

**Challenges In Teaching English Faced By English Teacher
At SMPN 3 Kilo Poso Pesisir Utara**

UNDERGRADUATE THESIS

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ABSTRAK

Linda. 2023. *Tantangan Mengajar Bahasa Inggris Yang Dihadapi Oleh Guru Bahasa Inggris Di SMPN 3 Poso Pesisir Utara.* Dibimbing oleh Vivin Krismawanti Modjanggo and Sitti Fitriawati.

Kata Kunci : Mengajar Bahasa Inggris, Tantangan Guru Bahasa Inggris, Sekolah Pedesaan.

Penelitian ini bertujuan untuk menganalisis tantangan dalam mengajar bahasa Inggris yang dihadapi oleh guru bahasa Inggris di daerah pedesaan di SMP di SMPN 3 Poso Pesisir Utara. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Subyek peneliti adalah guru bahasa Inggris di SMPN 3 poso pesisir utara Tahun Ajaran 2022/2023. Instrumen yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi.

Berdasarkan hasil penelitian menunjukkan bahwa ada enam tantangan yang dihadapi guru bahasa Inggris dalam mengajar bahasa Inggris di sekolah menengah pedesaan. Keenam tantangan dalam pengajaran bahasa Inggris tersebut adalah kurikulum 2013, motivasi siswa, kurangnya fasilitas dan media pembelajaran, kompetensi siswa, pengembangan guru, dan kurangnya dukungan orang tua.

ABSTRACT

Linda. 2023. *Challenges In Teaching English Faced By English Teacher At SMPN 3 Kilo Poso Pesisir Utara Junior High School At SMPN 3 Poso Pesisir Utara.* Supervised by Vivin Krismawanti Modjanggo and Sitti Fitriawati.

Keywords : Teaching English, Teacher Challenges, Rural School.

This research aims to analyze challenges in teaching english faced by english teachers in rural areas in junior high school at SMPN 3 Poso Pesisir Utara. This type of research is qualitative descriptive research. The researcher subject is English teacher in SMPN 3 Poso Pesisir Utara Academic Year 2022/2023. The instrument uses in this research is observation, interview, and documentation.

According to the findings, there are six problems that English teachers confront when teaching English in rural high schools. Those are the six teaching challenges. English are 2013 curriculum, student motivation, lack of learning facilities and media, student competency, teacher development, and lack of parents' support.

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CHAPTER I

INTRODUCTION

A. Background of the research

English has an essential part in global civilization in the present day. Not only as a means of communication, but also as a subject taught at practically all levels of education. Although as a foreign language or a second, English still predominate compared to languages from other countries, including in Indonesia. Indonesian education, refers to the curriculum from the government, which requires English as one of the subjects taught at junior high school, senior high school, and tertiary level schools, although with different standards of quality in each region, because Indonesia is very diverse from urban to school area.

English in Indonesia is EFL, even though English must be taught in schools based on the educational curriculum in Indonesia. Based on the curriculum, the material taught tries to train students' abilities to be able to speak, read, write, and listen well. Teaching English as a foreign language is a challenge both and urban, because teachers have to pay attention to the language skill of the students. Lack of students' motivation to study, one of the biggest problem for teachers in teaching English both in urban and rural areas. In urban, it is because of the many play facilities available for children such as mobile phone, game online, cinemas, malls, and many more. Whereas in rural, the lack of facilities is one the causes of students' lack of motivation in learning English. Teacher shortage is also one of the challenges cannot be denied.

In Indonesia, English is still a foreign language for most people, both in urban and especially in. Teaching English is more difficult because of mother tongue in some rural areas is still the first language while Indonesian is the second, and the interest of students is very influential. The mind-set of rural communities in general, which is simpler, only prioritizing how meet basic needs. Some of the problems that can be encountered in the rural area are the lack of facilities and training for the teachers. There, teachers faced with all the problems mentioned earlier.

It is closely related to the learning environment's lack of resources. There are less opportunities to learn English in rural schools than in metropolitan ones. There isn't a lot of information in English. In general, it is clear that schools in rural areas still lack necessary amenities, particularly those that facilitate the learning of English. similar to a number of Indonesian schools, particularly those in the eastern Poso district.

Poso district is located far from the national capital of Indonesia, but Poso has many tourism destinations. Tourism areas automatically make English in Poso quite accept, especially in tourist destinations areas. English for the people of tourist destinations is familiar, likewise for students. With this fact, students in Poso, have the motivation to learn English, but is that really the case?

Poso District has many sub-district. One of the sub district is Poso Pesisir Utara, located not so far from Poso District. The life of the people is diverse, but agriculture is one of the fields that many are involved in. Almost in every village has elementary, but not for middle, and high school. One of junior high school is

located at Kilo village, namely SMP Negeri 3 Poso Pesisir Utara. There are 9 class, 230 students, with only 2 English teachers non Civil servant. Although with lack facilities, the teachers there try to give their maximum effort in teaching, as well as in English lesson.

To find out what challenges the English teachers faced at SMP Negeri 3 Kilo, it is appropriate to conduct a research on the challenges of teaching English in rural schools, hopes to identify the challenges faced by teachers in there.

B. Problem Formulation

Based on the background above, the researcher formulates the problem of the research is: what are challenges faced by teachers in teaching English in school at SMP Negeri 3 Poso Pesisir Utara.

C. Objective of the Research

Based on the problem formulation, the objectives of the research is to find out challenges faced by English teachers in teaching English at SMP Negeri 3 Poso Pesisir Utara.

D. Significances of the Research

The significances of this research is for:

1. English teacher : to provide information about challenges that might be face in teaching English .
2. School : to provide information to rural schools how to maximize facilities to assist teachers in teaching.

3. Reader and next researcher : to provide information as a reference for further research that wants to carry out related research.

E. Scope of the Research

The scope of this research is to analyze challenges faced by English teachers in teaching English at SMPN 3 Poso Pesisir Utara.

F. Definition of Term

In this research several key terms are used. The definition of each of these terms are as follows:

1. English teacher challenge

The barriers and hardships teachers face in successfully teaching students in their classrooms

2. Rural school

Schools located significant distances away from urban centers that are often geographically isolated are characterized by lower academic achievement than suburban schools.

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