

**TEACHING ENGLISH IN RURAL AREA OF SOUTH
KALIMANTAN: A CASE STUDY OF TEACHERS' BARRIERS
IN TEACHING ENGLISH**

THESIS

**BY
NUR YULIA LATIFAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2023 M/ 1444 H**



**TEACHING ENGLISH IN RURAL AREA OF SOUTH KALIMANTAN:
A CASE STUDY OF TEACHERS' BARRIERS IN TEACHING ENGLISH**

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Sarjana Pendidikan

By

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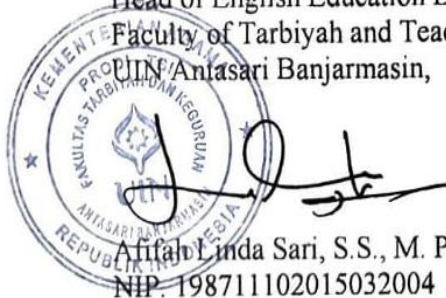
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ABSTRACT

Nur Yulia Latifah. 190101030065. *Teaching English in Rural Areas of South Kalimantan: A Case Study of Teachers' Barriers in Teaching English.* Dra. Andi Irlina, M. Hum and Yokke Andini, S. S, M. Pd., in English Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. 2023

Keywords: Rural Area, Teachers Barriers, Learning English

Teaching English as a foreign language in schools located in rural area requires teachers to provide the best way of delivering learning to students, because the effectiveness of this learning greatly influences the success of students in rural areas in English language. Based on this phenomenon, the researcher is interested in investigating the barriers faced by teachers when teaching English to students in rural areas schools and to find out the most dominant barriers for teachers in influencing the process of learning English. The researcher applied a qualitative approach using a case study research method. Data were collected through observation and interviews with two teachers who teach at school in rural areas. The findings of the data revealed that there are still many significant barriers for teachers in the process of learning English in rural areas school, these barriers are stereotypes of students in rural area toward English, the lack of student attitudes during learning, students' difficulties in mastering vocabulary, and the use of digital dictionary from students' phone. In addition, there are also the most dominant barriers in influencing the English learning process, namely school and village facilities that do not yet support the teaching and learning process and the teacher's ability to master English learning methods.

ABSTRAK

Nur Yulia Latifah. 190101030065. *Mengajar Bahasa Inggris di Area Perdesaan Kalimantan Selatan: Studi Kasus pada Hambatan Guru dalam Mengajar Bahasa Inggris.* Dra. Andi Irlina, M. Hum. dan Yokke Andini, S. S, M. Pd., pada Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. 2023

Kata Kunci : Area Perdesaan, Hambatan Guru, Pembelajaran Bahasa Inggris

Mengajar bahasa Inggris sebagai bahasa asing di sekolah perdesaan mengharuskan guru untuk memberikan cara terbaik dalam penyampaian pembelajaran kepada siswa karena keefektifan pembelajaran ini sangat berpengaruh pada keberhasilan siswa di desa terpencil dalam berbahasa Inggris. Berdasarkan fenomena tersebut, peneliti berminat untuk menyelidiki hambatan yang dihadapi guru ketika memberikan pembelajaran bahasa Inggris untuk siswa di sekolah desa terpencil dan mengetahui hambatan yang paling dominan bagi guru dalam mempengaruhi proses pembelajaran bahasa Inggris. Peneliti menerapkan pendekatan kualitatif dengan metode penelitian studi kasus, data di kumpulkan melalui observasi dan wawancara terhadap dua guru yang mengajar di sekolah yang berada di desa terpencil. Temuan data mengungkapkan bahwa masih banyak hambatan yang signifikan bagi guru dalam proses pembelajaran bahasa Inggris di sekolah pada desa terpencil, hambatan-hambatan tersebut adalah stereotip siswa di desa terpencil terhadap bahasa Inggris, kurangnya sikap baik siswa selama pembelajaran, kesulitan siswa dalam menguasai vocabulary, dan penggunaan kamus digital dari ponsel siswa. Selain itu, juga ada hambatan-hambatan yang paling dominan dalam mempengaruhi proses pembelajaran bahasa Inggris tersebut, yaitu fasilitas sekolah dan desa yang belum mendukung proses belajar dan mengajar serta kemampuan guru dalam penguasaan metode pembelajaran.

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TABLE OF CONTENT

	Page
COVER	
LOGO PAGE	
TITLE PAGE	i
STATEMENT OF AUTHENTICITY	ii
SURAT BUKTI BEBAS PLAGIASI	iii
APPROVAL	iv
VALIDATION	v
ABSTRACT	vi
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	x
LIST OF APPENDICES	xii
CHAPTER I	1
A. Background of Study.....	1
B. Research Questions.....	5
C. Objective of the Study.....	5
D. Significance of the Study.....	6
E. Definition of Key Term.....	6
CHAPTER II	7
A. Theoretical Description.....	7
1. Teachers' Barriers.....	7
2. Rural Area.....	17
B. Review of Previous Studies.....	18
CHAPTER III	20
A. Research Design.....	20
B. Research Setting.....	21
C. Participants.....	21
D. Data.....	22
E. The Technique of Data Collection.....	22
F. Data Analysis.....	25
G. The Techniques of Data Validity.....	28
CHAPTER IV	30
A. Findings.....	30
B. Discussion.....	39

CHAPTER V	48
A. Conclusion	48
B. Suggestion.....	49
REFERENCES	52
APPENDICES	56
CURRICULUM VITAE	74

LIST OF APPENDICES

Appendix 1 : Transliteration	56
Appendix 2 : Observation Sheet	58
Appendix 3 : Observation Result	60
Appendix 4 : Interview Guides	62
Appendix 5 : Interview Result	63
Appendix 6 : Research Letter.....	68
Appendix 7 : Title Change Letter.....	69
Appendix 8 : Certificate of Seminar Proposal	70
Appendix 9 : Seminar Proposal Letter	71
Appendix 10 : Thesis Consultation Notes.....	72