

## EFL Teacher's Problems and Solutions in Teaching English at a Rural Junior High School

\*<sup>1</sup>Yensi Kurnia Sari

<sup>2</sup>Mukminatuz Zuhriyah

<sup>1,2</sup>Universitas Hasyim Asy'ari Tebuireng Jombang

Jombang, Indonesia

\*<sup>1</sup>yensikurnias@gmail.com

<sup>2</sup>zoehrea@gmail.com

**Abstract.** English is considered a foreign language in Indonesia and must be learned by everyone, especially students. The purpose of teaching English in schools is to improve students' communication skills and prepare them for the current era of globalization. However, at SMPN 3 Satap Ngoro, which is a remote school, English teacher face problems in teaching that affect students, the teacher and the environment. In addition, the lack of teacher training results in the quality of teachers at SMPN 3 Satap Ngoro school becoming a problem that greatly affects students' English learning. The purpose of this study is to clarify the problems faced by teacher especially English teacher and to find solutions to the problems faced by teacher in English learning. This case study consists of interviews and observations and is supported by documentation. The researchers found that English teacher at SMPN 3 Satap Ngoro face problems in teaching English because the students are still very dependent on their environment using their local language, namely Madura so that English teacher must understand and understand Madura. The low interest of students in learning English can be overcome by using games or learning outside the classroom that makes them comfortable and happy. In addition, the lack of English learning facilities can be overcome by using the reference handbook that teacher have. Then, the lack of teacher training can also be overcome by substituting for teacher who do not have teaching hours. This research will help English teacher improve their English teaching skills especially at SMPN 3 Satap Ngoro as a rural school.

**Keyword:** *Teacher Problems, Teacher Solutions, Teaching English, Rural School*

### Introduction

Teaching English as a Foreign Language (EFL) to students in faraway schools is a difficult task for today's teacher. Language of concern: Students in rural areas, especially in mountainous areas, have lower language proficiency than those in urban areas (Dewi et al., 2019). Learning English for rural students is not the same as learning English for technologically advanced urban students. This is because students in this remote area often exhibit severe delays in the development of phonemes, vocabulary and sentence structure (Susilo Adi et al., 2017). Rural students cannot fully interpret the data in linguistic form. This can affect reading comprehension as vocabulary is depleted by sounds that cannot be processed (Musyoka et al., 2015).

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In urban areas, teaching and learning English is gaining renewed attention. However, with multiple alibis, teaching English in rural Indonesia presents significant challenges in terms of access and quality. Luschei & Zubaidah (2012) they stated that most of Indonesia's learning problems are located in a geographically vast country and are found in many remote areas. Furthermore, Mumary (2017) stated that points out that rural schools have limited access and resources to support education.

Municipal schools have adequate quality teacher, they can learn and teach. According to Febriana et al. (2018), most English teacher in rural schools are not qualified to teach English. For example, let's say a physics teacher was teaching an English class. The challenges of teaching English come not only from teacher and institutions, but also from students and the social environment. Febriana et al. (2018) found that students still had problems with the Indonesian language. Teacher who do not speak the local language seem to need extra effort to teach English. Sulistiyo (2016) also notes that rural communities do not value formal education. Parents do not encourage their sons to study hard. Therefore, due to factors such as geography, quality of teacher, resources, facilities and social issues, English language learning can differ from the quality of instruction students receive in both urban and rural areas.

English is taught in almost all schools in Indonesia, even in rural areas. A rustic sight Schools play an important role in national education. At first glance, rural barriers appear to relate to educators, trainees and institutions. Infrastructure concerns are about time constraints and equipment. Some rural areas are growing rapidly, while others are still struggling. This is due to the lack of rural infrastructure such as buildings, structures and computer equipment (Endriyati et al., 2019). English classes become more and more difficult when children learn English in a rural school environment. It is closely related to deprived resources and learning environments.

Rural schools do not offer as many opportunities to learn English as urban schools. As a result, students are unaware of the benefits of English in their daily lives, and their motivation to learn English is declining. Even after years of learning, most students either don't know how to approach foreign language learning, avoid or don't respond appropriately. Few disciples have successfully adopted a set of tactics and thus become masters of the language. Teacher need to help students learn English as a foreign language effectively and find ways to achieve educational autonomy (Akbari, 2015). Therefore, teacher must be able to know students' language skills such as reading, writing, listening, and speaking in order to teach them. Teacher also needs to support technical students and encourage them to learn English diligently. The purpose of school English classes is to strengthen students' communication skills in response to the age of globalization. The aim of learning English is to enable students to use the language flexibly. Rural and urban school teacher face unique challenges. This challenge includes students, teacher, and institutions.

According to Endriyati et al. (2019), teacher in rural and urban schools face a variety of problems. These problems is relevant for students, teacher, and institutions. Examples of problems students face include vocabulary, student concentration, parental support, discipline, boredom, and speaking ability. The problems for teacher is mastering teacher training, teaching methods, and how to use IT in the classroom learning process. Facilities issues are facilities and time constraints that cause some rural areas to have a thriving economy, while others remain in poor condition. Affected by urbanization, the lack of rural facilities such as school buildings and IT equipment in urban schools is a good thing.

Retnawati et al. (2018) describe teacher's knowledge of higher-order thinking skills, particularly the difficulty of teaching in rural areas. School boards often have trouble recruiting village teacher. An immediately recognizable problem in rural schools is the low number of qualified teachers. Many teachers in Indonesia find it difficult to teach in rural areas where education standards are very low and children have difficulty coordinating both their behavior and understanding. We know that in Indonesia it is very difficult for EFL teacher to study in rural areas. As such, it is more difficult for teacher to use educational applications to deliver materials, requires a lot of energy, and even has difficulty accessing internet networks. Limited range. Only learn to walk on books.

Ngoro is one of the rural areas in the southern Mojokerto region with a mountain secondary school called Satap. Ngoro is the highest school in the mountainous region bordering Mojokerto and Pasuruan. This school is on the outskirts of town. Access to this school is still many forests and takes about 70 minutes from the city. In the background, there are many children who want to graduate from junior high school get a job, and get married, and their parents often get the fruits and vegetables of their farming.

Most of the students and teacher are interested in this school and so are the people who live in this area. The majority of the people living in the Ngoro region are Madurese, so the language spoken in schools every day is predominantly Madurese. At school, especially in English classes, many students still have learning disabilities. 85% of his students in grades 7-9, or 72 of him, still have learning difficulties. They find English so difficult that many of them are indifferent and refuse to attend English classes. This is very influential and problematic for young English teacher in this country. This is the most important thing to overcome to improve teaching at SMPN 3 Satap Ngoro, especially learning English.

As a result of this pre-liminary study, the research is motivated to learn more about the problems and solutions rural by teacher in teaching English as foreigners language, more like in rural areas. The Researchers examined challenges and solutions that can be faced by rural teacher in teaching English. Therefore, the researchers are conducted the study entitled "An EFL Teacher's Problems And Solutions in Teaching English at a Rural Junior High School"

## **Method**

This research used qualitative method. This study uses a case study research design. Case study is exploration of a single entity or phenomenon (a case) that is limited by time, activity, and collection by detailed information by using various data collection of detailed information by using various data collection procedures during that time. In qualitative research, case studies are one of the commonly used methods. The research conducted at Junior high school of Ngoro Mojokerto, namely SMPN 3 Satap Ngoro. The subject of this study was an English teacher at SMPN 3 Satap Ngoro. The reason was that SMPN 3 Satap Ngoro has only one English teacher who has been interviewed and confirmed to have willingness to provide relevant data for this study. The research data is collected by interview and observations. The interview was conducted with English teacher at SMPN 3 Satap Ngoro by asking questions prepared by the researchers regarding the problems and solutions faced by the English teacher. The researcher went to the school to conduct an interview with the English teacher. The researcher gave 15 questions related to the article, the interview was

conducted for two meetings. The observation was conducted in eight classes for three meetings. Data analysis used the theory of (Miles et al., 2014). There are three main components to data analysis. They are data reduction, data display and conclusion.

## Findings and Discussion

### Findings

#### 1. EFL Teacher's Problems In Teaching English At A Rural Junior High School

##### a. The problems in Environmental influences

##### 1) The problem in school environment

This habit of using Madura language has an influence on the school environment. When they talk with friends or teacher they use Madura. This situation also carried over into the classroom during English lessons. English teacher finds it difficult to invite them to learn English because even though they are lured using basic English, English teacher must still translate into their language first. This is the difficulty experienced by the English teacher that the teacher is not a native Madura who only knows a little Madura. So that when the teacher teaches English will only be able to translate into Indonesian, even though children in Indonesian still do not really understand and when the English teacher will translate into Madura will find it difficult. The explanation above is in accordance with the statement of teacher which can be seen below:

*"Lingkungan SDM nya yakni orang tua, dan masyarakat sekitar di sini tuh rata-rata menggunakan bahasa Madura atau bahasa daerah di sini, bahasa Indonesia saja itu anak-anak sangat kurang apalagi bahasa Inggris sangat kesulitan dan memang 96% orang-orang sini menggunakan bahasa Madura sehingga saya kesulitan dalam mengajar bahasa Inggris anak anak untuk menerjemahkan ke bahasa mereka "*

This is supported by the researchers observations that in SMPN 3 Satap Ngoro environment researchers founds many people around the school who communicated in the Madura language. They rarely use Indonesian in their daily communication and also in their family environment so this becomes a problem for English teacher when teaching children when translating into Madura.

##### 2) The problem in home environment

The role of parents at home determines the quality of children's education. Parents' concern for their children's education determines learning outcomes, especially in English. Unfortunately, this is not the case in the rural school SMPN 3 Satap Ngoro because of the low support from parents for their children to follow education, especially in learning English. Not only that, parents also do not let their children go to school. Instead, they want their children to work rather than go to school. So that even when they go to school they are prohibited. But this is what is experienced by the English teacher of SMPN 3 Satap Ngoro that when the teacher teaches English, very few children are present even they often take turns who are not present. Actually, this does not only happen in English lessons but other lessons as well. In addition, many parents of

SMPN 3 Satap Ngoro still have the idea that why should their children study English if it does not guarantee them a good job. Especially for girls who are still considered that they do not need a higher education if their job will only be limited to being a housewife. The explanation above is in accordance with the statement of Ms. Vera which can be seen below:

"Peran orang tua kalo menurut saya sangat rendah soalnya untuk berangkat sekolah saja kadang dilarang di sini ya karena di rumah itu disuruh bantu orangtua seperti ke kebun mencari makanan untuk peternakan mereka dan itu yang paling fatal banget dukungan orang tua itu sangat minim"

The explanation above is supported by the researchers observations that is carried out that their parents forbide their children to go to school. It is because their parents do not understand about the important role of education nowadays especially learning English.

#### **b. The problem in low students interest in English**

English as a foreign language in Indonesia is a problem in learning it, especially at SMPN 3 Satap Ngoro. This is evidenced by the fact that at SMPN 3 Satap Ngoro school, when the teacher teaches, many students are ignorant, do not care, and even look for reasons to leave the class so as not to attend English lessons. Like the reason for permission to go to the bathroom, after the researchers followed it turned out that the student was playing in the next class, some went to the canteen, and some even smoked with their peers behind the bathroom. In addition, interactions in the classroom also affect students' moods, when students try to say English vocabulary their classmates laugh at them so that these students become afraid to try and finally do not want to learn English. They think that learning English is difficult because they have no willingness to learn especially when the writing and pronunciation in English are different. So, they are not interested in learning English. The explanation above is in accordance with the statement of teacher which can be seen below:

"Selama saya mengajar 10 tahun ini, siswa disini itu kurang tertarik untuk mempelajari bahasa Inggris kesulitannya itu mereka kesusahan untuk mengucapkannya dan tidak hanya pengucapannya saja dari segi writing, reading, dalam kelas juga mereka susah sekali untuk focus dan menganggap bahasa inggris itu sulit untuk penguasaan bahasa Indonesia yang bahasa resmi di negara kita aja kurang, mereka tidak terlalu peduli lagi untuk bahasa asing. Selain itu, Mereka tidak tertarik untuk sekolah ya karena dari dukungan orang tua kurang itu dan juga lingkungannya yang mayoritas disini tidak sekolah dan disuruh bekerja"

The researcher knows that students at SMPN 3 Satap Ngoro think that learning English is not important, it is just a subject that is sometimes taught at school. Many students at SMPN 3 Satap Ngoro do not continue their education at a higher level, with the highest level of education being junior high school. In fact, many female students are engaged even though they are still in junior high school and after graduating they immediately get married. This is also the case for male students who, after graduating, prefer to work in the area where they live. This is due to the lack of knowledge about English which causes a lack of interest in learning English.



**c. The problem in lack of English learning facilities**

One of the problems that the English teacher experienced is about the lack of facilities in teaching English. The lack of facilities owned by SMPN 3 Satap Ngoro school, English learning is hampered. Facilities that do not support English learning cause students to be uninterested in learning such as dictionaries, books, media projectors, and libraries that have few books on education so that the lecture method by English teacher is the most reliable thing. This causes English teacher to struggle and work hard to create manual learning methods that are suitable for the situation of students at SMPN 3 Satap Ngoro in delivering learning materials in class. The explanation above is in accordance with the statement of teacher which can be seen:

"Fasilitas di sekolah SMPN 3 Satap Ngoro ini juga banyak kurangnya, terutama buku bahasa inggris. Disekolahan ini kekurangan buku pelajaran bahasa inggris sehingga saya merasa kesulitan. Proyektor sebenarnya punya tetapi rusak jadi terkadang meminjam di sekolah SD. Ini yang membuat saya sulit untuk mengajarkan bahasa inggris kepada mereka. Di perpustakaan pun hanya ada sedikit buku"

Based on the observations in the school SMPN 3 Satap Ngoro has many shortcomings in learning facilities, especially English. Such as dictionaries and projectors so that English learning is hampered and English teacher find their own ways to keep English learning in SMPN 3 Satap Ngoro running and can be understood by students.

**d. The problem in teacher's lack training**

The lack of teacher training at SMPN 3 Satap Ngoro means that the quality of English teacher at SMPN 3 Satap Ngoro is also inadequate. Teacher training is very important to hone English language skills about teaching techniques and methods in classroom teaching. However, this is not the case for English teachers at SMPN 3 Satap Ngoro who cannot attend training due to constraints on class teaching hours and no substitute teacher. In fact, the training is very necessary for English teachers to add insight into becoming professional teacher about teaching technology, teaching methods that are suitable for students. When English teacher do not attend the training, they will lack methods and skills in teaching English. This can be proven by the results of the statement:

"Pelatihan-pelatihan ataupun workshop seperti itu sih sering ada memang undangan seperti itu tapi untuk mengikutinya kadang kita terkendala untuk jam mengajar disini tidak ada guru pengganti yang mengajar dikelas. Jadi, kadang mengikuti kadang tidak. Saya sendiri terkadang juga merasa kurang sempurna dalam mengajar bahasa inggris. Ketika ada pelatihan yang sebenarnya bagus untuk melatih kemampuan bahasa inggris saya, tetapi terkendala dalam menghadirinya"

There are very few teachers in rural junior high schools so they teach more than one subject. Therefore, when teacher attend the training, classes become empty and the quality of English teacher at SMPN 3 Satap Ngoro is not as good as the quality of teacher in urban areas. But not only that, schools that are far from settlements or cities also have an impact on learning. This training can actually be carried out online. But besides that, to difficult road access, internet access is also difficult so that if there is training or workshops carried out online, English teacher can follow and cannot when they are at school because even though the school has installed wifi, sometimes it is wrong and not connected, but it is still often connected.

## 2. Teacher's Solutions in Teaching English at a Rural Junior High School

### a. The solutions in environmental influences

#### 1) The solutions in school environment

In the environment of SMPN 3 Satap Ngoro all the surrounding communities use Madura and this has become a habit of the community so that children do not understand English. The English teacher solution in overcoming students' habit of using Madura is that the teacher must learn Madura to understand what they say. If the teacher has mastered the Madura language, the teacher can convey the meaning of the material taught using Madura and then translate it into Indonesian and English. The method is a bilingual method, namely the teacher uses three languages, namely Madura, Indonesian, and English in the English teaching and learning process. The teacher must also train students to respond to the material taught using English little by little. The explanation above is in accordance with the statement of Ms. Vera which can be seen:

"Mereka tidak paham writing, reading apalagi listening jadi saya upayakan untuk bilingual setelah saya pakai bahasa inggris saya translate kan pakai bahasa Indonesia kalau perlu ke bahasanya mereka, contohnya kadang saya kan ngerti sedikit untuk bahasa maduranya misal kalau bahasa Indonesia ini bahasa maduranya apa nak. Jadi mau tidak mau saya juga harus belajar bahasa Madura"

The researcher concludes that inevitably the English teacher of SMPN 3 Satap Ngoro must be able to understand Madura because of their daily habits of using Madura and carried over to the school environment so that the teacher is also involved must also be able to understand their language, namely Madura, to convey English learning material so that they understand because Indonesian language is not enough to even understand their understanding.

#### 2) The solutions in home environment

In the home environment, parents play an important role in learning English. In SMPN 3 Satap Ngoro school, parental support in learning English is very low, this does not only happen in English learning but other learning as well. So that English teacher try to approach student guardians by holding invitations to socialize parents to school to oblige their children to go to school. This is a solution for English teacher in overcoming home environment problems. But in reality, only a few parents care about learning English at SMPN 3 Satap Ngoro because it has become a regional culture of Madura about the importance of working rather than going to school. The explanation above is in accordance with the statement of teacher which can be seen:

"Kalo solusi untuk masalah tersebut itu pendekatan dengan wali murid dan upaya upaya tersebut udah dilakukan dari sekolah kami dan sering melakukan interaksi dengan paguyuban wali muridnya, namun karena sudah menjadi culture daerah pedesaan jadi ya begitu masih tetap saja orang tua menyuruh anaknya bekerja daripada sekolah"

In dealing with home environment problems because parents are less supportive of English language learning, there are several

parties involved in English language learning such as the village head who motivates and supports parents to require their children to go to school and informs them about the importance of children's education, especially English language learning.

**b. The solutions in low students' interest in English**

Low student interest is something that English teacher should pay attention to in learning English. The solution in dealing with the problem of low student interest in English is that English teacher use interesting and fun English teaching methods such as games, and also learning outside the classroom which makes them feel happy and comfortable. English teacher uses this method so that students become comfortable and cool to learn English so that their assumption that English is difficult is lost. This can be proven by the results of the statement:

"Salah satunya dengan metode mengajarnya, jadi anak-anak bisa have fun kalau banyak menggunakan media yang membuat mereka tertarik dan membuat mereka sangat senang. Contohnya seperti game ataupun pembelajaran pembelajaran di luar kelas, ataupun ke situs-situs yang di dekat sekolah yang bersejarah itu bisa buat pembelajaran yang menarik buat refresh otak mereka. Saya biasanya menggunakan flashcard sebagai salah satu media yang menarik bagi mereka".

Therefore, in order for learning to be effective and preferred by students, the English teacher of SMPN 3 Satap Ngoro uses games that are usually used, namely flashcards by studying in groups or learning outside the classroom which is preferred by students of SMPN 3 Satap Ngoro. Most students of SMPN 3 Satap Ngoro are bored of learning in a monotonous classroom and still like to play like elementary school students.

**c. The solutions in lack of English learning facilities**

In overcoming the problem of the lack of English learning facilities, SMPN 3 Satap Ngoro teacher find alternative ways by learning or changing learning methods outside the classroom, which can be called directing students to learn outside by discussing together. English teachers are also more creative in learning by increasing practice such as group discussions. With limited English learning facilities, how to learn by playing for the continuity of education, especially in learning English, with that students will understand better and understand the situation so that they are more enthusiastic about learning English. This can be proven by the results of the statement:

"Dengan kurangnya fasilitas pembelajaran bahasa Inggris saya bekerja keras mencari cara tersendiri yaitu dengan menggunakan buku pegangan dan menyampaikan materi yang ada di buku tersebut kepada siswa melalui metode ceramah. Selain itu saya mengajak anak-anak untuk belajar di luar kelas dan memberi contoh secara real pembelajaran bahasa Inggris dengan menggunakan fasilitas alam yang ada disekitar mereka".

From the explanation above, the researcher can conclude that to overcome the problem of the lack of English learning facilities, the teacher use handbooks to teach students, the teacher also use natural media around in English learning so that students can understand the



material the teacher conveys by directly seeing or practicing in real terms.

**d. The solutions in teacher's lack training**

If English teacher are constrained by attending training, then the solution for English teacher so that training is not empty and continues to be followed is to take a gap at that time so that they can attend and leave assignments to other teacher or teacher who have free hours. Because training is very important to hone the ability of English teacher in improving a method or way of learning English. This can be proven by the results of the statement below:

"Kalau tidak bisa mengikuti ya biasanya perwakilan oleh guru yang jam nya kosong bisa menghadiri biar tetap terlaksana dengan baik pelatihan atau workshop tersebut ataupun kadang saya sendiri yang menghadiri dan saya memberikan tugas dan menitipkan ke guru yang masuk atau jadwalnya mengajar jadi guru tersebut handle 2 kelas. Kalau mengikuti itu sangat perlu sekali untuk pendidikan anak apalagi disekolahan terpencil seperti ini karena pelatihan tersebut itu ada semacam metode mengajar cara-cara mengajar atau media media saat ini yang menyenangkan itu bisa kita sharing ke teman-teman sejawat di sekolah dan kita aplikasikan ke anak-anak".

When the English teacher is absent from attending training, it can be replaced with another teacher who does not have class hours, and when the English teacher takes the time to be present, the English teacher gives assignments to English classes through teacher who has free hours.

**Discussion**

**1. EFL Teacher's Problems In Teaching English At A Rural Junior High School**

**a. The problem in environmental influences**

1) The problem in school environment

The English teacher faced the problem of teaching English to children who are dependent on the environment. Mukmina et al.(2021) stated that the school environment influences learning outcomes. When the school environment deteriorates, student learning outcomes also decline. On average, 96% of the human resources in SMPN 3 Satap Ngoro use Madura so Indonesian is rarely used to teach their children. The habit of using Madura from this environment affects children's English learning. The English teacher was difficult to be able to understand Madura because they are not from the original Madura tribe and they do not understand if it is translated into Indonesian only, because their Indonesian is lacking and they do not really understand to reach their understanding so that English teacher find it difficult to learn Madura. This is supporting by Hanafi (2019) stated that an important factor affecting student learning is the habit of learning habits in the surrounding environment that will bring to the school environment and even to the classroom and the role of the teacher in the learning process that can understand the habits of students.

2) The problem in home environmental

In the teaching and learning process, parental support is very important because it has a strong influence on students. But the parents

of SMPN 3 Satap Ngoro students are so ignorant of educational issues, especially English, that their children are prohibited from going to school, and want their children to work rather than go to school. Parental education and attention also affect the attitude of children in school learning. According to Slameto (2015) the home environment including learning will be influenced by how parents educate, member relationships, home atmosphere, family economy, parental attention and cultural background. The parents of SMPN 3 Satap Ngoro do not support their children to go to school because base on their experience, the parents was not school. When the parents of SMPN 3 Satap Ngoro was child, their parents also do not care about their school. that's why when they are as a parent right now, they still apply the way their parent to educate in their children right now. It is supported by Malik & Sumarno (2016), states that many parents do not take their children's education seriously, so many neglect their responsibility to send their children to school. They have a mindset that their children also join their rack in education. so, they do not care about their children's education. They want their children go to work or look for animals' food. It makes students as their children are also lazy to school, do not want to study, and lack the incentive of study because they do not get a support from their parents.

**b. The problem in low students' interest in English**

Learning English is difficult because they are from the Madura accent which when combined with English is very different, especially in terms of writing and pronunciation in English it is different so they are even more uninterested in learning it. This is supported by Susanthi (2021) an impediment to learning English also occurs in the environment itself because each region has its own distinct language structure, it affects students in learning English because they are used to their own native language. Furthermore, many junior high school students in rural areas do not value English as a subject because of their family background and limited understanding of what they know. The students also ignore to study English because they think that they are enough to speak Madura. It is because they think that they will stay in their Madura environment only. They do not think that they want to move in other districts or environment. Their mindset is they will work, then marriage in their Madura environment as long as life. So, they do not have a motivation to be smart and mastering English. In line with Husna & Murtini (2019) they stated that students with low motivation will find it difficult to learn English, whereas students with high motivation will easily achieve their learning goals. Harlina & Yusuf (2020) that poor English teaching greatly affects students' low interest in learning. They are not very interested in learning English because they believe that it is a difficult subject and many of them are not willing to learn English optimally.

**c. The problem in lack of English learning facilities**

The lack of facilities owned by SMPN 3 Satap Ngoro school hinders English learning. Facilities that do not support English learning

cause students to be uninterested in learning such as dictionaries, books, projector media, and libraries that have few books on education so that the lecture method by English teacher is the most reliable thing. This explanation is accordance with Hasibuan et al. (2013) learning facilities that are lacking result in learning being hampered. The lack of facilities also effected the English teacher. The teacher will struggle and work hard to create a method in teaching and learning. As supported by Hardiana et al. (2023) the teacher also has to be creative in looking for manual learning methods that were in accordance with the situation of students at SMPN 3 Satap Ngoro in delivering learning materials in the class.

**d. The problem in teacher's lack training**

In the teaching and learning process, English teacher must be able to attend training to achieve good and effective learning outcomes. Based on interviews and observations, the researchers knows that training is carried out to hone English language skills and become a professional teacher in delivering classroom learning. It is accordance with Setiawati (2019) stated that professional teacher is qualified and competent teacher who want to achieve learning outcomes, and influence the teaching and learning process of students, and then lead to superior student learning outcomes. Lack of teacher training impacts the teacher capability in teaching the subject they taught. In line with Mufidah et al. (2021) teacher training program has a positive impact on teacher performance. Training is an initiative to develop human resources in an organization. The following training positively transforms the teacher's experience in terms of knowledge, skills and capabilities. The teacher does not improve their capability in teaching and learning methods.

**2. Teacher's Solutions In Teaching English At A Rural Junior High School**

**a. The solutions in environmental influences**

**1) The solutions in school environment**

The English teacher who does not from local environment. While the English teacher explained the material using Indonesian language, the most students did not understand well. It is because their mother tongue is Madura language and seldom to use Indonesian language in their daily conversation. So, the teacher had to master Madura language and explain the material using Madura language. It is supported by Effendi & Mu'in (2018), they stated that teacher and students are required to actually use the Indonesian language at school. However, some teachers prefer to use the local language. In the classroom, the teachers often use the local language to explain, either consciously or unconsciously. Teacher also have to train students to respond to the material taught using English little by little, so the English teacher's solution inevitably has to learn their language in learning English because SMPN 3 Satap Ngoro students can understand the English material taught by the teacher if the use of the language is mixed with the local language, namely Madurese. This bilingual method is used in any school but in SMPN 3 Satap Ngoro it is more about the Madurese

language because if the Indonesian language alone is not enough to be understood so the English teacher must learn Madurese.

2) The solutions in home environment

English teacher and the school official of SMPN 3 Satap Ngoro have often invited the students' parents to socialize about the importance of learning English for their children, but these efforts are sometimes underestimated by their parents. The strategy does not change the parents' mindset. The parents still ignore their children's education. The parents also still ask their children to go work then study at school. Mauliya et al. (2020), said that Family and school priorities also contribute to students' low motivation. The parents' support is very important in students' spirit actually. It is supported by Anam & Afroni (2020) they argues that the role of parents is very important to help and form high spirits. So, the parent's support and motivation are needed for students. Moreover, to support the success of the family, the child has a heavy task, especially motivating his learning. Because with great motivation from parents, children will be motivated in their studies and thus their children will be motivated to learn.

**b. The solutions in low students' interest in English**

English teacher usually also uses flashcard games as learning media. Setiawan (2022) stated that flashcard media is very useful. Teacher do not require special skills in using this media, this media does not even require electricity so it is very suitable for use in rural schools. When doing this game just arrange the pictures as you wish and make sure they are not upside down. As an English teacher said in an interview, learning outside the classroom or by playing games will make learning fun for students of SMPN 3 Satap Ngoro. This is supported by Brown (2007) show that student learning interest is also focused on the physical learning environment. Students' sight, hearing and comfort are greatly influenced by what they see, hear and feel when they enter the classroom.

**c. The solutions in lack of English learning facilities**

The teacher change learning methods with outdoors which directs students to learn in nature outside by discussing together. It is accordance with Husamah (2013) states that learning resources outside the classroom will further enrich children's insights and knowledge because they learn not limited by the four walls of the classroom, besides that the truth is more accurate, because children can experience directly and can optimize the potential of their five senses to learn. English teacher must also be more creative in taking other ways of learning English by increasing practice such as group discussions with the lack of English learning facilities at SMPN 3 Satap Ngoro, English teacher use learning by playing for the continuity of English learning. By using that method, students of SMPN 3 Satap Ngoro more understand the situation so that they are more enthusiastic in learning English. Husamah (2013) stated that various objects that can be used as discussion practices found in the surrounding environment for us to make media and learning resources for students at school. Lebuan (2017), the surrounding environment

can be used by teachers as one of the learning facilities that is an asset for student learning success.

**d. The solutions in teacher's lack training**

The English teacher also said that this training was very important because it contained the delivery of learning methods and this was very much needed at SMPN 3 Satap Ngoro school. This is supported by Maher & Prescott (2017) shows that professional learning (teacher training) is an important component of a teacher professional life. It has been described as the process of developing the skills and competencies necessary to achieve good educational outcomes for students. According to Kamarudin (2021) through training held by the government, it is hoped that English teacher can master technology, be proficient in their profession, master the language, especially English as an international language used by almost all people in the world language, especially English as an international language used by almost everyone in the world, is sufficient capital to form educators who have a high and proud level of competence. The lack of teacher training in teaching English can be overcome by finding substitute teacher to teach in class so that English teacher can attend the training because the training is very important to increase English language skills and also methods that can be applied at SMPN 3 Satap Ngoro. Asra et al. (2018) stated that teacher training, teaching experience and teaching principles have a significant impact on teacher performance when implemented with an understanding of the curriculum while teaching.

**Conclusion**

English teaching problems experienced by the English teacher at SMPN 3 Satap Ngoro Mojokerto include are the influence of the environment the school environment and the home environment. The school environment factor is due to the lack of familiarity of students with English because students still often use Madurese and local languages so it is difficult to accept new things in their environment. As for the home environment, the lack of parental support for school, the students being lazy and unmotivated to learn because they are told to help their parents with their work and they are not allowed to go to school. Students' low interest in learning English. The low interest of students in learning English at SMPN 3 Satap Ngoro students find in their difficulties to pronounce English vocabulary and they think that English will not be used in their daily environment so they are not interested in learning it. The lack of English learning facilities at SMPN 3 Satap Ngoro has hampered English language learning so that English teacher must find other alternatives so that English language learning runs well. The lack of teacher training the shortage of the teacher and the hard-to-reach network make it difficult for English teacher at SMPN 3 Satap Ngoro to attend training and workshops. This is because there is no substitute teacher to teach the class which results in English learning becoming empty.

The English teacher's solution at SMPN 3 Satap Ngoro English teacher should be able to learn and understand Madurese as the local language of the students. English teachers also use the bilingual method for students where teacher use three languages to students, namely English, Indonesian, and Madura so that they understand the material being taught. English teacher of SMPN 3 Satap Ngoro held a socialization to



the guardians of students and even the local government also participated in the socialization efforts to the guardians of students to require their children to go to school, especially in learning English. English teacher uses flashcard game media or outdoor learning that is fun or that makes them happy so that they are also not bored with monotonous classroom learning. The lack of English learning facilities English teacher uses handbooks as a reference for teaching students at SMPN 3 Satap Ngoro. The lack of teacher training English teacher delegate teacher training to teacher who have free hours. When an English teacher attends a training session, also assign English lessons to other teacher.

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