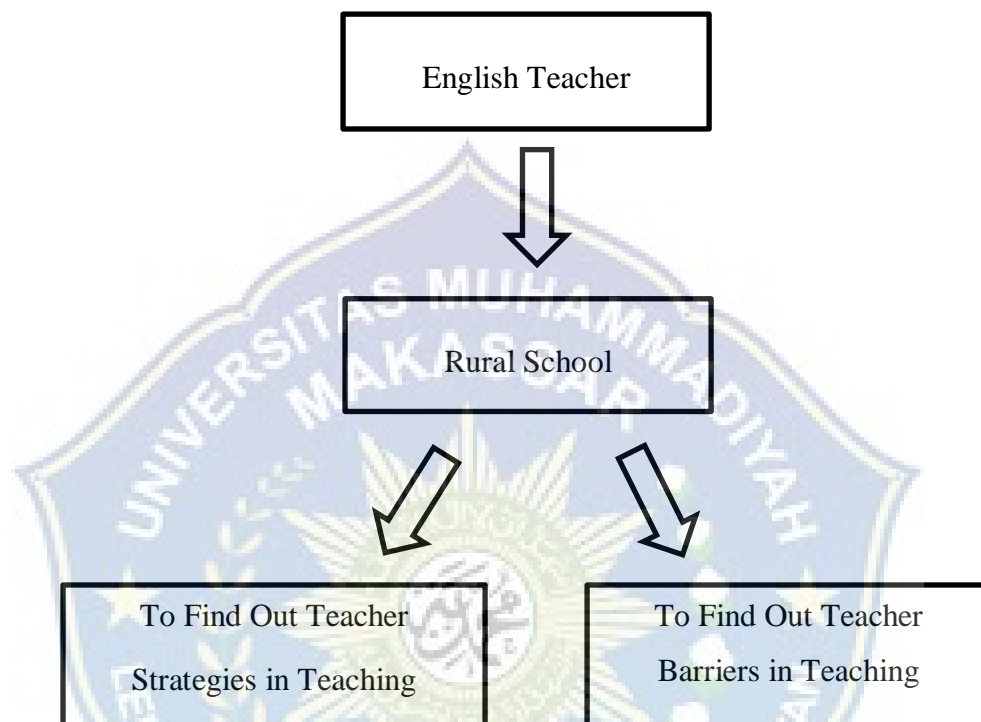
Figure 1.1 Conceptual Framework Diagram

Based on the conceptual framework above, the research method used is descriptive qualitative research. The researcher used interviews and classroom observations and provided an overview of the study on two outputs. The first focuses on finding the teachers' strategies for teaching English in rural areas, and the second is to find the barriers that the teacher faced in teaching English in the classroom, especially in rural school. To answer these research questions, the researcher used the theories of Janelle Cox (2015) and Zulhijjah (2022).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used the descriptive-qualitative method based on the title because it is in accordance with the data collection strategies and barriers used by English teachers in the classroom. Descriptive research describes and interprets objects as they are. In the context of qualitative research, the process of data collection is not driven by theoretical frameworks, but rather by the empirical evidence obtained from the field. The data analysis conducted in this study is based on an inductive approach, which involves deriving hypotheses and theories from the observed facts. In qualitative research, it is necessary to define boundaries for the study by identifying the specific focus that emerges as a research problem. The aim is to provide an overview of teacher strategies and barriers to teaching English in A rural area in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.

B. Subject of Research

The subject of the research was chosen only one English teacher in junior high school SMP Negeri 6 Tinggimoncong. The sample methodology used in this research was the total sampling technique. Specifically, the research samples included of all populations (Notoatmodjo, 2018).

C. Research Instrument

This research used descriptive qualitative research (Sugiyono, 2010) besides the researcher as the main instrument. So in this study, the researcher used research instruments in the form of the researcher themselves, data from interviews and observations. The following are the instruments used by the researcher in carrying out this research:

1. Interview

Interview sheet, Anas Sudijono argues that interviews are a way to gather information material carried out by conducting oral question and answer unilaterally, face to face, and with predetermined directions and objectives, namely several main questions, to guide useful informants to find out related to the teacher strategies and barriers in teaching English at rural junior high school in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan", so as to obtain accurate and objective data.

2. Observation

Observation is an activity carried out to see directly how the teacher applies the learning strategies used in the classroom.

D. Techniques of Data Collection

The data collection techniques used by the researcher to obtain data in this study are as follows:

1. Interview

The data collection technique involves the use of direct questioning and obtaining responses from respondent. The researcher conducts face-to-face

interviews with 1 English teacher at SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan as the interview subject. The interview was conducted entirely in Indonesian. The participant interview lasts for 5 to 25 minutes. To collect more information, the interviews were conducted before working on the observation stage to strengthen the data. When interviewing participant, the researcher used semi-structured questions. The semi-structured interview is a qualitative data collection method that involves the researcher posing a series of pre-determined yet open-ended questions to the participants. The researcher used semi-structured questions to dig deeper into the topics discussed. The purpose of this technique is to find out the teacher strategies and barriers in teaching English at rural area in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan. In interview activities, the researcher use recording devices. This is done so that the data that has been obtained can be heard repeatedly. The recording device used is an application on a cellphone. When conducting interviews, the researcher recorded the results (in rough data) in a personal notebook. They immediately summarized systematically after the interview activities were completed to avoid forgetting or losing. Data still in doubt can be returned to the old data source to obtain completeness and certainty.

2. Observation

Observation is conducted via direct observation in the field, particularly within the classroom setting during the learning process. To dive into the object of the statement, the researcher try to record and record data using observation aids,

including, among others, field notes, cameras, and daily notes. The observations used by the researcher focused on the following matters:

1. The teacher strategies in teaching English in rural schools are based on Janelle Cox (2015) theory and the researcher analysis.

2. Barriers faced by the teacher in teaching English in rural school classrooms.

The first meeting on June 15, 2023, the researcher directly conducted an interview with the English teacher at SMPN 6 Tinggimoncong/SATAP Sanggiringan because according to the principal agreement the researcher had to conduct an interview first with the relevant teacher and the researcher also recorded the findings in the field according to the researcher needs. On the next meeting, the researcher made observations to support the interview results.

The researcher conducted three observations on June 16 and 17, 2023 and an online observation on June 21, 2023. The observations were made when English teacher at schools in rural areas carried out the teaching and learning process. During the observation, the researcher participated in the lesson with the teacher and students in the English class that had been determined by the researcher. In this case, the researcher did not determine which class should be used as a place and which students should be the object of research. There were no special requirements that the researcher set except for English classes and teacher in rural areas. The data collected by the researcher during the observation were the strategies and barriers faced by teachers in providing students with an understanding of English lessons directly through the researcher point of view in rural schools. Then while at the research site, the researcher completes the

incomplete data related to the research topic. After the data was collected, the researcher made a transcript of the interview recordings. Then, the researcher analyzed the data from interviews and observations.

E. Data Analysis

After all the data has been collected, the researcher tries to provide a careful and precise analysis of the object of the problem systematically. The data analysis techniques used, according to Miles and Huberman, are as follows:

1. Data collection

At the data collection stage, the researcher saw and then recorded all data objectively and recorded as it was in accordance with the results of observations, interviews, and documentation in the field.

2. Data Reduction

In the field, a lot of information is gathered, and it must be written down carefully and in great detail. It has been found that the more time a researcher spends in a field and the more data they collect, the more complicated their work becomes. Because of this, the data must be looked at right away using data reduction. For example, if answers from principals or the teacher' during interviews did not match what was expected according to the interview guidelines, then these answers were not used. Then, if the principal or teacher gave a too-broad answer, only the main point would be taken.

3. Display Data

The data that had been reduced were presented in several formats, including narrative text (in the form of field notes), a matrix, or graphs. By means of data reduction, the information will be systematically sorted and structured in a manner that facilitates comprehension.

4. Conclusion

The researcher ensures that the data collected and the conclusions drawn are still aligned with the goal of the analysis during the process of data reduction. The research concludes once the goal has been achieved, regardless of whether the plan has been executed. To conclude the obtained data, it is necessary to verify it for the final report. This verification involves reviewing the data reduction and data presentation to ensure that the conclusions drawn align with the analyzed data. Specifically, the report focuses on the teacher strategies and barriers in teaching English at a rural school, SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan, taking into account the on-ground circumstances.

The four components are interconnected and have an impact on one another. The first stage of the research process involves conducting observations or interviews in the field, which is known as the data collection stage. Data presentation is conducted after the data has been reduced. Additionally, data collection is utilized for the purpose of data presentation. Once the three stages are completed, a decision or verification is made to validate the obtained data.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The researcher provides the research findings based on observations and interviews with the research topic. The research findings from the following researcher can be classified into two categories:

1. Teacher strategies in teaching English at A Rural area in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.

This part presents the findings obtained through observation and interviews. This pertains to the strategy employed by the teacher in teaching the English at SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan. After conducting an investigation of how English the teacher approach their lessons, the researcher decided on the following conclusion. The researcher discovered several strategies used by the teacher in teaching English at SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan:

a. Interview

Q : Strategi apa yang anda gunakan dalam pengajaran bahasa Inggris?

(What strategies do you use in using English?)

1) Using Role Play

The teacher uses role-playing strategies, usually through conversations between students. According to the teacher, this strategy helps sharpen students' memory and can also be an effective way to practice communication.

The teacher mentioned:

"Jadi kondisi siswa di kota dan di desa itu beda. Kalau disini, biasanya saya suruh siswaku membaca percakapan untuk berlatih supaya terbiasa mengucapkan bahasa inggris..." (*So the condition of students in urban areas and rural areas is different. Here, I usually ask my students to read conversations to practice so that they can get used to speaking English...*)

From the results of the interview above, the researcher can describe that the application of role-play strategy is one of the effective ways of familiarizing students to speak English, especially for students with conditions in rural school, because by using this method students have equal opportunities and equal opportunities and their respective responsibilities to engage in learning and do not require technology to achieve learning objectives.

2) Using Expository Learning Strategy

Furthermore, the teacher also added that:

"...saya menyampaikan materi secara langsung jadi anak anak sisa menulis..." *(...I deliver the material directly, so the students just write...)*

From the results of the interview above, the researcher can describe that the teacher uses an expository strategy, according to the theory, the expository strategy can be defined as a form of direct teaching. The teacher is positioned at the front of the class to give a lecture, while the students copy the information. When engaged in self-directed learning, students may face challenges in understanding relevant information due to the presence of irrelevant material, leading to confusion and distraction. Therefore, the researcher concluded that the strategy the teacher referred to during the interview was the expository strategy.

3) **Using Lecturer Strategy**

"…untuk kelas VIII dan XI kalau misalnya ada grammar yang siswa kurang mengerti, saya akan menulis dan menjelaskan tentang grammar tersebut walaupun belum masuk materinya..." (*for class VIII and XI if for example there is grammar that students do not understand, I will write and explain about the grammar even though it has not entered the material.)*

The teacher also added:

"…ketika ada kebutuhan siswa di luar materi, harus disampaikan, misalnya ada materi yang akan dipelajari di pertemuan berikutnya dan kebetulan muncul di materi yang sedang dikerjakan sekarang, minimal diberikan sedikit materi…" *(...when there are student needs outside the material, it must be conveyed, meaning that for example there is material that will be studied at the next meeting and it happens to appear in the material being worked on now, at least a little material is given...)*

From the interview above, the researcher describe that the strategy used by the teacher is a lecture strategy. Because of this strategy, the teacher writes about grammar and explains it. In addition, the teacher also gives reinforcement, particularly if students still do not understand how to pronounce vocabulary correctly. The teacher then corrects the students' incorrect pronunciation. The lecture strategy is commonly employed in the pedagogical practice of teaching and learning. Because this method can be used with students in schools in urban areas as well as in rural schools especially with limited facilities because this method can be applied either with or without aids (props or learning media).

4) **Using Cooperative Strategy**

The teacher added statement:

"...biasa juga saya menyuruh siswa untuk berkelompok supaya meningkat motivasinya, karena siswa disini kalau tidak berkelompok mereka kesulitan mengerjakan tugas yang saya berikan tapi saya masih damping juga." *(...I also usually ask students to work in groups to increase their*

motivation, because if students here are not in groups, they have difficulty working on the assignments I give but I still assist them too.)

From the interview above, the researcher can describe that the strategy used by the teacher is a cooperative strategy. Because according to the teacher explanation, the use of cooperative strategy in English learning needs assistance in group formation so that students are easier to follow the learning process, therefore the teacher must still interfere in the group formation process to get the expected learning results.

5) **Using Audio Visual Utilization Strategy**

"Biasanya saya sering menggunakan musik video singkat untuk memperkenalkan bahasa Inggris misalnya belajar tentang hari-hari, hewan peliharaan, buah-buahan alphabet dan lain-lain." *(I usually use short music videos to introduce English such as learning about days, pets, fruits of the alphabet and others.)*

According to the researcher analysis of the teacher statement. That movies or videos can illustrate an appropriate strategy that can be watched repeatedly if deemed necessary. Students who use audiovisual learning materials can directly see and mimic the pronunciation of English words or expressions. They no longer find the English teaching and learning process to be uninteresting. The motivation of students to learn English increases. Based on the observation in class VII at SMP Negeri 6 Tinggimoncong, the teacher uses a short video on his laptop to introduce basic English so that students are motivated to learn, then students watch the video while the teacher guides students to pronounce the vocabulary in the video.

b. Observation

In addition, the reality on the ground also shows that there are several strategies other than those mentioned above, namely:

1) Applying Various Teaching Methods and Strategies

English teacher at SMP Negeri 6 Tinggimoncong/SATAP Sanggiringan stated that to keep students interested in learning and achieving learning objectives. The teacher must vary teaching methods and strategies in the classroom. To develop students' interest, the teacher try to make English lessons fun with limited facilities. This is done so that students feel comfortable with English lessons and they do not feel pressured or feel that learning is difficult. Teacher in rural areas make a new combination so that they can connect the 2013 curriculum with new ideas. According to Monawati, Fauzi (2018), The teacher and students are interrelated in improving maximum learning outcomes, this is because the teacher' use different strategies in delivering learning to students. With the the teacher efforts to achieve the goals that have been set. As stated by the teacher:

> "…ketika dikelas saya menggabung strategi apapun yang bisa diterapkan sesuai dengan kebutuhan siswa di sekolah ini agar bisa mencapai tujuan pembelajaran, karena kalau saya menggunakan sesuai dengan RPP secara runtut pembelajaran jadi monoton, tujuan pembelajaran tidak akan tercapai." *(….when in class I combine any strategies that can be applied according to the needs of students in this school in order to achieve learning objectives, because if I use according to the lesson plan in a coherent manner, learning becomes monotonous, learning objectives will not be achieved.)*

As also mentioned by the teacher:

"Tidak bisa. Penggunaan RPP tidak bisa diterapkan di sini. Kondisi siswa di sini berbeda" *(It can't. The use of lesson plans cannot be applied here. The condition of the students here is different.)*

Observations showed:

Table 4.1 : Observation result of teacher applying various teaching methods and strategies.

Classroom Observation Checklist	Yes	No	Description
Teacher uses strategies and methods as stated in the lesson plan.		✓	The teacher does not use the strategies and methods as stated in the lesson plan, but makes a new reference by modifying the lesson plan according to the needs of students in rural schools even though it is out of the lesson plan. *Guru tidak menggunakan strategi dan metode seperti yang tercantum dalam RPP, tetapi membuat acuan baru dengan memodifikasi RPP sesuai dengan kebutuhan siswa di sekolah perdesaan meskipun keluar dari indicator pada RPP.*

Based on the observation and looking at the lesson plan document as a reference, some steps in the lesson plan were not seen in the learning process. This is because English teacher at SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan modify the lesson plans by using a combination of one strategy with another according to the needs of the students in the classroom at that

time. In fact, what is written in the lesson plan is never in line with the reality of learning in rural school.

2) Giving Motivation

Implementing motivational strategies is a potential method to enhance student engagement in acquiring English language skills. Observations show that the teacher consistently leads this behavior. The teacher stated that one way to motivate students is to open their horizons to English. The teacher tells them what benefits students get if they learn English and says that, for example, English is not our language; never be afraid to go wrong; make habits; don't remember them, and that's the key. The researcher looked at the fact that the students' enthusiasm while learning English was excellent. Even though the students still lacked knowledge of English, they were always passionate and answered the teacher questions while studying.

b. The barriers faced by Teacher in Teaching English at A Rural Area in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.

Based on the results of interviews and observations, researcher found several barriers faced by teacher in teaching English in rural area at SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan, which are supported by the theory put forward by Zulhijjah (2022) in her thesis.

Researcher asked:

Q: Kendala apa yang sering Anda temui ketika mengajar bahasa Inggris di sekolah pedesaan? *(What barriers do you often encounter when teaching English in rural schools?)*

1. The Implementation of 2013 Curriculum

The curriculum for 2013 is the first barrier facing English teacher. When students enter junior high school, they are introduced to English as a subject. The study of English is no longer included in the 2013 curriculum for elementary schools, which has repercussions for the junior high school level. The 2013 elementary school curriculum impacts English instruction in junior high schools. This is particularly true for rural regions. This barrier English the teacher, who must begin teaching English to students at the primary level, whereas secondary-level English classes must start at the secondary level. Here are the responses of English teacher regarding the obstacles in teaching English as a foreign language to students:

> "Dalam kurikulum 2013, tidak ada mata pelajaran bahasa Inggris di sekolah dasar, jadi ketika siswa menduduki bangku SMP siswa baru di ajari dari tingkat dasar, apalagi di desa seperti ini, di kota bisa saja walaupun siswa tidak di ajar di sd, tapi bisa bimbingan belajar, bisa belajar dari youtube, beda halnya dengan siswa yang ada di pedesaan, dia tidak memiliki akses yang banyak seperti siswa yang ada di kota, makanya saya sebagai guru bahasa inggris kesulitan untuk mengajar lagi dari awal seperti alphabet, nama nama hewan, dan bahasa inggris basic lainnya." *("In the 2013 curriculum is that in elementary school there are no English subjects, so when students occupy junior high school students are only taught from the basic level, especially in rurals like this, in urban areas it is possible even though students are not taught in elementary school, but can be tutored, can learn from YouTube, unlike students in rural areas, they do not have as much access as students in urban areas, so I as an English teacher find it difficult to teach again from scratch such as the alphabet, animal names, and other basic English.")*

Based on the interviews conducted, it appears that teacher faced barriers when it came to teaching English as a new subject in junior high school. The students lacked the basic knowledge necessary to understand the subject matter. Lacking basic English language skills, rural teacher have to prepare

other materials when teaching, use different strategies and methods from the

lesson plan, and modify the 2013 curriculum.

Moreover, the teacher also stated:

"Sebenarnya maunya kurikulum 2013 sekarang itu adalah pendekatan berpusat pada siswa tapi di sekolah desa pendekatan itu sulit dicapai kita sebagai guru disini bukan hanya sebgai fasilitator guru disini betul-betul harus kreatif mencari cara bagaimana caranya meskipun sedikit keluar dari maunya kurikulum tapi tujuan pembelajaran tercapai dipastikan bahwa siswa tangkap dengan pelajaran yang diberikan apalagi bahasa Inggris merupakan hal baru bagi siswa, pembelajaran yang berpusat pada siswa di sekolah desa ya... mungkin kalau dibilang berhasil cuma berapa persen karena memang butuh bimbingan dari guru secara terus-menerus." *(Actually, what the current curriculum wants is a student-centered approach, but in rural schools, that approach is difficult to achieve. We as teachers here, not only as facilitators. students catch on with the lessons given especially that English is a new thing for students, student-centered learning in rural schools, right... maybe if you say it's successful, it's only a percentage of success because it really needs continuous guidance from the teacher.)*

The statement of the teacher is in accordance with the results of

observations made by researcher :

Table 4.2 : Observation result of teacher barriers in the implementation of 2013 curriculum.

Classroom Observation Checklist	Yes	No	Description
The teacher uses student-centered learning activities and confirms the conclusion at the end of the class.		✓	Learning is not student-centered because of the existing limitations, student-centered learning is difficult to achieve in rural school. The teacher are not only facilitators, in this school they really have to be creative in finding ways even if they are a little out of the curriculum but the learning objectives are achieved to ensure that students capture the lessons

			given especially English is new to students.
			Pembelajaran tidak berpusat pada siswa karena keterbatasan yang ada, pembelajaran yang berpusat pada siswa sulit dicapai di sekolah pedesaan. Guru bukan hanya sebagai fasilitator, di sekolah ini betul-betul harus kreatif mencari cara bagaimana caranya meskipun sedikit keluar dari maunya kurikulum tapi tujuan pembelajaran tercapai dipastikan bahwa siswa tangkap dengan pelajaran yang diberikan apalagi bahasa Inggris merupakan hal baru bagi siswa.

The researcher concluded that the most significant barrier faced by English teacher is trying to adjust the abilities of students in rural areas with curriculum demands that are equivalent to those of students in urban areas. In the curriculum, it is stated that learning is student-centered and the teacher is only a facilitator, but in rural school, learning is still teacher-centered because students need a lot of guidance and assistance from the teacher because they do not have as much access as students in urban areas.

2. Insufficient Allocation of Time

The next barrier is the lack of time allocation for the teacher. Since English lessons in junior high school are usually only four hours a week, the teacher

have very limited time to deliver the material. Regarding the limited time allocation, the teacher stated that:

"…untuk belajar mengucapkan ketika story telling saja itu butuh waktu, itulah kenapa hambatan yang paling ini adalah alokasi waktu yang tersedia, butuh waktu bagaimana mengucapkan, menyusun kalimat , dll." *(…to learn to pronounce when story telling alone takes time, that's why the most obstacle is the time allocation available, it takes time how to pronounce, compose sentences, etc."*

Moreover, the teacher also stated**:**

"Sulit untuk menggunakan metode dan strategi pengajaran yang berbeda seperti bermain peran dan games karena metode begitu menghabiskan banyak waktu. Kalau siswa mulai suka, kelas sudah berakhir." *(It's tough to use different teaching methods like role-play and games 'cause they take up a lot of time. And just when the students are getting into it, class is over.)*

According to the interviewed teacher, the time given is not enough to implement teaching strategies and methods in the classroom. This is also related to student competence, when the teacher teach they want their students to understand, but the condition of students in rural schools is that it takes a long time to understand the material. The current time allocated for teaching English in each meeting in this school is two hours, or 40 minutes, while this teacher suggests that a more suitable duration for teaching English in each meeting would be 90 minutes.

Table 4.3: Observation result of the teacher barriers regarding insufficient allocation of time.

Classroom Observation Checklist	Yes	No	Description
Teacher deliver the material and finish it in a timely manner.		✓	The teacher does not have enough time to explain the material until it is finished, so the teacher has to continue it at the next meeting. *Guru tidak memiliki waktu yang cukup untuk menjelaskan materi sampai selesai, alhasil guru harus melanjutkannya dipertemuan selajutnya.*

Based on observation data and researcher analysis, it can be concluded that there are many stages written by the teacher in the lesson plan. However, the teacher cannot carry out all the activities in the lesson plan due to time constraints, so the teacher must continue it at the next meeting.

3. Lack of Facilities and Modern Technology

Q: Bagaimana dengan tantangan yang berasal dari sekolah itu sendiri seperti fasilitas dan lingkungan belajar? *(What about the challenges that come from the school itself such as facilities and learning environment?)*

Teacher said:

"Fasilitas yang ada khusus bahasa inggris di sekolah ini sangat minim, fasilitas seperti buku paket di daerah terpencil itu kadang 3 siswa 1 buku, salah satu cara mengatasinya saya fotokan bukunya atau materi yang saya dapat di internet tapi biasa terkendala lagi jaringannya, jadi saya biasa kirimkan sehari sebelum kelas dimulai supaya pergi cari jaringan untuk donwloadki, karena kalau menggunakan buku paket itu tidak cukup" *(The facilities available specifically for English in this school are very minimal,*

facilities such as textbooks in rural areas are sometimes 3 students 1 book, one way to overcome this is that I capture the book or material that I get on the internet but usually the network is constrained again, so I usually send it the day before class starts so that I go looking for a network to donwload, because if you use the textbook it is not enough)

The teacher statement is in line with the results of observations made by the researcher at SMP Negeri 6 Tinggimoncong, that at the time of learning only a few students had textbooks, and only saw the material delivered by the teacher through documents sent via WhatsApp the day before class started because students had to find a good network to download the material provided by the teacher. The researcher concluded that, the effectiveness of English language teaching in rural schools can be hurt by the lack of resources and materials. Books, worksheets and modules are included in the list of key resources for teaching English as they are the teacher main tools for teaching.

The teacher also stated:

"LCD itu hanya satu ini kan banyak guru yang membutuhkan jadi harus berebut antara guru yang tak selamanya bisa digunakan di pembelajaran. Biasanya kalau mengajar materi yang membutuhkan video atau musik saya kasih lihat video ke siswa itu memakai laptop pribadi saya." *("There is only one LCD, and there are many teachers who need it, so we have to scramble between teachers, which cannot always be used in learning. Usually, when teaching material that requires video or music, I show the video to the students using my personal laptop.")*

Based on interviews and observations, researcher describe that students who attend school and live in rural locations do not have the same access to technology as students who live in urban areas. The teacher and students do not have access to contemporary educational resources such as the internet, language labs, LCD projectors, CD players, microphones or other equipment. When teaching, the teacher in rural school try to maximize the use of media or

teaching aids in the surrounding environment, which is certainly very different from schools in urban area.

4. The Interest and Motivation of Students'

As mentioned by the teacher in the previous interview, English is a recently introduced subject in Junior High School. Due to various factors, such as limited exposure to English during elementary school, some students may face challenges in developing a strong foundation in English. As a result, their proficiency in Junior High School, particularly in terms of vocabulary, may require further attention and support. The researcher inquired about the level of student engagement during the teacher instruction:

Q: **Bagaimana tanggapan siswa terhadap pelajaran bahasa Inggris? Apakah siswa Anda tertarik untuk belajar bahasa Inggris?** *(How do students respond to English lessons? Are your students enthusias in learning English?)*

The teacher said that:

> "…mereka perbendaharaan kata nya kurang karena memang hal baru belum lagi di ajar cara mengucapkannya jadi memang betul betul butuh waktu yang ekstra karena kita ajar dari 0 lagi tapi mereka antusias belajar..." *(...their vocabulary is lacking because it is indeed a new thing not to mention being taught how to pronounce it so it really takes extra time because we teach from 0 again but they are enthusiastic about learning.)*

Table 4.4 : Observation result of teacher barrier regarding the interest and motivation of students'

Classroom Observation Checklist	Yes	No	Description
When the teacher delivers a lesson, students exhibit a high level of engagement and enthusiasm towards acquiring knowledge.			Some students show high enthusiasm even though they don't really understand the English lesson. *Beberapa siswa menunjukkan antusiasme yang tinggi meskipun mereka tidak terlalu memahami pelajaran bahasa Inggris.*

Based on the observation, it was noted that a number of students displayed a high level of enthusiasm towards their English lessons. Some students focused on listening to the teacher explanation of the lesson and were active when asked questions. Furthermore, the teacher also said:

"Kalau masalah keinginan belajarnya bagus, siswa disini antusias belajar bahasa inggris tapi kembali lagi kompetensinya sama sarana prasarana tadi yang jadi hambatan." (*If the problem of the desire to learn is good, students here are enthusiastic about learning English but again the competence and infrastructure are the obstacles.*)

Based on the researcher analysis of interview and observations, students in rural schools do lack vocabulary let alone do not understand English at all. However, not all students are passive, most of them are enthusiastic to learn English even with limited knowledge. Building student enthusiasm during the teaching and learning process can be a barriers.

5.   **The Use of Local Language at School**

"…ketika saya mengajar, saya menggunakan kombinasi bahasa Indonesia-Makassar dengan sedikit campuran bahasa Inggris, karena siswa di daerah pedesaan memiliki kemampuan yang kuat dalam bahasa daerah mereka." *("when I teach, I occasionally tend to primarily utilize a combination of Indonesian-Makassar with a small infusion of English, as students in rural areas possess a strong command of their local language.")*

Table 4.5 : Observation result of teacher barriers regarding the two-language teaching method.

Classroom Observation Checklist	Yes	No	Description
When explaining the materials, the teacher uses both Indonesian and English language.	✓		Teacher communicate in three languages: Indonesian, Makassarese and to a lesser extent English. *Guru berkomunikasi dalam tiga bahasa: Indonesia, Bahasa Daerah Makassar dan lebih sedikit menggunakan Bahasa Inggris.*

The observations and interviews showed that the teacher shows a higher frequency of using Makassar local language mixed with Indonesian compared to English during English language teaching in the classroom. This schools local language is so strong that even pronouncing English words is difficult. The researcher also noticed that when students were given the task of making sentences, students had difficulty translating the vocabulary. The students showed code-switching behavior by incorporating Makassarese words into their speech. These factors can be identified as examples of mother tongue interference during English language teaching. This becomes a barrier for the

teacher in teaching English in rural schools because if the teacher uses English, the students need help understanding, and eventually, the classroom becomes silent. This is a barriers faced by English teachers from other regions, who do not understand the local language that students often use at school.

6. The Absence of Intensive Training for Teachers

The sixth issue is that teacher don't get enough training. According to the teacher who were interviewed emphasized the significance of training for teachers, particularly English teachers in rural areas. But it's hard to find appropriate training because the government combines teachers in urban schools with teachers in rural schools, who are clearly in different situations. When the researcher asked about:

Q: **Apa pendapat Anda tentang pentingnya pelatihan guru untuk mengajar bahasa Inggris, terutama di daerah pedesaan?** *(What do you think about the importance of teacher training to teach English, especially in rural areas?)*

Teacher said:

> "Pelatihan guru menurut saya penting, tetapi di kabupaten pelatihannya secara umum, kita digabung antara guru yang mengajar di sekolah yang fasilitasnya lengkap padahal kan kondisnya beda, di pelatihan itu kita di ajarkan untuk menggunakan strategi,media, dan metode menarik, tapi itu secara umum sesuai RPP, cocok untuk siswa di kota tapi belum tentu cocok dngan siswa saya." (*Teacher training in my opinion is important, but in the district the training is general, we are combined between teachers who teach in schools with complete facilities when the conditions are different, in the training we are taught to use strategies, media, and interesting methods, but it is generally according to the lesson plan, suitable for students in the urban areas but not necessarily suitable for my students.*)

The statements provided suggest that effective training is a crucial component in the cultivation of teaching abilities, particularly in the pursuit of creativity and innovation within the classroom. English language instructors often encounter the challenge of instructing students, particularly those from rural regions, who lack sufficient English language instruction. Insufficient training in both theoretical and practical aspects may impede teacher ability to effectively execute teaching strategies.

The researcher also found other barriers in this rural school during observations:

1) Lack of Educators

Based on observations, the lack of educators is another barrier, and this is also very influential, where sometimes the workforce or teachers who teach in rural areas are very few and can be said to be lacking. The lack of competent workers or teachers also causes a lack of quality education, and graduates produced later. Related to the problem of fulfilling educators, our government, namely through the education office, has specifically made efforts to fulfill through the placement of civil servant teachers (PNS) or honorary teachers who are also placed. However, the facts in the field, the researcher concluded that it is evident that many teachers are reluctant to teach in rural areas. There is only one English teacher in this school; the subject of the research was born and lived there.

As an additional question from the researcher:

Q: Mengapa hanya ada satu guru bahasa Inggris di sekolah ini? *(Why is there only one English teacher in this school?)*

The teacher argued that as long as he has been teaching for many years, no English teacher has been placed here. Maybe there is just that when they see the placement in a rural area, they need to take the opportunity to teach here. As a result, English teacher experience many obstacles because they teach three classes at once in a rural school whose conditions are much different from schools in the urban areas.

B. Discussions

1. Teacher Strategies in Teaching English at A Rural School in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.

Effective strategy implementation is a significant determinant of success in English language teaching. This study identified five teacher strategies based on the theory proposed by Janelle Cox (2015), which the teacher also used at SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan. Among them are the subject of the research use 1) role-playing strategy, 2) expository learning strategy, 3) lecture strategy, 4) cooperative strategy, and 5) audio-visual usage strategy. And also, there are strategies that emerge not from previous theories but emerge based on the findings. The researcher found these strategies specifically as follows: 1) applying various teaching methods and strategies and 2) giving motivation.

Teacher strategies influence the success of English language teaching in rural schools. If the strategy used by English teacher is appealing to students, then students will probably succeed in understanding what the teacher is saying. However, if the strategies used by English teachers are not attractive, then students may fail to achieve the learning objectives. Dincer, A. et al. (2013). Effective English teachers must have a practical teaching approach in terms of preparation before teaching, teaching methods, learning strategies, and implementation in teaching.

The interview results show that the strategies used to facilitate the teacher in achieving learning objectives in rural schools are role-playing, expository learning, lecture, cooperative, and audio-visual utilization strategies. After conducting interviews with the research subject, the researcher also made direct observations in the classroom. Then based on the results of the researcher analysis, among the eight strategy items put forward by Janelle Cox (2015), at the time of the interview, the teacher only used 5 of them. And based on the results of observations in each class, the teacher used a combination of 5 strategy items when teaching English both in class VII and class VIII because, according to the research subject, the variety of strategies is effective for teaching students with rural conditions, by modifying one strategy with another method.

The researcher concluded that the teacher combine or modify the strategies and get out of the concepts and stages in the lesson plans due to time constraints and the condition of the students in this school. The teacher also

said that the strategies and methods in the lesson plans can be applied, but not all steps in the lesson plans can be used in rural schools. Learning strategies and methods are organized coherently in the lesson plans. But when teaching in rural schools based on what the curriculum wants. The teacher believe students go home, the learning model works, but the learning objectives are not achieved.

Hoque (2019) also stated that applying diverse teaching strategies by modifying one strategy to another can result in different levels of student understanding and academic achievement. Meanwhile, it is essential to note that a qualified teacher is an individual who can organize and facilitate learning activities effectively. An effective lesson plan should include learning objectives and activities which serve as the desired goals and methods of the learning process.

The researcher also found that the teacher always motivates students during learning. Because according to the teacher, one way to increase students' interest in learning English is to encourage them. The teacher stated that one way to motivate students is to open their horizons to English. The teacher tells them the benefits students get if they learn English and says that, for example, English is not our language, never be afraid of being wrong, make the habit, don't memorize it, and that's the key.

Based on the explanation above, schools in rural areas have many limitations when the teaching and learning process takes place. The eight strategies proposed by Janelle Cox (2015), and the two strategies found by the

researcher can be a solution for thr teacher and students in the teaching and learning process. Since the first one is to encourage students' participation, it is suggested that if teacher in rural areas combine these strategies without being monotonous into one strategy, it will encourage rural students to participate and make it easier for the teacher in the teaching and learning process. To increase students' motivation to study English, however, English teaching tactics will be particularly effective if they are supported by media, resources, and unlimited lesson time.

2) The barriers faced by Teacher in Teaching English at A Rural School in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.

The researcher found that English language teaching in rural schools has more significant constraints compared to urban schools. Several things become barriers for thr teacher who teach English at SMP Negeri 6 Tingimoncong/SATAP Sanggiringan. The following is a further explanation of the barriers faced by teacher in teaching English in rural school based on the theory proposed by Zulhijjah (2022):

1. The Implementation of the 2013 Curriculum

The frequent changes in curriculum pose a challenge for the teacher and rural school, as they struggle to keep up with the updated curriculum guidelines. Frequently, the educational development in rural schools lacks customization to align with the specific requirements of the local community. Even more concerning, curriculum development is sometimes equated with curriculum development in urban schools the implementation of the 2013 curriculum poses

an significant barrier for teacher and students in rural schools. The 2013 curriculum places a strong emphasis on scientific learning, with a particular focus on promoting student engagement and active participation in the learning process. This is a big challenge for students because their learning rural school students are usually (if not always) focused on the teacher. One of the modifications that has been implemented in the 2013 curriculum pertains to the exclusion of English as a subject in primary schools, a decrease in instructional time in secondary schools, and a restriction in the scope of topics covered.

According to the results of teacher interviews, The lack of English language subjects in primary schools necessitates that the teacher begin by introducing English at a foundational level, which should already be covered in secondary schools. Beginning with the fundamentals is difficult for the teacher. Moreover, the teacher must adapt the abilities of students in rural areas to the demands of the curriculum that are equivalent to students in urban areas. In the 2013 curriculum it is also mentioned that learning is student-centered and the teacher is only a facilitator, but in fact in rural schools in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan, learning is still teacher-centered because students need a lot of guidance and assistance from the teacher because they do not have the same access as students in urban areas. The teacher also said that the teacher must have a patient personality and be able to adjust teaching strategies and methods to suit students who attend schools in rural areas.

2. Insufficient Allocation of Time.

According to the teacher interviewed, the time given is not enough to implement classroom teaching according to the lesson plans because according to them, the lesson plans when implemented in the countryside take a long time, because judging from the condition of the students, the teacher modify the lesson plans so that the learning objectives are achieved in a timely manner. Because, the current time allocated for teaching English in each meeting in this school is two hours, or 40 minutes, while this teacher suggests that a more suitable duration for teaching English in each meeting would be 90 minutes.

3. Lack of Facilities and Modern Technology

The learning process must have supporting and adequate facilities. Roinah (2019) cited in the zulhijjah thesis (2022) that teaching and learning processes cannot run optimally if schools do not have adequate learning facilities. The limited facilities, resources, and infrastructure available in schools is one of the barriers causing the difficulty of teaching English. With limited circumstances and even shortages, the teacher and students, especially in rural schools, cannot experience facilities as good as schools in the urban area. The better and more complete the facilities or infrastructure in a school, it will encourage the effectiveness of the process of transfusion of knowledge for students. Especially in this era of globalization, where technology plays an important role in the teaching and learning process. The results of observations and interviews in this research that schools at rural area in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan, do not have sufficient technology for learning, such as infocus,

projectors, the internet, as well as language laboratories and other teaching aids. The teacher in rural schools still use manual methods and props in teaching and plearning English.

According to the researcher, the current condition of education in Indonesia is still uneven, especially in rural area and areas that are synonymous with low economy. In addition to technology, learning support textbooks are also still lacking, many books are damaged and the material has not developed. This is barriers for the teacher, because teacher in rural schools must find solutions to develop new material not only through textbooks, even though they are constrained by facilities.

4. The Use of Local Language at School.

The local language is the mother tongue or the first language in everyday life. According to Parera (1989), a local language is a traditional language in an area that is a hereditary legacy for the community of speakers where the language is used. Meanwhile, the negative impact of using local languages is that it makes it difficult to use Bahasa and English as we know that Bahasa is the main language for explaining the learning materials, including in English class teaching. Based on nterviews and observations data, the teacher show a higher frequency of using Makassarese local language mixed with Indonesian than English during English language teaching in the classroom. Because, this school local language is so strong that even pronouncing English words is difficult. In rural school, English teaching is mainly based on the translation method, as the students are found to be very weak in listening, speaking, writing and reading

English. Considering the condition of the students, the teachers use the bilingual method to use the students' mother tongue.

## 5. The Absence of Intensive Training for Teachers

Training for teachers is something that should be prioritized highly because it is one of the methods in which one can increase their level of expertise in the field of education (Holguin & Morales, 2016). Zulhijjah (2022) stated that it is recommended that newly appointed teachers receive at least two to three intensive training sessions of one month in English language skills. Based on teacher arguments, the teacher training organized by the Ministry of Religious Affairs (MGMP) as well as the training held in the sub-district, is actually still lacking for teachers who teach in rural areas, as teachers may struggle to implement teaching strategies properly if they only have theoretical training and minimal facilities. Furthermore, it can be challenging to implement the theories learned during training due to the numerous limitations that exist in rural schools. It is important for teachers to be able to identify which techniques, strategies, or methods are appropriate for teaching in their classrooms. In order to captivate students' attention and foster their enthusiasm for learning English.

In addition, there are barriers that emerged not from previous theories, but emerged based on the findings. Researchers found these barriers specifically:

1. The Lack of Educators

The lack of educators is another barrier, this is also very influential, where sometimes the workforce or teachers who teach in rural areas are very few and can be said to be lacking. According to Barley & Beesley (2007, as cited in du

Plessis, 2014), the absence of qualified teachers contributes to the unsuccessful English language acquisition in rural schools. The lack of competent workers or teachers also causes a lack of quality education, and graduates produced later. Related to the problem of fulfilling educators, our government, namely through the education office, has specifically tried to fulfill this through the placement of civil servant teachers (PNS) or usually honorary teachers who are also placed. However, the facts in the field, the researcher concluded that it is evident that many teachers are reluctant to teach in rural areas, some are willing but forced, and some are sincere because of their willingness to teach in rural areas.
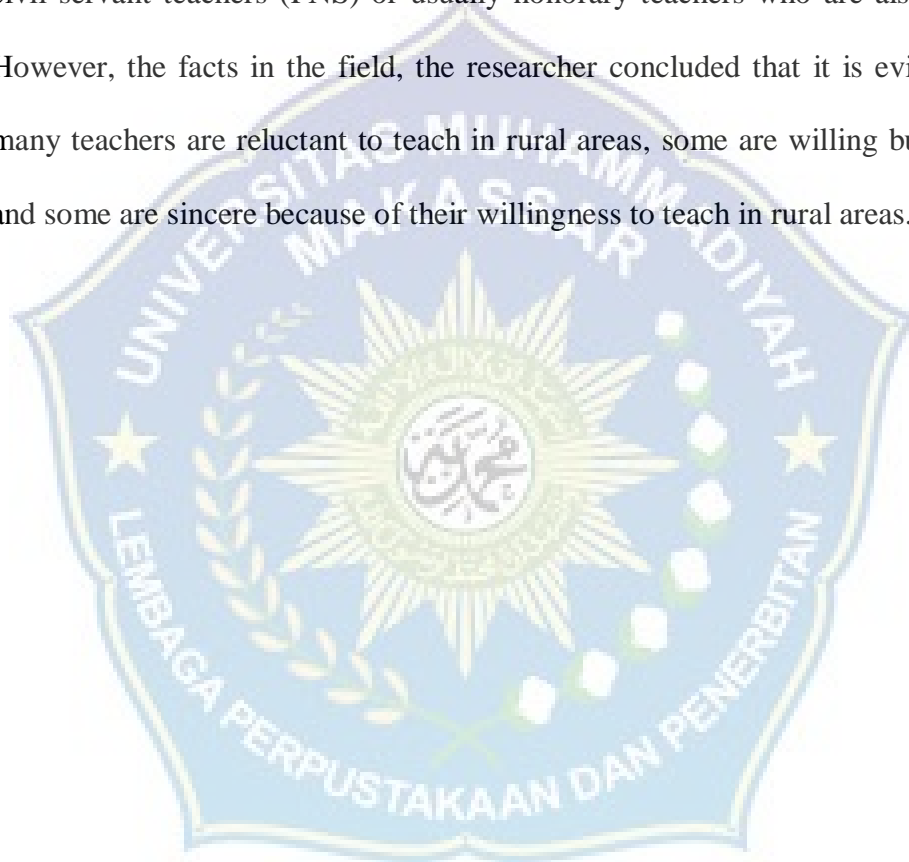
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A.   Conclusions

From the findings of the research examined, the researcher conducted data analysis with the aim of findings teacher strategies and barriers in teaching English at A rural school in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan:

1. Based on the data analysis, the strategies used by English teacher in teaching in rural school at SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan are not monotonous to one strategy but rather apply modifications of various strategies appropriate to the level of students and the learning situation in rural schools by combining: 1) role playing, 2) expository learning strategy, 3) lecture strategy, 4) cooperative strategy, 5) audio visual utilization strategy.

2. The study also highlighted various barriers encountered in teaching English in junior secondary schools in rural areas. The results showed that teacher are barriers by the difficulty of implementing the 2013 curriculum, the lack of teaching time allocation, the lack of modern facilities and technology, the use of local language at school, the absence of intensive training for teachers teaching in rural areas, and the lack of educators.

B. Suggestions

The researcher would like to provide several suggestions based on the findings of the research, which are as follows:

1. Suggestion for teacher

As teachers, especially in rural schools, they need to keep getting better at coming up with effective strategies and methods so that students in rural areas can be as smart and successful as students in cities.

2. Suggestion for government policy

According to the information gathered by the researcher, it is desired that the government reintroduce English classes beginning from primary school and give more significant consideration to the state of facilities in schools situated in rural areas to ensure equal access to education. Furthermore, it is recommended that the government frequently conduct specialized training sessions for educators who instruct in rural schools. This will produce proficient teachers who can adjust to the teaching environment.

3. Suggestion for next researcher

Based on the findings and discussion in this study, in particular, there are several things that still require further observation or research regarding English language teaching strategies in rural schools. Therefore, the researcher suggests several things. Other researchers can conduct more in-depth observations and research on the strategies used by teachers in rural areas. Because, the findings of this study may only cover some aspects of the learning strategies practiced by teachers in rural areas. It is a challenge for

future researchers to explore other important aspects of this topic.

REFERENCES

Akbari, Z. (2015). *Current Challenges in Teaching/Learning English for EFL Learners: The Case of Junior High School and High School*. Procedia - Social and Behavioral Sciences, 199, 394-401. https://doi.org/10.1016/j.sbspro.2015.07.524

Annisa, Ria (2022) *Rural Students' Barriers in Learning English During The Covid-19 Pandemic (A Case Study Conducted By Seventh Semester Of English Education At Iain Bengkulu).* Diploma Thesis, UinFatmawati Sukarno Bengkulu. http://repository.iainbengkulu.ac.id/id/eprint/8529

Amir, Taufiq. 2015. *Inovasi Pendidikan Melalui Problem Based Learning*. Jakarta. Pranamedia Group. Andriwan, Budi dan Mega Budiarto 2014.

Amrina, H. N. (2023, January 20). *Teaching English for Junior High School Students in Rural Area | Amrina |* Jurnal Pendidikan Edutama. https://doi.org/10.30734/jpe.v10i1.2924

Bharati, S., & D. (2014, January 1). *Teaching English As A Second Language In Rural Schools Of Odisha–a Review, IJAR - Indian Journal of Applied Research(IJAR),* IJAR | World Wide Journals. Retrieved from https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/article/teaching-english-as-a-second-language-in-rural-schools-of-odishaandndash-a-review/NDI3MQ==/?is=1

Bura Huguette, S. (2021). *A Comparative Study on Rural Teacher Education in Three Developing Countries: Myanmar, Democratic Republic of Congo And Tanzania*. Indonesian Journal of Creative Counseling, 1, 43–60. https://doi.org/10.47679/ijcc.v1i2.131

Cox, Janelle. *15 Professional Development Skills for Modern Teachers*. https://www.teachhub.com/15-professional-development-skills-modern-tea-chers/. Retrived Oktober 20, 2019]

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. United States of America: Sage Publication, Inc.

Dailin, D., Melati, M., & Zayadi, A. (2019, December 2). *Creative and Innovative Ways of Teaching English In Rural Area Through ICT | Edu-Ling: Journal*

59

of English Education and Linguistics. Creative and Innovative Ways of Teaching English in Rural Area Through ICT | Edu-Ling: Journal of English Education and Linguistics. https://doi.org/10.32663/edu-ling.v2i2.776

Derakhshan, A. (2015). *The challenges of teaching English language: The relationship between research and teaching. International Journal of Linguistics*, 7(1), 102-110.

Dijkstra, L., Florczyk, A. J., Freire, S., Kemper, T., Melchiorri, M., Pesaresi, M., &Schiavina, M. (2021, September). *Applying the Degree of Urbanisation to the globe: A new harmonised definition reveals a different picture of global urbanisation. Journal of Urban Economics,* 125, 103312. https://doi.org/10.1016/j.jue.2020.103312

Du Plessis, P. (2014). *Problems and complexities in rural schools: Challenges of education and social development.* Mediterranean Journal of Social Sciences, 5(20), 1109–1117. https://doi.org/10.5901/mjss.2014.v5n20p110

Emvula Shikalepo, E. (2019). *Challenges Facing Teaching at Rural Schools: A Review of Related Literature*. www.rsisinternational.org

Febriana, M., Nurkamto, J., Rochsantiningsih, D., & Muhtia, A. (2018). Teaching in rural Indonesian schools: Teachers' challenges. International Journal of Multicultural and Multireligious Understanding, 5(5), 11-20.

Harlina, Hariya, and Fazri Nur Yusuf. 2020. "Tantangan Belajar Bahasa Inggris Di Sekolah Pedesaan Challenges of Learning English in Rural School." Jurnal Penelitian Pendidikan 20(3):325–34

Herrell, A. L., & Jordan, M. (2012). *Strategies for Teaching English Language Learners.* United States of America: Pearson.

Indonesian Journal of Creative Counseling Volume 1 Number 2 (2021) pp. 43-60, *"A Comparative Study on Rural Teacher Education in Three Developing Countries: Myanmar, Democratic Republic of Congo and Tanzania.* https://doi.org/10.47679/ijcc.v1i2.131

Izquierdo, J., Aquino Zúñiga, S. P., & Martínez, V. G. (2023, January 1). [PDF] *Foreign language education in rural schools: Struggles and initiatives among generalist teachers teaching English in Mexico | Semantic Scholar.* https://www.semanticscholar.org/paper/Foreign-language-education-in-rural-schools%3A-and-in-Izquierdo

Littlewood, W. (2007, June 20). *Communicative and task-based language teaching in East Asian classrooms. Language Teaching*, 40(3), 243–249. https://doi.org/10.1017/s0261444807004363

Masturi, S. Z., Binti, A., Kosnin, M., & Farhana Binti Zainudin, N. (n.d.). *The Barriers In Teaching English Skills Encountered By Malaysian Rural-Area Preschool Teachers: A Preliminary Study.* In Journal of Positive School Psychology (Vol. 2022, Issue 2). http://journalppw.com

Mccracken, J. D., David, J., & Barcinas, T. (1991). *High School and Student Characteristics in Rural and Urban Areas of Ohio*

Mekar, S. S., Safitri, D., &Sugito. 2014. *Klasifikasi Wilayah Desa-Perdesaan dan Desa-Perkotaan Wilayah Kabupaten Semarang dengan Support Vector Machine (SVM).* Jurnal Gaussian, 3(2010), 751–760.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook (3rd Editio).* United States of America: SAGE Publication

M., Kamil, N., & Hardiansyah, H. (2022, September 30). *Home learning profile of children in rural areas: A phenomenological study in Jember, East Java | Education and Human Development Journal.*

Nunan, D. (2010). *Teaching English to young learners.* Anaheim University.

Nurfuadah, R. N. (2014, December 11). *10 Main Problems of Curriculum 2013*. Https://News.Okezone.Com/. https://news.okezone.com/read/2014/12/11/65/1077829/10-masalah-utama-kurikulum-2013

Roinah, R. (2019, May 31). *Problematika dalam pembelajaran bahasa inggris di stain bengkalis.* https://doi.org/10.21043/quality.v7i1.4966

Sadulloh, U., Muharram, A., Robandi, B. (2015). *Pedagogik Ilmu Mendidik, Bandung: Alfabeta.* https://opac.perpusnas.go.id/DetailOpac.aspx?id=1031750

Sakinah, Y. L., Danayanti Degeng, P. D., & Sahiruddin, S. (2020, February 5). *Language learning strategies employed by efl learners in a rural area | joall (journal of applied linguistics and literature).* https://doi.org/10.33369/joall.v5i1.9739

Septianingsih, P. A., & Erliza, S. (2021, December 15). Urban and Rural Area Graduate Students' Perceptions toward Synchronous English Learning

amidst Covid-19 Pandemic | Septianingsih | Journal of English Language Teaching and Linguistics. https://doi.org/10.21462/jeltl.v6i3.641

Shan, L. W., & Aziz, A. A. (n.d.). *A Systematic Review of Teaching English in Rural Settings: Challenges and Solutions. A Systematic Review of Teaching English in Rural Settings: Challenges and Solutions.*

Shikalepo, E. E. (2020). *Attributes Underlying Learner Performance in Rural Schools: The Perspectives of Rural School Teachers in Namibia.* International Journal of Multidisciplinary Education and Research, Accepted, 6–11. www.educationjournal.in

Supriadi, B., Patak, A. A., & Korompot, C. A. (2023, May 13). *Teaching EFL in a Rural School : Challenges and Strategies | Supriadi | Pinisi Journal of Art, Humanity and Social Studies*. Teaching EFL in a Rural School : Challenges and Strategies | Supriadi | Pinisi Journal of Art, Humanity and Social Studies. https://ojs.unm.ac.id/PJAHSS/article/view/46476/21541

Yulia, Y. (2013). *Teaching Challenges in Indonesia: Motivating Students and Teachers' Classroom Language. Indonesian Journal of Applied Linguistics,* 3(1), 1–16. https://doi.org/10.17509/ijal.v3i1.186

Zulhijjah, E.Z. (2022). *Teachers' Challenges in Teaching English at Rural Areas: Case Study in Madrasah TsanawiyahPondok Kubang Subdistrict.*

A
P
P
E
N
D
I
C
E
S

➢ **Appendices A: Interview Guideline**

School Name: SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.

Name of Teacher: Nurhayati,S.S

Interview Day/Date:

Educational Background:

Educational Status:

Research Questions 1 (Strategies)

1. What do you think about English language teaching in rural school? (Apa pendapat Anda tentang pengajaran bahasa Inggris di sekolah-sekolah pedesaan?)

2. How do students respond to English lessons? Are your students interested in learning English? (Bagaimana tanggapan siswa terhadap pelajaran bahasa Inggris? Apakah siswa Anda tertarik untuk belajar bahasa Inggris?)

3. Strategy apa yg anda gunakan dalam pengajaran bahasa Inggris? (What strategies do you use in using English?)

4. What do you think about the English curriculum at SMP Negeri 6 Tinggimoncong? Do you use a student-centered approach or a teacher-centered approach? (Bagaimana pendapat Anda tentang kurikulum bahasa Inggris di SMP Negeri 6 Tinggimoncong? Apakah Anda menggunakan pendekatan yang berpusat pada siswa atau pendekatan yang berpusat pada guru?)

5. How do you present the material in class? Do you use media other than textbook? (Bagaimana Anda menyajikan materi di kelas? Apakah Anda menggunakan media selain buku teks?)

6. What do you think about the importance of teacher training to teach English, especially in rural areas? (Apa pendapat Anda tentang pentingnya pelatihan guru untuk mengajar bahasa Inggris, terutama di daerah pedesaan?

Research Question 2 (Barriers)

1. What are the barriers you often face when teaching English at this school? (Apa saja hambatan yang sering Anda hadapi saat mengajar bahasa Inggris di sekolah pedesaan?)

2. What challenges in teaching English do you think arise from the students themselves? (Menurut Anda, tantangan apa yang muncul dari para siswa dalam mengajar bahasa Inggris?)

3. Are there any difficulties in teaching English that come from you as a teacher? (Apakah ada kesulitan dalam mengajar bahasa Inggris yang berasal dari Anda sebagai guru?)

4. What about the challenges that come from the school itself such as facilities and learning environment? (Bagaimana dengan tantangan yang berasal dari sekolah itu sendiri seperti fasilitas dan lingkungan belajar?)

> ➢ **Appendices B: Transcript of Teacher Interview**

School Name: SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.

Name of Teacher: Nurhayati,S.S.

Interview Day/Date: Thursday, 15 June 2023

Educational Background: Bachelor's degree in English literature

Educational Status: Honorary Teacher in SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.

Research Questions 1

1. **Q: What do you think about English language teaching in rural school?** (Apa pendapat Anda tentang pengajaran bahasa Inggris di sekolah-sekolah pedesaan?)

P: Menurut saya pengajaran di desa itu jauh berbeda dengan pengajaran di kota. Disini kalau boleh jujur yah kita serba kekurangan, jadi kita seorang guru harus sabar dan *mempunyai strategi sendiri sesuai kemampuan siswa* kita di pedesaan. Di kota kan enak yah, contoh kasus untuk tingkatan smp dikota bahkan ada banyak anak anak yang sudah bisa berbahasa inggris, bahkan ada les tambahan yang tersedia, tapi kalau di desa betul-betul baru mengenal huruf sementara kurikulum tidak ada lagi mengenal alphabet klo di smp. Itulah kenapa saya mengatakan mengajar bahasa inggris di desa itu butuh kesabaran.

(I think teaching in rural area is much different from teaching in urban area. Here, if I'm honest, we are all lacking, so we as teachers must be patient and

have our own strategies according to the abilities of our students in rural area. In the urban area, it's good, for example, for the junior high school level in the urban areas there are even many students' who can already speak English, there are even additional lessons available, but in here, it's really just getting to know letters while the curriculum no longer recognizes the alphabet in junior high school. That's why I say teaching English in the rural requires patience.)

2. **Q: How do students respond to English lessons? Are your students interested in learning English?** (Bagaimana tanggapan siswa terhadap pelajaran bahasa Inggris? Apakah siswa Anda tertarik untuk belajar bahasa Inggris?)

   P: Mereka perbendaharaan kata nya kurang karena memang hal baru belum lagi di ajar cara mengucapkannya jadi memang betul betul butuh waktu yang ekstra karena kita ajar dari 0 lagi tapi mereka antusias belajar. Kalau masalah keinginan belajarnya bagus, beberapa siswa disini antusias belajar bahasa inggris tapi kembali lagi pengetahuannya sama sarana prasarana yang jadi hambatan. *(They lack vocabulary because it's a new thing not to mention being taught how to pronounce it so it really does take extra time because we teach from 0 again but they are enthusiastic about learning. If the problem of the desire to learn is good, some students here are enthusiastic about learning English but again the knowledge and infrastructure are the obstacles.)*

3. **Q: Strategi apa yg anda gunakan dalam pengajaran bahasa Inggris?** (What strategies do you use in using English?)

P: Jadi kondisi siswa di kota dan di desa itu beda. Kalau disini, biasanya saya suruh siswaku ***membaca percakapan*** untuk berlatih supaya terbiasaki mengucapkan bahasa inggris. Saya juga ***menyampaikan materi secara langsung*** jadi anak anak sisa menulis, untuk kelas VIII dan XI kalau misalnya ada grammar yang siswa kurang mengerti, saya akan menulis dan menjelaskan tentang grammar tersebut walaupun belum masuk materinya, ketika ada kebutuhan siswa di luar materi, harus disampaikan, misalnya ada materi yang akan dipelajari di pertemuan berikutnya dan kebetulan muncul di materi yang sedang dikerjakan sekarang, minimal diberikan sedikit materi, biasa juga saya ***menyuruh siswa untuk berkelompok*** supaya meningkat motivasinya, karena siswa disini kalau tidak berkelompok mereka kesulitan mengerjakan tugas yang saya berikan tapi saya masih damping juga, kalau untuk kelas VII nya karena mereka dasar, biasanya saya ***sering menggunakan musik video singkat*** untuk memperkenalkan bahasa Inggris misalnya belajar tentang hari-hari, hewan peliharaan, buah-buahan alphabet dan lain-lain. Ketika dikelas saya ***menggabung strategi*** apapun yang bisa diterapkan sesuai dengan kebutuhan siswa di sekolah ini agar bisa mencapai tujuan pembelajaran, karena kalau saya menggunakan sesuai dengan RPP secara runtut pembelajaran jadi monoton, tujuan pembelajaran tidak akan tercapai. Penggunaan RPP tidak bisa diterapkan di sini. Kondisi siswa di sini berbeda, metode dan strategi pembelajaran itukan runtut ki , harus mengikuti itu nah kalau di desa itu yang kita lakukan maka yakin dan percaya pulang anak anak model pembelajaran berjalan tapi tujuan pembelajaran tidak tercapai, padahal tujuan nya kita

menggunakan model supaya tujuan pembelajaran tercapai tapi di desa. Nama teorinya saya kurang ingat saya tau ada istilahnya based learning copperative dll tapi itu kalau saya ditanya strategi apa saya tidak bisa jawab teorinya apa, karena kan di pelatihan diharuskan 1 model tapi dilapangan tidak bisa, untuk apa saya ikuti yang ada dipelatihan klo tujuan pembelajaran saya tidak tercapai **strategi apapun yang saya gunakan yang penting bisa tersampaikan ilmunya**, itu yang saya lakukan , siswa bisa paham dan enjoy. Di sekolah saya lakukan sesuai kebutuhan dan kondisi. *(So the condition of students in the urban areas and in the rural is different. Here, I usually ask my students to read conversations to practice so that they can get used to speaking English. I also deliver the material directly so that the rest of the children write, for classes VIII and XI if for example there is grammar that students do not understand, I will write and explain about the grammar even though it has not entered the material, when there are student needs outside the material, it must be conveyed, for example there is material that will be studied at the next meeting and it happens to appear in the material being worked on now, At least a little material is given, usually I also tell students to go in groups to increase their motivation, because students here if they are not in groups they have difficulty doing the assignments I give but I still accompany them too, if for class VII because they are basic, I usually often use short video music to introduce English, for example learning about days, pets, alphabet fruits and others. When in class I combine any strategies that can be applied according to the needs of students in this school in order to achieve learning objectives,*

because if I use according to the lesson plan in a coherent manner, learning becomes monotonous, learning objectives will not be achieved. The use of lesson plans cannot be applied here. The condition of the students here is different, the learning methods and strategies are coherent, you have to follow that, well, if in the rural that's what we do, then we are sure and believe that the children go home, the learning model runs but the learning objectives are not achieved, even though the goal is that we use the model so that the learning objectives are achieved but in the rural area. I don't remember the name of the theory, but if I am asked what strategy I cannot answer what the theory is, because the training requires 1 model but in the field it is not possible, why do I follow what is in the training if my learning objectives are not achieved, whatever strategy I use, the important thing is to convey the knowledge, that's what I do, students can understand and enjoy. At school I do it according to needs and conditions.)

4. **Q: What do you think about the English curriculum at SMP Negeri 6 Tinggimoncong? Do you use a student-centered approach or a teacher-centered approach?** (Bagaimana pendapat Anda tentang kurikulum bahasa Inggris di SMP Negeri 6 Tinggimoncong? Apakah Anda menggunakan pendekatan yang berpusat pada siswa atau pendekatan yang berpusat pada guru?)

P: Sebenarnya maunya kurikulum 2013 sekarang itu adalah pendekatan berpusat pada siswa tapi di sekolah desa pendekatan itu sulit dicapai kita sebagai guru disini bukan hanya sebgai fasilitator guru disini betul-betul harus

kreatif mencari cara bagaimana caranya meskipun sedikit keluar dari maunya kurikulum tapi tujuan pembelajaran tercapai dipastikan bahwa siswa tangkap dengan pelajaran yang diberikan apalagi bahasa Inggris merupakan hal baru bagi siswa, pembelajaran yang berpusat pada siswa di sekolah desa, mungkin kalau dibilang berhasil cuma berapa persen karena memang butuh bimbingan dari guru secara terus-menerus. *(Actually, the intention of the 2013 curriculum now is a student-centered approach but in rural schools this approach is difficult to achieve, we as teachers here are not only as facilitators, teachers here really have to be creative in finding ways, even if it is a little out of the curriculum's wishes but the learning objectives are achieved, it is ensured that students catch the lessons given, especially English is new to students, student-centered learning in rural schools, maybe if you say it is successful, only a few percent because it requires continuous guidance from the teacher.)*

5. **Q: How do you present the material in class? Do you use media other than textbook?** (Bagaimana Anda menyajikan materi di kelas? Apakah Anda menggunakan media selain buku teks?)

P: Jadi saya menyajikan materi dengan menjelaskan materinya terlebih dahulu, saya juga *tidak menerapkan apa yang ada di RPP karena saya modifikasi materinya sesuai kondisi siswa saya*, saya tidak menggunakan buku paket karena materinya belum terupdate, saya kirimkan materi yang saya ajarkan sehari sebelum dimulai pelajaran karena butuh waktu siswa untuk mendowload karena kan disini jaringan susah, media pembelajaran yang saya gunakan pun saya cuma putar video yang ada di laptop saya, karena kalau lcd disini cuma

satu, dan guru lain juga pake. *(So I present the material by explaining the material first, I also do not apply what is in the lesson plan because I modify the material according to the conditions of my students, I do not use the package book because the material has not been updated, I send the material that I teach the day before the lesson starts because it takes time for students to download because the network is difficult here, the learning media that I use I only play videos on my laptop, because there is only one LCD here, and other teachers also use it.)*

6. **Q: What do you think about the importance of teacher training to teach English, especially in rural areas?** (Apa pendapat Anda tentang pentingnya pelatihan guru untuk mengajar bahasa Inggris, terutama di daerah pedesaan?)

P: Pelatihan guru menurut saya penting, akhir-akhir ini sudah jarang tetapi di kabupaten pelatihannya secara umum, kita digabung antara guru yang mengajar di sekolah yang fasilitasnya lengkap padahal kan kondisnya beda, di pelatihan itu kita di ajarkan untuk menggunakan strategi,media, dan metode menarik, tapi itu secara umum sesuai RPP, cocok untuk siswa di kota tapi belum tentu cocok dngan siswa saya. Contoh kasus di desa itu, memang hal baru, kalau di kota kemungkinan dia dapat bahasa inggris di di tk atau sd dasarnya dengan menyanyi bahasa inggris dll. Alphabet saja susah apalagi langsung materi , pelatihannya mau saya secara khusus dengan ada yg di pedesaan, bayangkan kita mengajar di desa dengan strategi dan metode yang memerlukan fasilitas yang memadai, pasti tidak bisa, di desa betul-betul berpikir bagaimana ini caranya supaya saya bisa membuat siswa ngerti.

(Teacher training in my opinion is important, lately it has been rare but in the district the training is general, we are combined between teachers who teach in schools with complete facilities but the conditions are different, in the training we are taught to use strategies, media, and interesting methods, but that is generally according to the lesson plan, suitable for students in the urban areas but not necessarily suitable for my students. For example, the case in rural area it is indeed a new thing, if in the urban areas he might get English in kindergarten or elementary school basically by singing English etc. The alphabet alone is difficult let alone direct material, I want the training specifically with those in the countryside, imagine we teach in the rural with strategies and methods that fight but in rural area really "think how can I do this so that my children can understand, the most possible use is video because we can see native speakers alone are difficult to understand, especially the teacher who speaks.

Research Question 2

1. **Q: What are the barriers you often face when teaching English at this school?** (Apa saja hambatan yang sering Anda hadapi saat mengajar bahasa Inggris di sekolah pedesaan?)

P : Hambatan yang paling susah sebenarnya *pengimplementasian kurikulum 2013* di sekolah pedesaan, di kurikulum 2013 itu di sd sudah tidak ada mata pelajaran bahasa inggris, jadi ketika siswa menduduki bangku SMP siswa baru di ajari dari tingkat dasar, apalagi di desa seperti ini, di kota bisa saja walaupun siswa tidak di ajar di sd, tapi bisa bimbingan belajar, bisa belajar dari youtube,

beda halnya dengan siswa yang ada di pedesaan, dia tidak memiliki akses yang banyak seperti siswa yang ada di kota, makanya saya sebagai guru bahasa inggris kesulitan untuk mengajar lagi dari awal seperti alphabet, nama nama hewan, dan bahasa inggris basic lainnya, Jadi harus dari awal lagi mengajar bagaimana mengucapkan, jadi betul-betul pengenalan.

Yang kedua *masalah waktu*, untuk belajar mengucapkan ketika story telling saja itu butuh waktu, itulah kenapa hambatan yang paling sulit juga adalah alokasi waktu yang tersedia, butuh waktu bagaimana mengucapkan, menyusun kalimat , dll. Strategi dan metode yang ada di RPP sebenarnya bisa diterapkan tapi tidak semua langkah dalam model itu bisa kita gunakan di sekolah di desa karena waktunya kurang. Seperti yang saya katakana tadi, betul-betul hal baru, butuh waktu yang banyak untuk guru untuk membuat siswa paham dengan materi tersebut. Bisa saja saya terapkan semua apa yang ada di RPP, tapi tujuan pembelajaran tidak akan tercapai, dan siswa tidak akan bertambah pengetahuannya, karena sekedar masuk telinga kanan keluar telinga kiri. *(The most difficult barrier is actually implementing the 2013 curriculum in rural schools, in the 2013 curriculum in elementary school there are no English subjects, so when students occupy junior high school students are taught from the basic level, especially in rurals like this, in urban areas it is possible even though students are not taught in elementary school, but can be tutored, can learn from youtube, unlike students in rural areas, he does not have as much access as students in urban areas, so I as an English teacher have difficulty teaching again from scratch such as the alphabet, animal*

names, and other basic English, so it must be from the beginning again teaching how to pronounce, so it is really an introduction.

The second problem is time, to learn to say when story telling alone takes time, that's why the most difficult obstacle is also the allocation of available time, it takes time how to say, compose sentences, etc. The strategies and methods in the lesson plan can actually be applied but not all steps in the model can be used in rural schools because of the lack of time. As I said earlier, it is really new, it takes a lot of time for the teacher to make students understand the material. I could apply everything in the lesson plan, but the learning objectives will not be achieved, and students will not increase their knowledge, because it just goes in the right ear and out the left ear.)

2. **Q: What challenges in teaching English do you think arise from the students themselves?** (Menurut Anda, tantangan apa yang muncul dari para siswa dalam mengajar bahasa Inggris?)

P: Pertama, mereka perbendaharaan kata nya kurang karena memang hal baru belum lagi di ajar cara mengucapkannya jadi memang betul betul butuh waktu yang ekstra karena *kita ajar dari 0* lagi tapi beberapa dari mereka antusias ketika belajar bahasa inggris, kedua siswa di desa masih menggunakan bahasa ibunya, bahasa Makassar*, mereka sama sekali tidak mengerti bahasa inggris*, alphabet mereka tidak tahu, ketika saya mengajar, saya terkadang *kebanyakan menggunakan bahasa Indonesia* dicampur dengan bahasa Inggris sedikit , karena siswa di daerah pedesaan masih sangat kuat dalam bahasa lokal mereka.

(First, their vocabulary is lacking because it is a new thing not to mention

being taught how to pronounce it so it really takes extra time because we teach from 0 again but some of them are enthusiastic when learning English, secondly students in the rural still use their mother tongue, Makassar language, they don't understand English at all, the alphabet they don't know, when I teach, I sometimes mostly use Indonesian mixed with a little English, because students in rural areas are still very strong in their local language.)

3. **Q: Are there any difficulties in teaching English that come from you as a teacher?** (Apakah ada kesulitan dalam mengajar bahasa Inggris yang berasal dari Anda sebagai guru?)

P: Kalo persoalan kesulitan saya dalam mengajar sebenarnya, guru pasti punya cara lah bagaimana menyampaikan dari awal pelajaran sampai akhir pelajaran tercapai hanya saja kita menyesuaikan maunya kurikulum dengan kondisi real yang ada di lapangan, kita harus berpikir dan kreatif maunya kurikilum seperti ini tapi kondisi yang ada dilapangan terkadang tidak sesuai dengan rpp, terkadang penggabungan antara metode yang satu dan lainnya harus dilakukan, kalo dibilang sulit tidak terlalu. Cuma hambatannya saya harus belajar dan mencari tau lagi bagaimana menemukan strategi baru agar tujuan pembelajaran tercapai dan semua siswa yang datan pada hari itu pulang membawa hasil. Cuma **terkendala fasilitas**, liat kamus saja masi susah. Butuh kesabaran, kalau kita pake model pembelajaran harus stistematik disini harus digabung. *(If the issue of my difficulties in teaching is actually, the teacher must have a way to convey from the beginning of the lesson until the end of the lesson is achieved, it's just that we adjust the curriculum's wishes with the real conditions in the*

field, we have to think and be creative if the curriculum wants it like this but the conditions in the field sometimes do not match the rpp, sometimes combining one method with another must be done, if you say it's difficult, not really. The only obstacle is that I have to learn and find out again how to find new strategies so that the learning objectives are achieved and all students who come that day go home with results. It's just constrained by facilities, seeing the dictionary is still difficult. It takes patience, if we use the learning model it must be systematic here it must be combined.)

4. **Q: What about the challenges that come from the school itself such as facilities and learning environment?** (Bagaimana dengan tantangan yang berasal dari sekolah itu sendiri seperti fasilitas dan lingkungan belajar?)

P: Kondisi kita di daerah terpencil pastilah tantangan banyak, *fasilitas yang ada khusus bahasa inggris sangat minim*. Fasilitas seperti buku paket di daerah terpencil itu kadang 3 siswa 1 buku, salah satu cara mengatasinya saya fotokan bukunya atau materi yang saya dapat di internet tapi biasa terkendala lagi jaringannya, jadi saya biasa kirimkan sehari sebelum kelas dimulai supaya pergi cari jaringan untuk donwloadki, karena kalau menggunakan buku paket itu tidak cukup. Selain buku, di sekolah ini juga *tidak ada lab bahasa*, di sekolah ini hanya memiliki 1 LCD projector jadi bergantian menggunakannya. biasanya kalau mengajar materi yang membutuhkan video atau musik saya kasih lihat video ke siswa itu memakai laptop pribadi saya. Ya begitulah, fasilitas sekolah ini tidak memadai. Tapi betul, pemerintah harus tahu bahwa infrastruktur kita di Indonesia tidak memadai, tidak merata, terutama di daerah

terpencil. *(Our condition in rural areas must be a lot of challenges, the facilities available specifically for English are very minimal. Facilities such as textbooks in rural areas are sometimes 3 students 1 book, one way to overcome this is that I photograph the book or material that I get on the internet but usually the network is constrained again, so I usually send it the day before class starts so that I go looking for a network to donwload, because if you use the textbook it is not enough. In addition to books, this school also does not have a language lab, this school only has 1 LCD projector so they take turns using it. Usually when teaching material that requires videos or music I show videos to students using my personal laptop. Yes, the school facilities are inadequate. But really, the government should know that our infrastructure in Indonesia is inadequate, uneven, especially in rural areas.)*
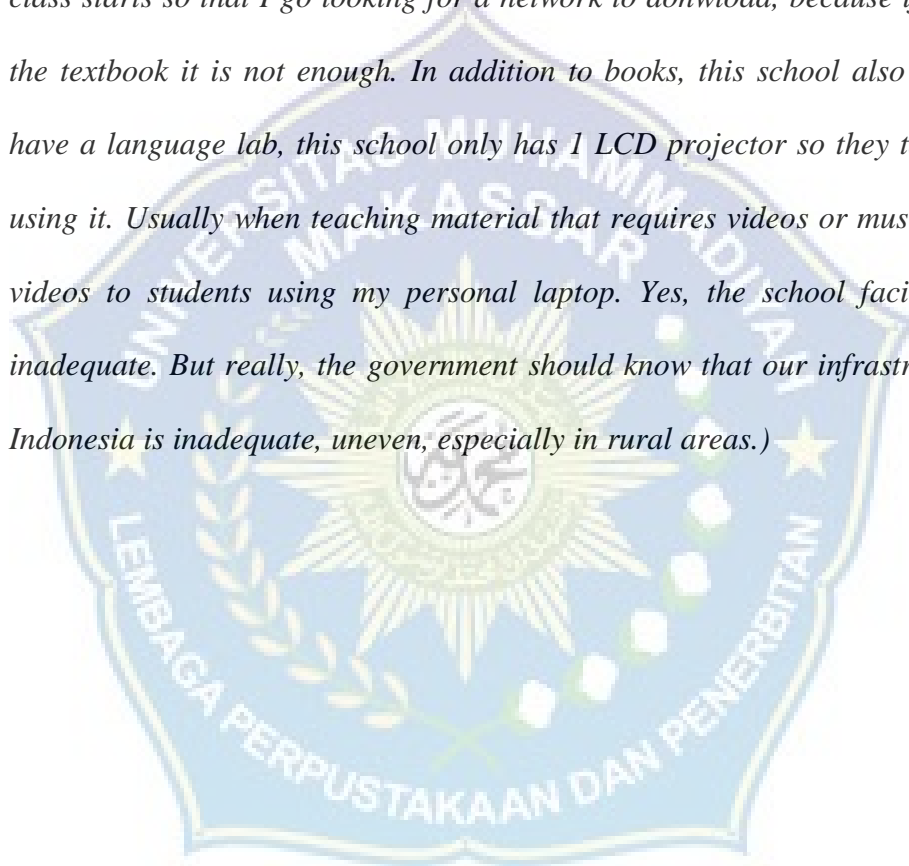
➢ **Apendices C : Observation in The Classroom**

Observation were made to support the results of interviews conducted previously. Observation were also made to see the classroom situation when the research subject taught in class.

Day/Date   :

Teacher name : Nurhayati,S.S.

No.	Classroom Observation Checklist	Yes	No	Description
1	The teacher used information from textbooks, references, or firsthand knowledge.			
2	Teacher explained the students about the topic to learn in the meeting.			
3	Teacher encourage their students to actively participate in class by asking questions and giving answers.			
4	When the teacher delivers a lesson, students exhibit a high level of engagement and enthusiasm towards acquiring knowledge.			
5	Teacher use various strategies when presenting the materials.			
6	Teacher uses strategies and methods as stated in the lesson plan.			
7	The teacher use facilities in the teaching and learning process that are enhanced through the utilization of various media and learning resources.			
8	When explaining the materials, the teacher uses both Indonesian and English language.			
9	The teacher makes a group of students.			
10	When teaching, the teacher use the syllabus, and the 2013 curriculum.			

11	Teacher uses student-centered learning activities and confirms the conclusion at the end of the class.			
12	Teacher deliver the material and finish it in a timely manner.			

Adopted and modified from Yusa (2021) & Desri Susiyanti (2019)

> **Appendices D : Observation in The Class**

Observation were made to support the results of interviews conducted previously. Observation were also made to see the classroom situation when the research subject taught in class.

Day/Date : Friday, 16 June 2023

Teacher name : Nurhayati,S.S.

No.	Classroom Observation Checklist	Yes	No	Description
1	The teacher used information from textbooks, references, or firsthand knowledge.	✓		During the lesson the teacher delivered the material from the textbook and references from other sources. Although only a few students have textbooks, and only see the material delivered by the teacher through documents sent via WhatsApp. *Selama pelajaran berlangsung, guru menyampaikan materi dari buku pelajaran dan referensi dari sumber lain. Meskipun hanya beberapa siswa yang memiliki buku pelajaran, siswa bisa melihat materi yang disampaikan oleh guru melalui dokumen yang dikirim guru melalui WhatsApp.*
2	Teacher explained the students about the topic to learn in the meeting.	✓		The teacher explains to the students about the topic to be learned, and asks what material was learned in the previous meeting to know the students understand and remember the lesson. *Guru menjelaskan kepada siswa tentang topik yang*

				akan dipelajari, dan menanyakan materi apa yang dipelajari pada pertemuan sebelumnya agar mengetahui siswa paham dan ingat pelajarannya.
3	Teacher encourage their students to actively participate in class by asking questions and giving answers.	✓		The teacher encourage students to be involved in the learning process by giving some questions to students when he or she gives the lesson in the learning process. The teacher encourage students to be active in the learning process by giving some questions to students. Students were given the option to ask questions regarding the explanation that were not covered in the class. She also provided students the opportunity to ask questions about the explanation. *Guru mendorong siswa untuk terlibat dalam proses pembelajaran dengan memberikan beberapa pertanyaan kepada siswa ketika ia memberikan pelajaran dalam proses pembelajaran. Guru mendorong siswa untuk aktif dalam proses pembelajaran dengan memberikan beberapa pertanyaan kepada siswa. Siswa diberi kesempatan untuk bertanya mengenai penjelasan yang tidak dimengerti di kelas. Beliau juga memberikan kesempatan kepada siswa*

				untuk bertanya mengenai penjelasannya.
4	When the teacher delivers a lesson, students exhibit a high level of engagement and enthusiasm towards acquiring knowledge.	✓		Some students show high enthusiasm even though they don't really understand the English lesson. *Beberapa siswa menunjukkan antusiasme yang tinggi meskipun mereka tidak terlalu memahami pelajaran bahasa Inggris.*
5	Teacher use various strategies when presenting the materials.	✓		The teacher uses several strategies when presenting the material and does not stick to just one strategy. *Guru menggunakan beberapa strategi saat menyajikan materi dan tidak terpaku pada satu strategi saja.*
6	Teacher uses strategies and methods as stated in the lesson plan.		✓	The teacher does not use the strategies and methods as stated in the lesson plan, but makes a new reference by modifying the lesson plan according to the needs of students in rural schools even though it is out of the lesson plan. *Guru tidak menggunakan strategi dan metode seperti yang tercantum dalam RPP, tetapi membuat acuan baru dengan memodifikasi RPP sesuai dengan kebutuhan siswa di sekolah perdesaan meskipun keluar dari indicator pada RPP.*
7	The teacher use facilities in the teaching and learning process that are enhanced through the utilization of		✓	The teacher and students are limited to using media and learning resources using the internet due to

	various media and learning resources.			inadequate networks and facilities, the teacher do not use LCD as media in the teaching and learning process, only using personal laptops when there are videos to be shown to students. *Guru dan siswa terbatas menggunakan media dan sumber belajar dengan menggunakan internet karena jaringan dan fasilitas yang kurang memada, guru tidak menggunakan LCD sebagai media dalam proses belajar mengajar hanya menggunakan laptop pribadi ketika ada video yang ingin di perlihatkan kepada siswa.*
8	When explaining the materials, the teacher uses both Indonesian and English language.			The teacher communicate in three languages: Indonesian, Makassarese and to a lesser extent English. *Guru berkomunikasi dalam tiga bahasa: Indonesia, Bahasa Daerah Makassar dan lebih sedikit menggunakan Bahasa Inggris.*
9	The teacher makes a group of students.	✓		The teacher always make group discussions to make it easier for students to work together and discuss to find answers. *Guru selalu membuat diskusi kelompok agar memudahkan siswa untuk lebih bisa saling bekerja sama dan berdisksi untuk*

				mencari jawaban.
10	When teaching, the teacher use the syllabus, and the 2013 curriculum.		✓	Teacher modified the 2013 syllabus and curriculum according to the needs of rural students. *Guru memodifikasi silabus dan kurikulum 2013 sesuai kebutuhan siswa di pedesaan.*

| 11 | The teacher uses student-centered learning activities and confirms the conclusion at the end of the class. | | ✓ | Learning is not student-centered because of the existing limitations, student-centered learning is difficult to achieve in rural schools. The teacher are not only facilitators, in this school they really have to be creative in finding ways even if they are a little out of the curriculum but the learning objectives are achieved to ensure that students capture the lessons given especially English is new to students. *Pembelajaran tidak berpusat pada siswa karena keterbatasan yang ada, pembelajaran yang berpusat pada siswa sulit dicapai di sekolah pedesaan. Guru bukan hanya sebagai fasilitator, di sekolah ini betul-betul harus kreatif mencari cara bagaimana caranya meskipun sedikit keluar dari maunya kurikulum tapi tujuan pembelajaran tercapai dipastikan bahwa siswa tangkap dengan pelajaran yang diberikan apalagi bahasa Inggris merupakan hal baru bagi siswa.* |
| 12 | Teacher deliver the material and finish it in a timely manner. | | ✓ | The teacher does not have enough time to explain the material until it is finished, so the teacher has to continue it at the next meeting. *Guru tidak memiliki waktu yang cukup untuk* |

				menjelaskan materi sampai selesai, alhasil guru harus melanjutkannya dipertemuan selajutnya.

Adopted and modified from Yusa (2021) & Desri Susiyanti (2019)

➢ **Appendices E: Documentation**

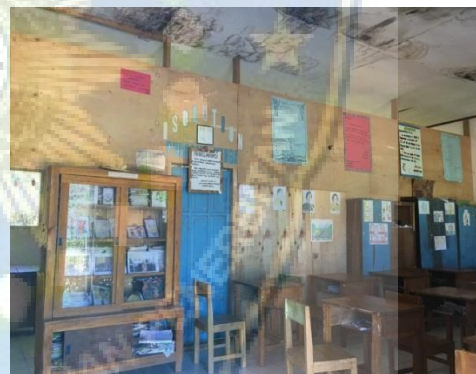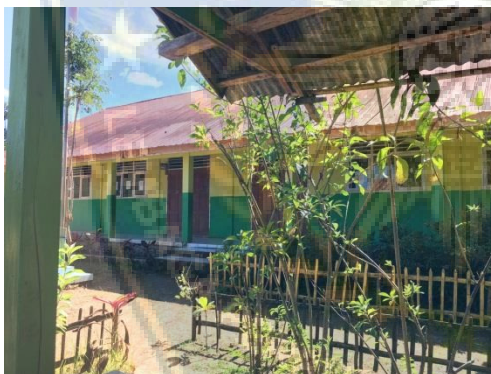**1. Interview with the teacher**

2. Observation class

3. **Condition of the school**

4. **Conditions along the road to SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan.**

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Fatira Rubyanelia Syah

Nim   : 105351111119

Program Studi : Pendidikan Bahasa inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2 %	10 %
2	Bab 2	2 %	25 %
3	Bab 3	2 %	15 %
4	Bab 4	4 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 29 Juli 2023
Mengetahui

Kepala UPT- Perpustakaan dan Pernerbitan,

Nursinah, S.Hum., M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

BAB I - FATIRA RUBYANELIA SYAHRIR 105351111119

by Tahap Tutup

ORIGINALITY REPORT

2% SIMILARITY INDEX
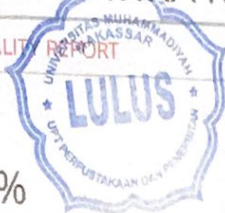
0% INTERNET SOURCES

0% PUBLICATIONS

2% STUDENT PAPERS

PRIMARY SOURCES

1 **Submitted to Universitas Jember**
Student Paper

2%

Exclude quotes   On
Exclude bibliography   On

Exclude matches   2%

BAB II - FATIRA RUBYANELIA SYAHRIR 105351111119

by Tahap Tutup

BAB III - FATIRA RUBYANELIA SYAHRIR 105351111119

by Tahap Tutup

BAB IV - FATIRA RUBYANELIA SYAHRIR 105351111119

by Tahap Tutup

ORIGINALITY REPORT

4%	4%	0%	0%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.uksw.edu Internet Source	2%
2	repositori.uin-alauddin.ac.id Internet Source	2%

Exclude quotes   On   Exclude matches   < 2%
Exclude bibliography   On

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Fatira Rubyanelia Syahir
NIM : 10535111119
Judul Penelitian : An Analysis of Teacher Strategies and Barriers in Teaching English at A Rural Junior High School in Sanggiringan Tinggimoncong
Tanggal Ujian Proposal : 22 Mei 2023
Tempat/Lokasi Penelitian : SMP Negeri 6 Tinggimoncong / SATAP Sanggiringan

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis , 15 Juni 2023	Melakukan wawancara dengan guru bahasa Inggris	Nurhayati , S.S	
2	Jumat , 16 Juni 2023	Melakukan observasi di kelas VII	Nurhayati , S.S	
3	Sabtu , 17 Juni 2023	Melakukan observasi di kelas VIII	Nurhayati , S.S	
4	Senin , 19 Juni 2023	Mengumpulkan dokumen pendukung penelitian	Nurhayati , S.S	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

5	Selasa, 20 Juni 2023	Melakukan Observasi dikelas (online)		
6	Rabu, 21 Juni 2023	Melakukan Wawancara Tambahan dengan Guru bahasa Inggris (online)	Nurhayati, S.S	
7				
8				
9				
10				

Makassar, 2023

Mengetahui,

Kepala UPT SMPN 6 Tinggimoncong

Syamsuddin, S.Pd.
NIP. 19730312 199302 1 003

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PEMERINTAH KABUPATEN GOWA
DINAS PENDIDIKAN
SMPN 6 TINGGIMONCONG SATAP SANGGIRINGAN
Alamat : Kp Sanggiringan Kelurahan Garassi Kode Pos 92174 NPSN 40318349

SURAT KETERANGAN
Nomor : 087 DISDIK KAB-GW/SMPN6-TGM/VI//2023

Yang bertanda tangan di bawah ini Kepala UPT SMPN 6 Tinggimoncong / SATAP Sanggiringan, menerangkan bahwa :

Nama : FATIRA RUBYANELIA SYAHRIR
Tempat, Tanggal Lahir : Makassar, 25 Juni 2001
NIM : 105351111119
Fakultas : Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Makassar
Jurusan : Pendidikan Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian (Research) di SMPN 6 Tinggimoncong / SATAP Sanggiringan, terhitung tanggal 15 – 20 Juni 2023 guna penulisan skripsi dengan judul : **"AN ANALYSIS OF TEACHER STRATEGIES AND BARRIERS IN TEACHING ENGLISH AT A RURAL JUNIOR HIGH SCHOOL IN SANGGIRINGAN TINGGIMONCONG".** Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sanggiringan, 20 Juni 2023
Kepala UPT SMPN 6 Tinggimoncong

Syamsuddin,S.Pd.
NIP. 19730312199302 1 003

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor	: 1719/05/C.4-VIII/VI/1444/2023	23 Dzulqa'dah 1444 H
Lamp	: 1 (satu) Rangkap Proposal	12 June 2023 M
Hal	: Permohonan Izin Penelitian	

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
     Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13761/FKIP/A.4-II/VI/1444/2023 tanggal 10 Juni 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama	:	**FATIRA RUBYANELIA SYAHRIR**
No. Stambuk	:	**10535 1111119**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan	:	**Pendidikan Bahasa Inggris**
Pekerjaan	:	**Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF TEACHER STRATEGIES AND BARRIERS IN TEACHING ENGLISH AT A RURAL JUNIOR HIGH SCHOOL IN SANGGIRINGAN TINGGIMONCONG"

Yang akan dilaksanakan dari tanggal 15 Juni 2023 s/d 15 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

والسلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Abubakar Idhan,MP.
NBM 101 7716

06-23

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	:	**19251/S.01/PTSP/2023**	**Kepada Yth.**
Lampiran	:	-	Bupati Gowa
Perihal	:	**Izin penelitian**	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1719/05/C.4-VIII/VI/1444/2023 tanggal 12 Juni 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**FATIRA RUBYANELIA SYAHRIR**
Nomor Pokok	:	105351111119
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Sultan Alauddin No. 259 Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" AN ANALYSIS OF TEACHER STRATEGIES AND BARRIERS IN TEACHING ENGLISH AT A RURAL JUNIOR HIGH SCHOOL IN SANGGIRINGAN TINGGIMONCONG "

Yang akan dilaksanakan dari : Tgl. *15 Juni s/d 15 Juli 2023*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 14 Juni 2023

**A.n. GUBERNUR SULAWESI SELATAN
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN**

Drs. MUH SALEH, M.Si.
Pangkat : PEMBINA UTAMA MUDA
Nip : 19690717 199112 1002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســــــم الله الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0791/BG-FKIP/LOA/B/VIII/1445/2023

Dear FATIRA RUBYANELIA SYAHRIR
It is our pleasure to inform you that, after reviewing your paper:
AN ANALYSIS OF TEACHER STRATEGIES AND BARRIERS IN TEACHING
ENGLISH AT A RURAL JUNIOR HIGH SCHOOL IN SANGGIRINGAN
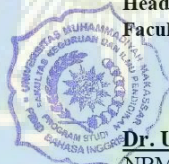TINGGIMONCONG
The manuscript ID: 1021
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology,**
ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your
contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
eltm@bg.unismuhmakassar.ac.id

Makassar, 1 August 2023 M
14 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

sinta S5

CURRICULUM VITAE

The researcher, **FATIRA RUBYANELIA SYAHRIR**, was born in Makassar, South Sulawesi on 25th of June 2001. She is the first child of Syahrir and Muliany Ode. She graduated from SD Negeri Pao-Pao Gowa (2013), SMP Negeri 3 Sungguminasa (2016), and SMA Negeri 10 Gowa (2019). She applied to and was admitted into Muhammadiyah University of Makassar S1 English Education program in (2019), and she will graduate with a skripsi titled **"An Analysis of Teacher Strategies and Barriers in Teaching English at A Rural Junior High School in Sanggiringan Tinggimoncong** *(A Descriptive Qualitative)***"** in 2023. The researcher hope that they can continue their education to the next level and achieve their desired goals, Aamiin. Thus the researcher curriculum vitae. Thank you.