

CHAPTER I

INTRODUCTION

1.1. Research Background

Education is often defined by people as to enable someone to know something that they have not known before. As UU No 20 Year 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process which enable students developing their potential to have religious spiritual power, self-control, intelligence, noble character, and skills are needed in society, nation and country. Therefore, to get a suitable education, a school could be a place used to facilitate the teaching and learning process and also build the education world. However, the quality of education in Indonesia between the better and less resourced areas remain (Christine, 2018).

On the national examination results show up the challenges in the equality between the urban districts especially in Java islands and remotes and rural districts in outer island (Heyward & Sopantini, 2012). As of now, the challenges of education in rural area are still exist. Lister (2018) states that the rural communities often face dangerous or long journey to school, receiving the lack of education opportunities which is different with their peers in the city and face shortage of teacher higher than in the urban area. These differences could lead to the gap of education's quality and equality between rural and urban area.

In Indonesia, one of the efforts to improve the quality of education is through curriculum development. National Education Standard Board/BNSP (2013) had launched recent curriculum that have been implemented in Indonesia such as Competency-based Curriculum (*Kurikulum Berbasis Kompetensi/KBK*), School-based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), and the most current one is Curriculum 2013 (*Kurikulum 2013*). Curriculum 2013 is a revision of School-based Curriculum. Then, the implementation of curriculum 2013 is included by some components namely goal, method and teaching learning material which are used by the teachers as a guideline in teaching. Since the teacher is a mediator between curriculum and the students.

Meanwhile, for the equality the education BNSP states that each educational unit must have facilities needed to support regular and continuous learning processes. In line with that, based on Permendikbud No 24 Year 2007, the facilities and infrastructure standard in primary and secondary schools covering the minimum criteria of facilities and infrastructure. Yet, in fact not all of schools could provide facilities needed to support the teachers to teach in the classrooms. This lack of facilities and infrastructure have a consequence of failure in the learning process (Qoomar, 2007), since practicing four language skills need some facilities and equipment (Fatiloro, 2015).

In teaching the students, the role of the teachers can't be separated. According to Ratminingsih (2014), the teacher has some roles for instance as controller, assessor, organizer, prompter, participant, resource, tutor and investigator that depend

on what the students are doing. Moreover, the teacher also needs to fulfill all constitutional criteria that are designed by the government (Sulisworo, Nasir, & Maryani, 2016) as mastering 4 teacher competencies such as the pedagogical, interpersonal, social and professional competence which states in UU No 14 Tahun 2005 about teacher and lecturer that can affect the teachers' value (Selvi, 2016).

The first teacher competency is pedagogy competence. It is the teachers' abilities to understand the students, plan and perform the lesson, evaluate the learning result and develop students' potential. The second is interpersonal competence. It is teachers' ability to reflect themselves, their personality of stable, mature, authoritative and noble become role models for the students to follow. The third is professional competence. This is the competency of teachers' lesson mastery. The teachers need to deeply master the material. This competency is capable the teacher to lead students achieving the standard competence and national education standard. Then, the last is social competence. This is teachers' ability to communicate, and have relationships with the students, other colleagues, students' parents and the society.

One of the subject matters which existed in school is English that needed to be taught by the teacher to the students. English becomes a compulsory subject in secondary school that is recommended by the Indonesian government and it becomes subject to be tested in the National Examination (Nurkamto, 2003) and is taught as foreign language. It means, English is learned, but not used as a medium of instruction in all subject matters or courses at school (Ratminingsih, 2018). Furthermore, English is crucial to be mastered which is stated in curriculum 2013

that expects the students to be able to use English politely in oral and written communication (Musthafa, 2016).

Teaching English as a foreign language is a challenging task for both in rural and urban area (Endriyati, Prabowo, Abasa, & Akmal, 2019). The teacher needs to be more concern on the teaching 4 language skills, yet since the schools in rural area got a challenge in the facilities to support the students' learning, it could lead to the failure in learning process (Qoomar, 2007), since practicing four language skills need some facilities and equipment (Fatiloro, 2015). In addition, the problem in teaching English might be not in lack of facilities and infrastructure only, according to Febriana, Nurkamto, Rochsantiningsih, & Muhtia (2018), the challenges in teaching English faced by the teacher are even more apparent in the rural area.

As some previous studies related to this topic, Febriana et al., (2018) found that the education in rural Indonesian schools are still far from adequate since the school still get some obstacles in teaching and learning such as challenges in infrastructure, sources of learning, language barrier, parent mindset, inadequacy of teachers, student competence and student mindset. Furthermore, according to Songbatumis (2017), the teachers had teaching challenges in a rural school due to their lack of training, less teaching method mastery, lack of professional development, less knowledge using IT, lack of facilities and resources and time constraint.

Nevertheless, the challenges also come from the children including lack of discipline, lack of vocabulary mastery, boredom, low concentration, and speaking problem. The teachers' challenges also come from the background of the teacher who was not from English education (Rahayu, 2016). On the other hand, Akbari (2015)

found that the teachers' part of challenges was lack of learning exposure and just teaching based on the textbook. So, looking at the challenges that are found in the previous studies, it shows that the teacher challenges especially in teaching English in rural areas are various. In which, if this study is more deeply explored, it could open the opportunity to see widely the real situation of the teachers which is rarely to be known.

Therefore, to investigate these challenges in teaching English in rural area, this research would be conducted in Madenan Village which located in Tejakula Sub-district, Buleleng Regency, Bali Province which most of the communities work in agriculture and have limited access to the city. The location of Madenan Village is 37 km away from the nearest city that is Singaraja and along the way in Madenan Village there are a lot of cloves trees that are had by the communities in Madenan. This village is categorized as a rural area because it fulfills the criteria of rural area based on Scoring Analysis for Urban Indicators by Indonesia Central Bureau of Statistics/*Kepala Badan Pusat Statistik* (2010), that focused on the population density, percentage of agricultural households and number of urban facilities.

In Madenan Village there is only one secondary school namely SMPN 5 Tejakula. The students in this school are not all coming from the local area but also from other villages. Based on the pre-observation, it was found that the teachers were more using the students' mother tongue than English while teaching and learning process. It happened because not all of the students could understand what the teachers were saying in English. Moreover, the teacher said if not all of the students

have a dictionary because they do not have any access to buy dictionaries in their area, which makes them needed to go to the bigger area to buy it. The unavailability of a dictionary could affect the students in learning English especially English as a foreign language, since the students do not use English in everyday life.

Furthermore, the teachers need to follow the scientific approach in curriculum 2013 that requires the students to be the center of learning (Nurdyansyah & Fahyuni, 2016), while the students themselves had difficulties in understanding the vocabularies that was shown by the students who kept ask the teacher about the meaning of certain words that happened because they did not bring dictionary, it could make the teacher as the center of learning. According to Dakun (2001), dictionary is important to give information on the word, meaning, spelling and pronunciation. It can help the students to learn words by themselves and does not depend on the teacher.

In addition, the teachers said they follow the teacher training more than 5 years ago. It might affect the teachers' performance in teaching English to the students. At the same time, the teacher said the students' performances in using English were good, yet in some classes it was found that the students still shy to perform in front of the class and reluctant to use English which could affect the students achievement in English. At this point, the teachers seemed finding some difficulties in teaching.

Looking at this case, there might be other problems other than lack of using English, the unavailable dictionary and the students' reluctant to use English in the school. In which, if these challenges in teaching are analyzed more deeply, the challenges found might be various and be able to enrich the information about

teachers' challenges in Teaching English especially in the Madenan rural area. Also, by analyzing the English teachers' challenges along with how the English teachers deal with the challenges, in result the researcher could provide some solutions based on other studies and theories which could support how to deal with the challenges more effectively. It also hopefully could enhance the performance of the English teachers in this school.

1.2. Identification of Problem

Based on the background of study, the English teachers in SMPN 5 Tejakula had mentioned the challenge in teaching was more in the students didn't bring dictionaries to support their learning because they didn't have it. It happens because there was no bookshop around their area in Madenan village. Furthermore, Madenan Village is an area that belongs to rural where the facilities of the village are not yet completely exists like in the city. The location of the village is 37 km away from the nearest city which is Singaraja that is able to affect the access of facilities especially in education field. Then, it was found that the students were reluctant to use English in the classroom. In short, even the English teachers of SMPN 5 Tejakula had told the researcher if the students' didn't bring dictionary was only their challenge, but the researcher found other challenges in which if these challenges were analysis it could help the teachers to deal with the challenges in the more effective ways.

1.3. Research Scope

This research was limited to investigate the junior high school English teachers' challenges in teaching English in SMPN 5 Tejakula which is located in Madenan rural area and how the teachers overcome the challenges.

1.4. Research Problem

Based on the previous background of study and problem identification, the research question proposed in this study are:

1. What are the challenges faced by the junior high school English Teachers in teaching English to students in the Madenan rural area?
2. How do the teachers deal with the challenges?

1.5. Research Purpose

Based on the previous research problem, the aims of this study are as follows:

1. To investigate the challenges faced by the junior high school English teachers in teaching English to students in Madenan rural area.
2. To investigate how the teachers deal with the challenges.

1.6. Research Significance

The result of this study is expected to be significant theoretically and practically.

1.6.1. Theoretically

The result of this study is expected to be able to enrich the information related to the challenges in teaching English in rural areas.

1.6.2. Practically

The expectation of the result of this study is to give useful contribution for the teachers, students, principle and the further researcher

- a. For the Teacher, the result of the study is expected to be a reflection and preparation for the English teachers for their better teaching to meet the instructional objective.
- b. For the Principle, the result of this study is expected to be used to support the teachers in teaching especially for their professional development.
- c. For the policy maker, the result of this study is expected to be a basis of consideration for giving equal facilities and to be not only focus on the school in urban area but also considering the policy making which is match with the school in rural area
- d. For Further Researchers, the result of this study is expected to give benefits for other researchers who have the same interest on the topic of the study. Also, the researcher can enrich their knowledge then continue to do further study related to teaching English in rural areas.

1.7. Definition of Key Terms

1.7.1. Conceptual Definition

a. Rural Area

A rural area can be defined as an area that uses agriculture as the main economic activity (Ricketts, Johnson-Webb, & Taylor, 1998). Rural and urban refer to the community characteristics while village and city refer to the administrative or territorial unit as mentioned in UU Nomor 6 *Tahun* 2014. Then, based on National Geographic, urban is the region surrounded by the city while rural is the opposite. A rural area also called by "the country" has a low density of population and undeveloped land (National Geographic). In addition, according to George (2008), rural areas share the common characteristics of few people living in an area, limited access to the large city, distance to market areas for work and other daily activities.

b. Challenge in teaching English

According to Cambridge Dictionary, challenge means a situation of being faced by people that needs physical or great mental effort to be done successfully. In addition, according to Collin Dictionary, a challenge is something new and difficult that needs great effort and determination. Meanwhile, English language teaching according to the Collin Dictionary means the practice and theory about teaching and learning for people whose first language is not English. Then, in Encyclopedia it was found that teaching English also English teaching are the terms for the work of the English teachers, whether with children, adolescents, or adults and whether as

a first, second, foreign, or additional language. In short, the challenge in teaching English is a situation of being faced by people in teaching and learning for people whose first language is not English which is new and difficult that needs great effort and determination to be done successfully.

1.7.2. Operational Definition

a. Rural Area

Rural area is an area that is also the country which the main economic of the communities are in agriculture, sharing common characteristics in an area, undeveloped land and limited access to the large city.

b. Challenges in Teaching English

Challenge in teaching English is a difficult situation while teaching English which needs a great effort and determination by the teachers while teaching students to be done successfully.

