

CHAPTER I

INTRODUCTION

A. Background of Study

The skills and abilities of the teacher are a significant influence in improving the quality of students' understanding. Suppose the teacher has a capable ability to provide teaching. In that case, students will certainly easily understand what the teacher is saying so that the quality of education expected by Indonesia is achieved. Being a teacher is an easy thing to do, various kinds of efforts are made to be equal to students' understanding. Muth'in (2014) explained that being a professional is not because you don't have another job. Still, professional teachers have special and certain skills and training for future teaching readiness and are graduates from high school.

Teachers' efforts in English are how teachers can improve students' understanding of English. Understanding students' English is a process that students go through and how later they can use the knowledge they get. If students understand, then the learning objectives will also be achieved, but if not, the learning objectives will not be achieved. At first glance, this does not look challenging to examine, but the researcher adds context to schools located in rural areas. Rural areas are far from urban areas, still have various limitations in terms of technology and facilities, and are still not advanced in all aspects. Schools located in rural areas will not be much different from

rural conditions, which are still lag behind many urban schools. Mudra (2018) finds urban schools are larger, have more teachers, administrators, and support staff, and offer more courses and extracurricular activities, meanwhile rural schools that cannot afford everything that urban schools have. This means that every teacher who teaches in rural areas will find various barriers. These barriers themselves are the background for the emergence of efforts from teachers to maximize learning.

The success of teachers in seeking the best education for rural students must also leave effective results for students, and teachers must get a lot of feedback either from students or parents of students who feel the results of these efforts from the teacher who overcome the barriers that they faced. In the Al-Qur'an, good news is given to teachers, precisely in Q.S *Al-Mujadalah*/58: 11

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۗ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا فَيُرْفَعَ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ ۗ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝ ۱۱

In this verse, the teacher who acts as a person who gives knowledge is promised to get a high degree because Islam greatly honors knowledge and those who teach this knowledge. This is supported by the following hadith (*Al-Haitsami* Number. 133):

عَنْ أَبِي أُمَامَةَ قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: "مَنْ عَلَّمَ عَبْدًا آيَةً مِنْ كِتَابِ اللَّهِ، فَهُوَ مَوْلَاهُ لَا يَنْبَغِي لَهُ أَنْ يَخْذُلَهُ، وَلَا يَسْتَأْثِرَ عَلَيْهِ"

This hadith conveys that no matter how small the teacher gives the knowledge, the teacher's glory is higher than His servant. This can be related to the efforts of teachers who have given even millions of sentences to students despite the many barriers that a teacher must face. Hence, the awards received by teachers are countless. Students must always respect teachers.

Learning English in rural areas is not easy; many barriers become obstacles in making learning effective according to educational goals. Of course, these barriers require a qualified effort from an English teacher. Marzulina et al. (2018) states that social media networks are one of the barriers for English language teachers, whether it's in higher education or still in school. Lecturers and teachers face barriers such as a lack of understanding of the social network and the cost of using it, which seems to be still expensive. Ilham and Litololi (2017) finds that the teachers' efforts are not always about understanding English students. Still, character education is also important to convey to students, such as religious values, discipline, honesty, and responsibility. Bold et al. (2017) finds that the efforts of teachers in sub-Saharan Africa to improve the competence of English students are still very low, and the performance of poor teachers has not been able to provide maximum results to students. This is influenced by the backwardness of the regions in all aspects. In essence, in this study, the researcher wanted to know how the barriers experienced by English teachers

in rural schools in teaching English to students and to find out the reason of the most dominant barriers faced by teachers in achieving effective learning.

Based on the research results above, students' understanding of English depends on the teachers' efforts when conveying material in learning by facing various barriers that rural schools have. Therefore this is an important thing to find out and research. In addition, there are not many studies related to learning in rural areas. Indeed, many studies seek to find out about the barriers and challenges of teachers in teaching English but very rarely in the context of teachers in rural schools.

This research take locations in a village in North Kelumpang District, Wilas, with shortcomings and challenges. These village is still far from progressing in terms of schools because the village are located in remote areas, so various shortcomings arise such as weak infrastructure, lack of student interest in learning English, and so on. More specifically, the research be conducted on English teachers at SMP Negeri 2 Kelumpang Utara in Wilas village. This institution is sufficient to find out the research findings that require English teachers from.

The research be carried out while the teacher is teaching or during the learning process to see firsthand how the processes faced by the teacher and the barriers to students' understanding of English during the teaching and learning process. In addition, interviews with the teacher concerned provide more detailed and relevant information on the problem being

researched, namely the teachers' barriers and the most dominant if it on English lesson in rural areas.

Therefore, based on the background that has been written above, this research is proposed to try to examine the barriers and the most dominant barriers with the reasons faced by teachers in teaching English in the school mentioned above, which are included in schools in rural areas in North Kelumpang. So, this study focuses on the barriers faced by teachers and also the most dominant barriers with reasons faced by the teacher in the context of rural areas.

B. Research Questions

Based on the above background, the research questions to be discussed are as follows:

1. What are the teachers' barriers to teaching English in rural areas?
2. Which barriers are the most dominant in teaching English in rural areas?

Why?

C. Objective of the Study

Based on the research questions above, the objectives of the study are as follows :

1. To find out the teachers' barriers in teaching English in rural areas.
2. To identify the most dominant barriers and the reasons in teaching English in rural areas.

D. Significance of the Study

The results of this study expected to provide benefits, including the following :

1. For students, they can understand the barriers faced by teachers in teaching English subjects, especially in rural schools. In addition, with this research, students can be serious about learning English because they feel the barriers and challenges teachers face when teaching English in rural areas.
2. For teachers, they can gain insight into the important role of a teacher in assisting English teaching in rural areas. In addition, teachers also know what aspects of challenges can be a barrier to the teaching and learning process in rural schools.
3. To be the reference for further research. Researcher can gain insight into the barriers and challenges faced by teachers in teaching English, specifically at schools in rural areas.

E. Definition of Key Term

The researcher provides several definitions of key terms that are important to understand in this study in order to avoid misunderstandings, as follows:

1. Teachers' Barriers

It refers to the problems faced by English teachers in junior high schools who teach in villages in North Kelumpang District, especially remote villages, Wilas.

2. Rural Area

It refers to the area which is the location of a school in one of the villages, Wilas, in Kelumpang Utara District, at the junior high school level which still has many deficiencies in various aspects needed for teaching and learning activities.