



## Appendix 1. Letter of Permission



**KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI**  
**UNIVERSITAS PENDIDIKAN GANESHA**

**FAKULTAS BAHASA DAN SENI**  
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
 Telepon (0362) 21541 Fax. (0362) 27561  
 Laman: fbs.undiksha.ac.id

Nomor : 1484/UN48.7.1/DT/2019

30 April 2019

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP Negeri 5 Tejakula  
 di Tejakula

Dalam rangka pengumpulan data untuk menyelesaikan Proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: NI KADEK ANTIKA SARI
NIM	: 1512021199
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2015/2016

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



a.n. Dekan,  
 Wakil Dekan I,

*Prof. Dr. I Nyoman Adi Jaya Putra, M.A.*  
 NIP. 196203191987031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

## Appendix 2. Letter of Accomplishment

	<p><b>KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI</b>  <b>UNIVERSITAS PENDIDIKAN GANESHA</b>  <b>FAKULTAS BAHASA DAN SENI</b>          Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116          Telepon (0362) 21541 Fax. (0362) 27561          Laman: fbs.undiksha.ac.id</p>
<hr/>	
Nomor : 3102/UN48.7.1/DT/2019	19 Agustus 2019
Perihal : <b>Permohonan Izin Penelitian</b>	
Yth. Kepala SMP Negeri 5 Tejakula di Buleleng	
<p>Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:</p>	
Nama	: NI KADEK ANTIKA SARI
NIM	: 1512021199
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020
Judul	: The Challenges faced by the Junior High School English Teachers in Teaching English to Students in Madenan Rural Area
<p>untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.</p>	
<p>a.n. Dekan,          Kepala Bagian Tata Usaha,    <u>Nyoman Dedy Widhiastana, S.T., M.M.</u>          NIP. 197305292001121001</p>	
Tembusan: 1. Dekan FRS Undiksha Singaraja 2. Kaprodi. Pendidikan Bahasa Inggris 3. Sub Bagian Pendidikan FRS	

### Appendix 3. The Blueprint for Observation Sheet

No	Dimension	No	Indicator	No Item
<b>1</b>	<b>Rural Area</b>  Definition: 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.	1	<b>A Severe Shortage of Training</b>  Definition: The inability of teacher in teaching context to the students because of the teacher's poor language ability	1
		2	<b>The Crowded Class</b>  Definition: The crowded classroom happens, when the number of students exceeds the optimum level which is able to disrupt the teaching and learning process, the maximum of students in classroom is 30.	2
		3	<b>The Lack of Vocabulary</b>  Definition: The lack of vocabulary can be identified when the students have the inability of using the language effectively.	3
		4	<b>Lack of English Exposure</b>  Definition: Lack of English Exposure can affect the students' motivation because the students do not perceive the reason why they need to learn English subject	4
		5	<b>Limited Resource Accessibility</b>  Definition: The lack of facilities is a situation when the teacher has a shortage of facilities to support the teacher in teaching 4 skills includes listening, reading, speaking and writing.	5
		6	<b>Psychological Problems</b>  Definition: The challenge in teaching English as a foreign language is the students' awful attitude, which is caused by anxiety. For example, the students who afraid speaking in	6

			front of the class.	
		7	<b>Linguistic Problem</b>  Definition: There are some aspects in linguistics that make the students difficult in learning English such as pronunciation, stress, and intonation which is caused by the less use of English in the classroom.	7



#### Appendix 4. The Observation Sheet

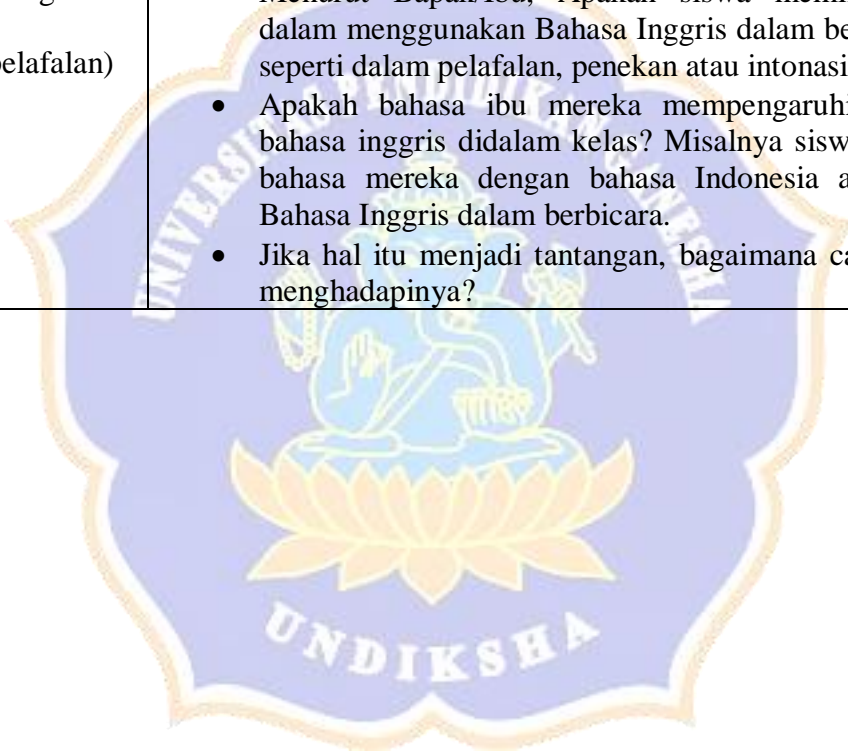
No	Statement	Yes	No	Note
1	The teacher seems has poor language ability in classroom while teaching			
2	A class which categorize as big class with maximum students is 30 becoming a challenge for teacher in teaching English			
3	The students are difficult to communicate in English because lack of vocabulary			
4	The teacher uses Bahasa Indonesia dominantly than English in teaching the students			
5	The resources of learning English is lack and facilities of teaching are not completely existed in the school to support to teach 4 skill in English Subject (listening, reading, speaking and reading)			
6	The students are afraid to use their English when learning process is conducted			
7	The students have difficulties in linguistics such as in pronunciation, stress and intonation			



### Appendix 5. The Blueprint for Interview Guide

Indikator	Pertanyaan
Daerah Pedesaan	<ul style="list-style-type: none"> <li>• Apakah menurut anda letak sekolah yang berada di daerah pedesaan mempengaruhi siswa dalam belajar Bahasa Inggris? Mengapa?</li> </ul>
Kurangnya Pelatihan untuk Guru	<ul style="list-style-type: none"> <li>• Apakah latar belakang pendidikan Bapak/Ibu adalah pendidikan bahasa Inggris pada saat kuliah? Dimana?</li> <li>• Apakah sebelumnya bapak/ibu sudah mengikuti test bahasasa Inggris seperti Teast TOEFL atau sejenisnya?</li> <li>• Apakah Bapak/Ibu sering mengikuti seminar atau workshop tentang pengajaran bahasa inggris? Apa saja?</li> <li>• Apakah menurut Bapak/Ibu kurangnya pelatihan atau diklat untuk guru dapat menjadi sebuah tantangan dalam mengajar bahasa Inggris? Mengapa?</li> <li>• Jika iya, bagaimana cara anda untuk menghadapi hal itu?</li> </ul>
Kelas Besar (Siswa yang ramai)	<ul style="list-style-type: none"> <li>• Menurut Bapak/Ibu apakah mengajar dengan siswa berjumlah 30 di dalam kelas menjadi salah satu tantangan dalam mengajar bahasa Inggris?</li> <li>• Jika iya, apasajakah tantangan yang sering di hadapi?</li> <li>• Bagaimana cara Bapak/Ibu untuk menghadapi tantangan tersebut?</li> </ul>
Kurangnya Kosa Kata Siswa dalam Bahasa Inggris	<ul style="list-style-type: none"> <li>• Apakah menurut anda kurangnya kosa kata siswa menjadi sebuah tantangan dalam mengajar bahasa Inggris? Jika iya, mengapa?</li> <li>• Apasajakah usaha yang telah Bapak/Ibu lakukan untuk menghadapi tantangan tersebut?</li> </ul>
Kurangnya Pemaparan Guru dalam Bahasa Inggris	<ul style="list-style-type: none"> <li>• Apakah Bapak/Ibu dominan menggunakan bahasa Inggris sebagai bahasa pengantar dalam mengajar siswa? Mengapa?</li> <li>• Jika Iya, apakah menurut Bapak/Ibu kurangnya penggunaan bahasa Inggris dalam mengajar siswa dapat mempengaruhi motivasi siswa dalam mengajar? Mengingat siswa tidak melihat pentingnya penggunaan bahasa Inggris dalam kesehariannya.</li> </ul>
Kurangnya Fasilitas dan Sumber Pembelajaran	<ul style="list-style-type: none"> <li>• Bagaimana menurut anda? apakah fasilitas di sekolah sudah membantu anda dalam mengajarkan 4 keterampilan dalam Bahasa Inggris (<i>reading, writing, speaking, listening</i>) kepada siswa?</li> <li>• Bagaimana cara anda untuk menghadapi tantangan tersebut?</li> <li>• Apakah <i>textbook</i> disediakan oleh sekolah untuk mengajarkan bahasa Inggris di sekolah?</li> <li>• Menurut anda apakah <i>textbook</i> yang digunakan oleh siswa</li> </ul>

	<p>sudah sesuai dengan kebutuhan siswa? Mengapa?</p> <ul style="list-style-type: none"> <li>• Jika tidak, bagaimana cara Bapak/Ibu untuk menyiasati hal tersebut?</li> </ul>
Masalah Psikologi Siswa	<ul style="list-style-type: none"> <li>• Bagaimana menurut Bapak/Ibu tentang anak yang kurang percaya diri dalam menggunakan Bahasa Inggris?</li> <li>• Apakah menurut Bapak/Ibu, siswa yang kurang berani dalam mengexpresikan diri ke depan kelas menjadi tantangan dalam mengajar bahasa Inggris?</li> <li>• Bagaimana cara Bapak/Ibu untuk membuat siswa berani untuk tampil di depan kelas?</li> </ul>
Masalah Linguistik (Intonasi, tekanan, pelafalan)	<ul style="list-style-type: none"> <li>• Menurut Bapak/Ibu, Apakah siswa memiliki kesulitan dalam menggunakan Bahasa Inggris dalam berkomunikasi? seperti dalam pelafalan, penekan atau intonasi?</li> <li>• Apakah bahasa ibu mereka mempengaruhi penggunaan bahasa inggris didalam kelas? Misalnya siswa mencampur bahasa mereka dengan bahasa Indonesia atau Bali dan Bahasa Inggris dalam berbicara.</li> <li>• Jika hal itu menjadi tantangan, bagaimana cara Ibu/Bapak menghadapinya?</li> </ul>





## Appendix 6. List of Village Classification by BPS Singaraja

### DAFTAR KLASIFIKASI DESA/KELURAHAN

Provinsi : [ 51 ] BALI  
Kabupaten : [ 08 ] BULELENG

Kode dan Nama Kecamatan	Kode dan Nama Desa/Kelurahan	Klasifikasi
[1]	[2]	[3]
[ 090 ] TEJAKULA	[ 001 ] SEMBIRAN	Perdesaan
	[ 002 ] PACUNG	Perdesaan
	[ 003 ] JULAH	Perdesaan
	[ 004 ] BONDALEM	Perkotaan
	[ 005 ] MADENAN	Perdesaan
	[ 006 ] TEJAKULA	Perkotaan
	[ 007 ] LES	Perdesaan
	[ 008 ] PENUKTUKAN	Perdesaan
	[ 009 ] SAMBIRENTENG	Perdesaan
	[ 010 ] TEMBOK	Perdesaan



## Appendix 7. The Result from Observation Sheets

### 1) On December 13<sup>th</sup> 2019 in 7A class



#### Observation Sheet

Name of Participant : NI PUTU JUNIARI S.Pd

Class : 7A

Date : December 13<sup>th</sup> 2019

No	Statement	Yes	No	Note
1	The students in classroom are 30		✓	The total of students is 28
2	The teachers can handle the number of students in classroom	✓		
3	Teaching and learning activity run well with a number of students in the classroom	✓		The students finished their activities well
4	The students are able to respond the teacher's instruction	✓		
5	The teacher uses English dominantly than Bahasa Indonesia in teaching the students		✓	She attempts to use more dominant their mother tongue
6	There are learning resources as book that support English learning in the classroom	✓		

7	The facilities and equipment are available to support the teacher in teaching reading	✓		The teacher used textbook
8	The facilities and equipment are available to support the teacher in teaching listening		✓	there is an active sticker in the office
9	The facilities and equipment are available to support the teacher in teaching speaking	✓		The teacher used textbook
10	The facilities and equipment are available to support the teacher in teaching writing	✓		
11	The students are brave to use English	✓		
12	The students are enthusiast to participate in learning activity	✓		The students are enthusiast but need to be more active
13	The students can pronoun the English words correctly	✓		

14	The students can stress the English words correctly		✓	
15	The students can use good intonation		✓	
16	The students' pronunciation is affected by their mother tongue	✓		
17	The students' words' stress is affected by their mother tongue	✓		
18	The students' intonation is affected by their mother tongue	✓		



2) On September 10<sup>th</sup> 2019 in 7B class

## Appendix 2

## Observation Sheet

Name of Participant : NI PUTU JUNIARI S Pd

Class : 7B

Date : September 10, 2019

No	Statement	Yes	No	Note
1	The students in classroom are 30		✓	- The total students in the classroom are 27
2	The teachers can handle the number of students in classroom	✓		
3	Teaching and learning activity run well with a number of students in the classroom	✓		
4	The students are able to respond the teacher's instruction	✓		- The teacher needs to translate the instruction into Bahasa Indonesia
5	The teacher uses English dominantly than Bahasa Indonesia in teaching the students	✓		- The students are able to response the teacher's explanation in English and it makes the teacher uses English a balanced way.
6	There are learning resources as book that support English learning in the classroom	✓		- The teacher uses book as learning resource

7	The facilities and equipment are available to support the teacher in teaching reading	✓		- The teacher uses text-book to teach reading
8	The facilities and equipment are available to support the teacher in teaching listening	✓	✗	- The teacher uses an active speaker to teach listening
9	The facilities and equipment are available to support the teacher in teaching speaking	✓		- The teacher uses text-book to help her teaching speaking
10	The facilities and equipment are available to support the teacher in teaching writing	✓		- The teacher uses text-book to teach writing
11	The students are brave to use English	✓		- There are few students who are still shy
12	The students are enthusiast to participate in learning activity	✓	✗	
13	The students can pronoun the English words correctly	✗	✓	- some of students still mispronounce some words as "live", "Mother", "people"



14	The students can stress the English words correctly		✓	
15	The students can use good intonation		✓	
16	The students' pronunciation is affected by their mother tongue	✓		
17	The students' words' stress is affected by their mother tongue	✓		
18	The students' intonation is affected by their mother tongue	✓		

### 3) On December 13<sup>th</sup> 2019 in 7B Class

#### Observation Sheet

Name of Participant : NI PUTU JUNIARI, S.Pd.

Class : 7B

Date : December 13<sup>th</sup>, 2019

No	Statement	Yes	No	Note
1	The students in classroom are 30		✓	The total of students is 28
2	The teachers can handle the number of students in classroom	✓		
3	Teaching and learning activity run well with a number of students in the classroom	✓		- The teacher ask students to work in group
4	The students are able to respond the teacher's instruction	✓		- The teacher needs to translate the instruction into Bahasa Indonesia first
5	The teacher uses English dominantly than Bahasa Indonesia in teaching the students	✓		- The teacher try to balance in using English and Bahasa Indonesia
6	There are learning resources as book that support English learning in the classroom	✓		



7	The facilities and equipment are available to support the teacher in teaching reading	✓		
8	The facilities and equipment are available to support the teacher in teaching listening		✓	
9	The facilities and equipment are available to support the teacher in teaching speaking	✓		
10	The facilities and equipment are available to support the teacher in teaching writing	✓		
11	The students are brave to use English	✓		- the students are brave enough to perform.
12	The students are enthusiast to participate in learning activity	✓		- The students are active
13	The students can pronoun the English words correctly	✓		

14	The students can stress the English words correctly		✓	
15	The students can use good intonation		✓	
16	The students' pronunciation is affected by their mother tongue	✓		
17	The students' words' stress is affected by their mother tongue	✓		
18	The students' intonation is affected by their mother tongue	✓		



4) On December 12<sup>th</sup> 2019 in 7C Class

## Observation Sheet

Name of Participant : NI PUTU JUNIARI .S.Pd.

Class : 7C

Date : December 12<sup>th</sup>, 2019

No	Statement	Yes	No	Note
1	The students in classroom are 30		✓	The total of students is 28
2	The teachers can handle the number of students in classroom	✓		even some of the students at the back are noisy
3	Teaching and learning activity run well with a number of students in the classroom	✓		
4	The students are able to respond the teacher's instruction		✓	The teacher need to translate the instruction into Bahasa Indonesia.
5	The teacher uses English dominantly than Bahasa Indonesia in teaching the students	✓		She tries to use Bahasa Indonesia and English balance.
6	There are learning resources as book that support English learning in the classroom	✓		

7	The facilities and equipment are available to support the teacher in teaching reading	✓		- The teacher uses book
8	The facilities and equipment are available to support the teacher in teaching listening		✓	- There is an active speaker at school
9	The facilities and equipment are available to support the teacher in teaching speaking	✓		- The teacher uses book
10	The facilities and equipment are available to support the teacher in teaching writing	✓		- The teacher uses book
11	The students are brave to use English	✓		
12	The students are enthusiast to participate in learning activity	✓		The students are enthusiast but need to be more active.
13	The students can pronoun the English words correctly	✓		- The teacher need to guide the students





14	The students can stress the English words correctly		✓	
15	The students can use good intonation		✓	
16	The students' pronunciation is affected by their mother tongue	✓		
17	The students' words' stress is affected by their mother tongue	✓		
18	The students' intonation is affected by their mother tongue	✓		



5) On September 10<sup>th</sup> 2019 in 9B Class

## Observation Sheet

Name of Participant : NI PUTU JUNIARI S. Pd.

Class : 9 B

Date : September 10, 2019

No	Statement	Yes	No	Note
1	The students in classroom are 30	✓		The students are 32
2	The teachers can handle the number of students in classroom	✓		- The students are not focused and talking with their friends which are out of the topic
3	Teaching and learning activity run well with a number of students in the classroom	✓		- The Students are doing discussion in the class room
4	The students are able to respond the teacher's instruction	✓		- The students understand with the teacher's instruction when it is mixed with Bahasa Indonesia or Balinese language
5	The teacher uses English dominantly than Bahasa Indonesia in teaching the students		✓	- The teacher uses Bahasa Indonesia dominantly than English
6	There are learning resources as book that support English learning in the classroom	✓		

7	The facilities and equipment are available to support the teacher in teaching reading	✓		- The teacher uses book as learning resource
8	The facilities and equipment are available to support the teacher in teaching listening	✓	ix	- there is a speaker active in the school
9	The facilities and equipment are available to support the teacher in teaching speaking	✓		- the teacher uses book to teach speaking
10	The facilities and equipment are available to support the teacher in teaching writing	✓		- The teacher uses book to teach writing
11	The students are brave to use English		✓	- They seem shy to perform in front of the class
12	The students are enthusiast to participate in learning activity		✓	- Especially for the students at the back, they are talking which is out of the topic.
13	The students can pronounce the English words correctly		✓	- the students' need teacher's guidance





14	The students can stress the English words correctly		✓	- The students need teacher's guidance
15	The students can use good intonation		✓	- The students need teacher's guidance
16	The students' pronunciation is affected by their mother tongue	✓		
17	The students' words' stress is affected by their mother tongue	✓		
18	The students' intonation is affected by their mother tongue	✓		



6) On December 12<sup>th</sup> 2019 in 8A Class

## Observation Sheet

Name of Participant : GEDE YUDA SASMITA, S Pd.

Class : 8A

Date : December 12<sup>th</sup>, 2019

No	Statement	Yes	No	Note
1	The students in classroom are 30		✓	The total of students is 22
2	The teachers can handle the number of students in classroom	✓		
3	Teaching and learning activity run well with a number of students in the classroom	✓		- The teacher ask the students to do discussion.
4	The students are able to respond the teacher's instruction		✓	- The teacher is giving instruction in Bahasa Indonesia <del>and</del> Balinese.
5	The teacher uses English dominantly than Bahasa Indonesia in teaching the students		✓	- The teacher dominantly use Bahasa Indonesia and Balinese language than English.
6	There are learning resources as book that support English learning in the classroom	✓		

7	The facilities and equipment are available to support the teacher in teaching reading	✓		- The teacher uses text-book.
8	The facilities and equipment are available to support the teacher in teaching listening		✓	- There is an active speaker at school.
9	The facilities and equipment are available to support the teacher in teaching speaking	✓		- The teacher uses text-book.
10	The facilities and equipment are available to support the teacher in teaching writing	✓		- The teacher uses text-book
11	The students are brave to use English		✓	- the students are forced by the teacher to perform
12	The students are enthusiast to participate in learning activity		✓	- the students are sleepy
13	The students can pronoun the English words correctly		✓	







14	The students can stress the English words correctly		✓	
15	The students can use good intonation		✓	
16	The students' pronunciation is affected by their mother tongue	✓		
17	The students' words' stress is affected by their mother tongue	✓		
18	The students' intonation is affected by their mother tongue	✓		



7) On September 09<sup>th</sup> 2019 in 8B Class

## Observation Sheet

Name of Participant : GEDE YUDA SASMITA S. Pd.

Class : 8B

Date : September 09, 2019

No	Statement	Yes	No	Note
1	The students in classroom are 30		✓	- The number of students in the classroom are 21
2	The teachers can handle the number of students in classroom	✓		- yet, the students are noisy
3	Teaching and learning activity run well with a number of students in the classroom	✓		- The Teacher ask the students to do discussion
4	The students are able to respond the teacher's instruction		✓	- The teacher need to translate the instruction into Bahasa Indonesia first
5	The teacher uses English dominantly than Bahasa Indonesia in teaching the students		✓	- Sometimes, the Teacher uses Balinese to explain the material - The teacher uses Bahasa Indonesia and Balinese language dominantly than English
6	There are learning resources as book that support English learning in the classroom	✓		- The teacher teaches based on text-book

7	The facilities and equipment are available to support the teacher in teaching reading	✓		- The teacher uses book as learning resource
8	The facilities and equipment are available to support the teacher in teaching listening	✓		- there is an active speaker at school
9	The facilities and equipment are available to support the teacher in teaching speaking	✓		- The teacher uses text-book to guide the students into practice.
10	The facilities and equipment are available to support the teacher in teaching writing	✓		- The teacher uses text-book to teach writing
11	The students are brave to use English		✓	- A few of students are brave to use English but some of them also still shy
12	The students are enthusiast to participate in learning activity	✓		- The students are enthusiast but need to be more active
13	The students can pronounce the English words correctly		✓	- The students need guidance from the teacher



14	The students can stress the English words correctly		✓	
15	The students can use good intonation		✓	
16	The students' pronunciation is affected by their mother tongue	✓		• for example in pronouncing a sentence "I can <u>run</u> "
17	The students' words' stress is affected by their mother tongue	✓		•
18	The students' intonation is affected by their mother tongue	✓		

8) On September 12<sup>th</sup> 2019 in 8B Class

## Observation Sheet

Name of Participant : GEDE YUDA SASMITA, S. Pd

Class : 8B

Date : September 12, 2019

No	Statement	Yes	No	Note
1	The students in classroom are 30		✓	- The total of students in the classroom are 22
2	The teachers can handle the number of students in classroom		✓	- The students at the back are doing discussion which is out of the topic.
3	Teaching and learning activity run well with a number of students in the classroom	✓		
4	The students are able to respond the teacher's instruction			- The teacher uses dominantly Bahasa Indonesia and Balinese language than English
5	The teacher uses English dominantly than Bahasa Indonesia in teaching the students		✓	- The students and the teacher use Balinese language and Bahasa Indonesia dominantly
6	There are learning resources as book that support English learning in the classroom	✓		

7	The facilities and equipment are available to support the teacher in teaching reading	✓		- The teacher uses text-book to teach reading
8	The facilities and equipment are available to support the teacher in teaching listening	✓		- There is an active speaker in the office
9	The facilities and equipment are available to support the teacher in teaching speaking	✓		- The teacher uses text-book to teach speaking
10	The facilities and equipment are available to support the teacher in teaching writing	✓		- The teacher uses text-book to teach writing
11	The students are brave to use English		✓	- The students are shy and doubtful to use English in front of the class
12	The students are enthusiast to participate in learning activity		✓	- The students at the back are playing with their friend and ignore the teacher's instruction.
13	The students can pronoun the English words correctly		✓	



14	The students can stress the English words correctly		✓	
15	The students can use good intonation		✓	
16	The students' pronunciation is affected by their mother tongue	✓		
17	The students' words' stress is affected by their mother tongue	✓		
18	The students' intonation is affected by their mother tongue	✓		



9) On December 12<sup>th</sup> 2019 in 8C Class

## Observation Sheet

Name of Participant : GEDE WUDA SASMITA S. Pd.

Class : 8C

Date : December 12<sup>th</sup>, 2019

No	Statement	Yes	No	Note
1	The students in classroom are 30		✓	- The total of students is 29
2	The teachers can handle the number of students in classroom	✓		
3	Teaching and learning activity run well with a number of students in the classroom	✓		- The teacher asks students to do discussion.
4	The students are able to respond the teacher's instruction		✓	- The teacher dominantly uses his mother <del>language</del> tongue.
5	The teacher uses English dominantly than Bahasa Indonesia in teaching the students		✓	- The teacher uses mor Balines language to explain and interact in the classroom
6	There are learning resources as book that support English learning in the classroom	✓		- The teacher teaches based on the text-book

7	The facilities and equipment are available to support the teacher in teaching reading	✓		- The teacher uses text-book
8	The facilities and equipment are available to support the teacher in teaching listening		✓	- There is an active speaker at school
9	The facilities and equipment are available to support the teacher in teaching speaking	✓		- The teacher uses text book
10	The facilities and equipment are available to support the teacher in teaching writing	✓		- The teacher uses text-book
11	The students are brave to use English		✓	- Most of the students are still shy to use their English.
12	The students are enthusiast to participate in learning activity		✓	- the students look sleepy that makes them lack of activeness.
13	The students can pronounce the English words correctly		✓	- The students need guidance from the teacher.

14	The students can stress the English words correctly		✓	
15	The students can use good intonation		✓	
16	The students' pronunciation is affected by their mother tongue	✓		
17	The students' words' stress is affected by their mother tongue	✓		
18	The students' intonation is affected by their mother tongue	✓		



## Appendix 8. The Result from Anecdote Notes

### 1. Anecdote Note 1

Participant Code : T1  
 Class : 7A  
 Date : 13<sup>th</sup> December, 2019

1. The teachers do not use the available LCD in the classrooms as media to teach the students yet she uses white board.
2. The students are noisy and talking unrelated topic.
3. The teacher uses repetition to help the students learn the words.
4. The teacher needs more time to teach the students.

### 2. Anecdote Note 2

Participant Code : T1  
 Class : 7B  
 Date : 10<sup>th</sup> September, 2019

1. The teacher doesn't use available LCD in the classroom.
2. The students are performing their task in front of the class.
3. The teachers encouraging the students to perform in front of the class.
4. The noisy class often occurs at the back.

### 3. Anecdote Note 3

Participant Code : T1  
 Class : 7B  
 Date : 13<sup>th</sup> December, 2019

1. The teacher uses text-book to teach the students (learning resource)
2. When doing group discussion, the students are noisy especially for the students who are not in the teacher's reach.

3. The teacher approaches the students who do not want to perform, to give the students more time.
4. The teacher uses students' mother tongue and English in a balance way.

#### 4. Anecdote Note 4

Participant Code : T1  
 Class : 7C  
 Date : 12<sup>th</sup> December, 2019

1. There is no LCD in the classroom and the teacher uses textbook to teach the students.
2. In doing group discussion, the students are talking unrelated topic with their peers.
3. The teacher attempts to give verbal reprimand to the students who are noisy
4. The teacher tries to use the target language with Bahasa Indonesia since the students seem do not understand with fully English

#### 5. Anecdote Note 5

Participant Code : T1  
 Class : 9B  
 Date : 13<sup>th</sup> December, 2019

1. There is only slide without the LCD projector in the classroom.
2. The teacher asks the students to do group discussion, yet the students are talking unrelated topic and make some noise.
3. The class is conducted at noon hour.
4. The teacher is using translation in the class, yet she uses the students' mother tongue more dominantly.
5. The students seemed sleepy.
6. The teacher need more time to finish her class.

## 6. Anecdote Note 6

Participant Code : T2

Class : 8A

Date : 12<sup>th</sup> December, 2019

1. There is LCD is LCD in the classroom, but the teacher uses textbook only not using media to teach the students.
2. There are some students who do not bring dictionary, the teacher asks them to work in group.
3. The students are noisy by talking with their friends without focusing on the teacher's instruction.
4. The teacher uses more students' mother tongue to teach the students

## 7. Anecdote Note 7

Participant Code : T2

Class : 8B

Date : 09<sup>th</sup> September, 2019

1. The teacher teach the students based on textbook
2. There is no LCD in the classroom, then the teacher uses white bard as learning media
3. The teacher and students use their mother tongue more to interact in the classroom
4. Most of the students talking unrelated topic in the classroom, even though the students are not many but they are noisy
5. The students seemed not focus on the teaching and learning activities
6. Most of the students do not bring dictionary, then the teacher ask the students to sit in a group

### 8. Anecdote Note 8

Participant Code : T2

Class : 8B

Date : 12<sup>th</sup> September, 2019

- b. The subject is conducted at noon hour
- c. The students seem sleepy and bored by talking with their friends
- d. The teacher gave the students reprimand because they play with their friend
- e. After giving reprimand the a few minutes later play with their friend again
- f. The teacher looks difficult in managing the students

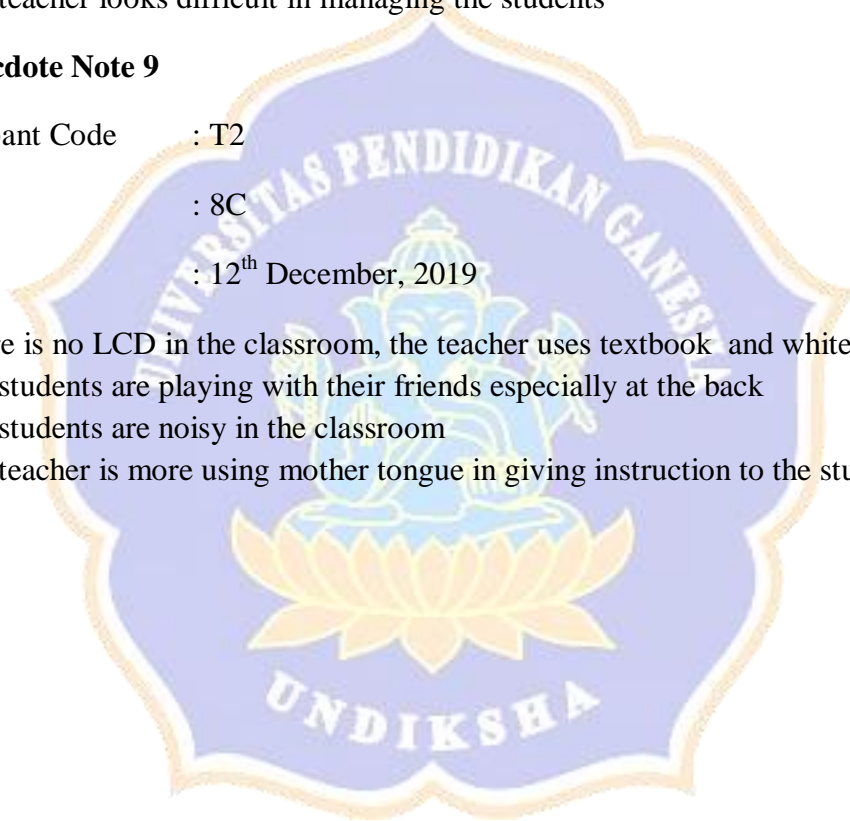
### 9. Anecdote Note 9

Participant Code : T2

Class : 8C

Date : 12<sup>th</sup> December, 2019

- 1. There is no LCD in the classroom, the teacher uses textbook and white board
- 2. The students are playing with their friends especially at the back
- 3. The students are noisy in the classroom
- 4. The teacher is more using mother tongue in giving instruction to the students





### Appendix 9. The Result from the Interview Guide

CODING OF INTERVIEW TRANSCRIPTION				
No	Challenges	Teachers (T1/T2)	Coding	Transcription
1	A Severe Shortage of Training	T1	T1.1.1	<p>I : For the first, did you choose English education major in college?</p> <p>T 1 : Yes, I chose English education department as my major in 2001).</p>
			T1.1.2	<p>I : How long have you been teaching in this school, mam?</p> <p>T 1 :13 years, 2006 was appointed as civil servants).</p>
			T1.1.3	<p>I : Do you think teaching training is important, ma'am?</p> <p>T 1 : In my opinion, it is very important because it has aim to improve the teachers' quality, so school success is also seen from the quality of the teachers, especially if in my point of view, the crucial ones is the latest teaching strategy, because if only read the theory, sometimes we don't understand, so there must be a training on how to</p>

				<p>practice it directly.</p> <p>I : Then have you participated in the teaching training or workshop?</p> <p>T 1 : Yes, I used to, moreover when implementation of the curriculum 2013 was started, the strategies as scientific approach, and the teaching models.</p> <p>I : Where is it done mom?</p> <p>T 1 : In the senior high school, we gathered In SMAN Sawan, also ever at SMP 2 (Tejakula).</p> <p>I : Then does the teaching exercise help you develop your teaching methods?</p> <p>T 1 : Very helpful, indeed the most important thing is we must add insight into the selection of strategies and appropriate learning models. Especially in rural areas like this, you need a special strategy so that children can understand the material.</p>
			T2.1.1	<p>I : For the first question Sir, did you choose English Education major in college?</p> <p>T 2 : Yes, I chose English department</p> <p>I : When is that, Sir?</p>

		T2		<p>T 2 : 2004</p> <p>I : Is that the year of graduation, sir?</p> <p>T 2 : Not graduation, initial entry.</p>
			T2.1.2	<p>I : How long have you been teaching at this school, Sir?</p> <p>T 2 : About 5 years.</p>
			T2.1.3	<p>I : Do you think teaching training for teachers is important, sir?</p> <p>T 2 : It is important.</p> <p>I : Why, Sir?</p> <p>T 2 : The training is used if there is a renewal in teaching techniques right can be applied directly through it</p> <p>I : Then did you often take part in the teaching practice or workshop, sir?</p> <p>T 2 : A few times</p> <p>I : Is it in the beginning of teaching, sir?</p> <p>T 2 : Yes, at the beginning</p> <p>I : Where was that, Sir</p> <p>T 2 : I have ever in Denpasar,</p>

				<p>also in Singaraja.</p> <p>I : Did the teaching training help you to develop your ways of teaching, sir?</p> <p>T 2 : Yes because at the training venue also taught about new learning techniques</p>
2	The Crowded Class	T1	T1.2.1	<p>I : Do you think the use of teaching strategy between the school in town and rural area is different, mam?</p> <p>T 1 : In theory, it's actually the same, but it depends on the conditions of the students. Because it is seen from the motivation of students in urban areas, their motivation to learn is higher than in rural areas. So the motivation of the children... can't be seen from their environment right? ... Here, the access is easy, then the internet is starting to be better, also the IT... The school has effort in IT as providing LCD. But, the challenges are more in the students</p>
			T1.2.2	<p>I : Besides lack of concentration, is there any other thing that can be seen from the students when you teach? For example lacking discipline maybe?</p>

				<p>T 1 : Yes there are ... In every class there are cases like that ... Yeah I call them to the teacher's room. If there are no changes yes I ask for help to counseling teacher to guide.</p>
			T1.2.3	<p>I : Do you have challenges in teaching large classes, ma'am?</p> <p>T 1 : The class in this school is not too big like the school in the city that is up to 40</p> <p>I : Over than 30 members, ma'am</p> <p>T 1 : 32 are the maximum (at school)...</p> <p>I : By the way mom, that's a big class, is there a challenge, ma'am? Maybe the students are noisy?</p> <p>T 1 : Well that's it, yes even the students are 30 it looks like a little right... they are still child moreover in 7 grades, they are in the transition from elementary school to junior high school it's normal to adapt first? Yeah noisy students are a challenge.</p> <p>I : So, how do you deal with that challenge, mam?</p> <p>T 1 : How... noisy students, Probably, I will give them a warning verbally to that class. But, honestly here is</p>

				<p>not... not too noisy, they can still be controlled, I am still able to manage the class ... well depending on the teacher's firmness. The teacher must be strict too. If the teacher is less strict, maybe the students can ignore, noisy and etc.</p>
		T2	T2.2.1	<p>I : Okay, next, do you have challenges in teaching large classes, sir??</p> <p>T 2 : Is that big class, 9 Class or 8 Class?</p> <p>I : No sir, classes that have many students, for example, noisy, maybe sir?</p> <p>T 2 : The challenge? There are some challenges such as lack of interest in learning. If in the afternoon hours, they are usually not focus, the influence of the weather may be due to heat, sleepiness and so on. So lazy to bring supporting facilities like dictionaries, books, dictionaries, lazy to take notes, that's all.</p> <p>I : How do you overcome that challenge, sir?</p> <p>T 2 : Evoke their interest in learning</p>



				<p>I : How is the way?</p> <p>T 2 : Providing such motivation</p> <p>I : Is there anything else, Sir? Maybe in the teaching technique?</p> <p>T 2 : Oh yes, in the afternoon hours when the students starting to get sleepy and not focus, they would be invited to do Riang Gembira for a while, after that the lesson is continued.</p>
			T2.2.2	<p>I : What about students who have misbehavior, Sir? Lack of discipline probably?</p> <p>T 2 : Naturally, every school has that kind of students, and it is the duty related to the homeroom teacher, counselor, and principals. The first one is homeroom teacher who handle it. Coincidentally I'm a homeroom teacher, I often find things like that, so for handling the students who are problematic high level of patient is needed.</p>
3	The Lack of Vocabulary	T1	T1.3.1	<p>I : Then, what do you response related to the</p>

				<p>students who are reluctant to use English during your lesson?</p> <p>T 1 : Response?</p> <p>I : Yes</p> <p>T 1 : Because to be honest here, the basic material they should get is... in my opinion, learning English starts from elementary school, it is important... It is because the basic material of the vocabulary related to the environment. The weaknesses are there anyway, because they are not confident they might assume English is frightening or other... So I attempt to make the lesson here fun... It requires high patient, moreover there are also the students who are totally didn't get English subject in the elementary school, I already asked, there is an initiative from their parents for their children to follow tutoring, here in this area... but on the border they absolutely do not get it. So it's more in the vocabulary.</p> <p>I : In the elementary school, the curriculum for English is not required, isn't it?</p> <p>T 1 : Yes, there are those who actually get it, the point is there are students who don't know anything, yet there are some who know. For example teacher greeting</p>
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				<p>expression, there are students who don't know the meaning of "good morning", so how do you balance it so that nothing is too overlapping (overlapping abilities).</p>
			T1.3.2	<p>I : Are the students' vocabulary rich enough, ma'am?</p> <p>T 1 : Not yet, especially the basic vocabulary, for example the names of animals, fruits... honestly, when they are in elementary school, they should get it, but not all (get it)</p> <p>I : How do you overcome that challenge, ma'am?</p> <p>T 1 : Teaching vocabulary again in the pre-activities before entering to the (material), for enhances, they got procedure text, they are directly learning text right? Expressions, greeting, farewell... First teach them the surrounding vocabulary. Sometimes, they don't know yet about the English of guru or teacher, "What is the English of siswa/students? They also don't know, so I help them with the support by dictionary either.</p>

		T2	T2.3.1	<p>I : Does the students' vocabulary are rich enough, sir?</p> <p>T 2 : Not yet, they didn't bring the media, so what they used to learn, the tools for learning</p> <p>I : How do you deal with that challenge, Sir?</p> <p>T 2 : The ways is written on the board the new vocabulary and ask them to take a note. Then, tell how to read and the meaning of the vocabulary.</p>
			T2.3.2	<p>T 2 : There is the challenge</p> <p>I : How is that, Sir?</p> <p>T 2 : Teaching the students who have different characters, continue to be unfamiliar with English education that makes it exiting. The students learnt English starting from 0, if in the city maybe the students have already followed some tutoring while they were in elementary school. If here there is no tutoring, they like a blank paper that there is no such ink yet.</p>
4	The Lack of English	T1	T1.4.1	<p>I : When ma'am, do you think is it important to use</p>

	Exposure			<p>English in teaching?</p> <p>T 1 : It is crucial.</p> <p>I : Why ma'am?</p> <p>T 1 : To make them get used to it, yeah, I actually attempted to use English 50%, I can't use it fully English. So 50% use English and 50% use Indonesian, sometimes I use Balinese too, the most important is that they become familiar, when I give instruction they can get used to the teacher's instruction, how to give instructions in English, so when they are in high school, they will not be confused and familiar with English.</p>
		T2	T2.4.1	<p>I : In your opinion, is that crucial to use English when you teach, Sir?</p> <p>T 2 : It is crucial, as I already said if with the students here, because the lack of media (for learning) so that it is crucial to use English.</p> <p>I : What is it for, Sir?</p> <p>T 2 : To make them know, or to make them have new vocabularies in their own brain.</p> <p>I : So, have you already used</p>

				<p>English dominantly, sir?</p> <p>T 2 : No, not always</p> <p>I : Why?</p> <p>T 2 : Except in the speaking lesson, it is often to use English in dialogue. Yet, if in translating, reading just uses Indonesian. Moreover, if they are still difficult to understand, Balinese is also used.</p>
			T2.4.2	<p>I : Sir, in teaching speaking, do you use English for giving instruction?</p> <p>T 2 : I usually use 2 languages, between English then its translation</p>
5	Limited resource	T1	T1.5.1	<p>I : Do the facilities provided by the school support the teacher in teaching 4 skills in language?</p> <p>T 1 : Yes, it is enough. The book already exists, LCD... just maybe Language Lab... in my opinion, it is important to have language lab but don't support it here, especially for listening skill, and pressing listening to the students is crucial as pronunciation. Pronunciation it's better if</p>

				we use the facilities in language lab using audio visual, but here it doesn't exist.
			T1.5.2	<p>I : Then ma'am, what do you use for listening lesson?</p> <p>T 1 : Listening lesson?</p> <p>I : Speaker?</p> <p>T 1 : If here, yes we use speaker, using the IT like LCD, speaker...</p>
		T2	T2.5.1	<p>I : Next, do the facilities provided by the school support teachers in teaching 4 skills, sir?</p> <p>T 2 : Yes, it is already complete</p>
			T2.5.2	<p>I : Okay, then do you think Language Lab is important, sir?</p> <p>T 2 : Important, it is for teaching listening</p>
			T2.5.3	<p>I : How about the text-book, sir</p> <p>T 2 : Yes, it is already appropriate</p> <p>I : (Does it appropriate with</p>

				<p>the 2013 curriculum, sir?</p> <p>T 2 : Yes, already appropriate for the teacher's book and the students' book</p>
6	Psychological Problems	T1	T1.6.1	<p>I : What do you think is related to teach English in Rural area, ma'am?</p> <p>T 1 : A challenge in teaching, in the areas like this, particularly we face with the students' motivation as I said before. Sometimes, it is not always from the delivery of material but guide him actually from his motivation. The most important is if there is a student who has a low ability, we should not do this in class (reprimand), we guide him, call him as I mentioned before. I often call in private, ask what? What are the difficulties? Because they feel sorry too, so that they can follow their friends who can... that's the real challenge of teaching in this area, in terms of especially in terms of approach or strategy, the learning model "What is this, what we have to use to make the students are able to understand the material". It is a challenge to make learning English is not scary so that they think "I am happy to learn English". If they say that, I will be so</p>



				happy to make a lot of fun in the classroom. But, don't let any English lesson tense students... not... relaxed but still serious.
			T1.6.2	<p>I : Do you see the phenomenon of students is afraid to use English, Ma'am? For example he is afraid to go in front of the class.</p> <p>T 1 : Many, because lack of confidence</p> <p>I : How do you deal with this?</p> <p>T 1 : Yeah, sometimes I call, I also warning them to their friends immediately "Please, don't laugh to your friends", "Don't make fun of your friends when they go forward, also you don't always get good results" So, always like that, keep encouraging the students as that, yes, we have to motivate them if they are able, they can't because lack of confidence.</p>
		T2	T2.6.1	<p>I : Then how do you respond to students who are reluctant to use English in the classroom, sir?</p> <p>T2 : So far, there isn't</p> <p>I : For example, the students</p>

				<p>who are shy</p> <p>T 2 : That is, motivated, so that they want to use English... just have to be patient enough to deal with the students like that</p>
			T2.6.2	<p>I : Yes, then according to you why did this happen, sir? Why are they reluctant to move forward?</p> <p>T 2 : Maybe because they are pubescent, shy to their friends that make them shy (to perform), but so far, there is no student did that, I rarely encounter these kinds of events. They normally want.</p> <p>I : Even though they are male, they just want to do it, right Sir?</p> <p>T 2 : Yes, they want</p>
7	Linguistic Problem	T1	T1.7.1	<p>I : Do you think that the students have difficulties using English, ma'am? For example in pronunciation, stress, or intonation?</p> <p>T 1 : The difficulty, right? Yes, there are few, that is the importance, sometimes we use a system is called drill for their practice, practice to pronounce some important words or words that will appear in dialog or a text. I often emphasize</p>



					<p>them in pronunciation, intonation.</p> <p>I : So, you use drill more ma'am?</p> <p>T 1 : Yes, I do the old methods are still useful too.</p>
		T2	T2.7.1		<p>I : Do you think students have difficulties in using English such as pronunciation, emphasis and intonation, sir?</p> <p>T2 : Initially they were like that, but if it's often mentioned there is no difficulty for them, at least 2 or 3 times they mentioned the words, they could</p> <p>I : So, you guide them, sir?</p> <p>T2 : Yes</p>
8	Other Challenges				
	No	Challenges	Teacher	Code	Transcription
	1	Time Allocation	T1	T1.8.1.1	<p>I : For example, time mom? What is the time allocation? Is it lacking?</p> <p>T 1 : Yes, it is very lacking. Sometimes, I have been allocated the time for example 4 meetings or 5 meetings which are lacking too, they have to be pushed back, especially for , we learn vocabulary, then there</p>

					<p>is grammar, then learns phrases... it is lack of time, quite frankly indeed very lacking, always like that.</p> <p>I : Then, how do you deal with this, ma'am? If it is postponed right now, so it is piled up behind, ma'am?</p> <p>T 1 : Yes, maybe. It is endeavored in the number of semesters there are complete achievement of the material, yes maybe just a short way, for example teaching direct vocabulary directing to look in the dictionary what that means, so sometimes there are some chapters when we teach unnecessary vocabulary use techniques such as what is picture and picture and so on right there is TPR right? "Yes, just go ahead and look for this, it means to be taken away!" The important thing is, hurry up and finish the material, approaching the end of the semester assessment, the children understand the material, the important thing is to convey the material, yes, it is a matter of time too).</p>
	2	Students' Lack of Motivation	T1	T1.8.2.1	<p>I : Do you think the use of teaching strategy between the school in town and rural area is different, mam?</p> <p>T 1 : In theory, it's actually the</p>

					<p>same, but it depends on the conditions of the students. Because it is seen from the motivation of students in urban areas, their motivation to learn is higher than in rural areas. So the motivation of the children... can't be seen from their environment right? ... Here, the access is easy, then the internet is starting to be better, also the IT... The school has effort in IT as providing LCD. But, the challenges are more in the students.</p> <p>I : Then, how do you deal with the students who lack motivation, mam?</p> <p>T 1 : The way is... while teaching in the classroom the students who are not focus and ignore what the teachers are explained actually is visible ... Yea, probably I approach the student immediately, I try to give him verbal reprimand first, if he didn't do his homework. Or, I prefer call the student than mad at them in front of his friend. So I call him privately. I guide him. Discuss about what is probably his weaknesses, what he doesn't like, or other. I often collaborate with the counseling teachers. Yeah, it is often with the counseling teacher to discuss, "What about the counseling guidance with the students who are lack of</p>
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					<p>motivation... actually, there are students who are motivated and there are not. In my opinion, actually it is the same in the city or in rural area it depends on the interests of the children ... yes ... there are a handful of children who do have problems in lack of concentration as I said earlier</p>
			T1	T1.8.2.2	<p>I : Is the socioeconomic of students like their background, for example from farmers or others affecting their English learning, ma'am?</p> <p>T 1 : Yes, it affects the students so much. From their economic, right?</p> <p>I : Yes, ma'am. From their economic.</p> <p>T 1 : Yes, there are few students whose parents are farmers... Actually it depends on the interests or motivations of the students themselves. Not all of the farmers with low economic background do not all have low motivation, there are few people do. There are some who are really enthusiastic even though their parents are farmers, until there are students whose parents are farmer able to enter SMK Bali Mandara. So it depends on the individual motivation. Also the challenges for the</p>

					<p>teacher is how to increase the students' motivation, I often like that. So I give them motivation, don't hesitate to learn English, that they certainly can and so on, give them motivation. We help them to provide motivation.</p>
			T1	T1.8.2.3	<p>T : A challenge in teaching, in the areas like this, particularly we face with the students' motivation as I said before. Sometimes, it is not always from the delivery of material but guide him actually from his motivation. The most important is if there is a student who has a low ability, we should not do this in class (reprimand), we guide him, call him as I mentioned before. I often call in private, ask what? What are the difficulties? Because they feel sorry too, so that they can follow their friends who can... that's the real challenge of teaching in this area, in terms of especially in terms of approach or strategy, the learning model "What is this, what we have to use to make the students are able to understand the material". It is a challenge to make learning English is not scary so that they think "I am happy to learn English". If they say that, I will be so happy to make a lot of fun</p>

					in the classroom. But, don't let any English lesson tense students... not... relaxed but still serious
			T2	T2.8.2.1	<p>I : Then what do you think relates to the students' motivation, sir?</p> <p>T 2 : Student motivation? Hmm ... maybe what make them motivated are their older brothers, mostly working abroad, it uses English as the basis, as in cruise ship, either in America. So that can motivate students.</p>





## Appendix 10. Documentations

The Students are Performing in Front of the Class



The Students are Talking with Their Peers



The Students are Playing with their peers



The teachers use White Board to teach the students



The Teacher Help the students to Pronounce some words

