

**EXPLORING TEACHERS' CHALLENGES IN
ENGLISH INSTRUCTION AT AN ISLAMIC
ELEMENTARY SCHOOL**

THESIS

Submitted in Partial Fulfilment of the Requirement for
Gaining the Bachelor Degree in English Language Education



By :
Elisa 1903046042

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO

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2024

THESIS STATEMENT

Thesis, with the following, identify:

Thesis : Exploring Teachers' Challenges in English Instruction at An Islamic
Elementary School
Name : Elisa
Student Number : 1903046042
Department : English Education Department

I certify that this thesis is my work; I am completely responsible for this project. Other writers' opinion of findings included in this thesis is quoted in accordance with ethical standarts

Semarang, 19 December 2024

The Researcher



Elisa

1903046042



RATIFICATION

Thesis with following identity:

Title : Exploring Teachers' Challenges in English Instruction at An
Islamic Elementary School
Name : Elisa
Student Number : 1903046042
Department : English Education Department

Had been ratified by the board of examiner of Education and Teacher Training Faculty
of Walisongo State Islamic University and can be received as one of any requirements of
gaining the Bachelor Degree in English Education

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Examiner II

Daviq Rizal, M.Pd
NIP. 197710252007011015



Advisor

Dra. Nuna Mustikawati Dewi, M.Pd
NIP.19650614 190203 2 001



ADVISOR NOTES

Semarang, 20 Desember 2024

To
The Dean of Education and Teacher Training Faculty
UIN Walisongo Semarang
di Semarang

Assalamu'alaikum Wr. Wb.

I Inform, that I have guidance, briefing, and correction to whatever extent of the following thesis identification:

Title : Exploring Teachers' Challenges in English Instruction:
A Descriptive Study at An Islamic Elementary School
Name : Elisa
Student Number : 1903046042
Department : English Education Department

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Walisongo state Islamic University Semarang to be examined at the Munaqosah session.

Wassalamu'alaikum Wr. Wb.

Advisor

Dra. Nuna Mustikawati Dewi, M.Pd
NIP. 19650614 190203 2 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang
50134

NILAI PEMBIMBING SKRIPSI

Hal: Nilai Bimbingan Skripsi
Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UTN Walisongo Semarang
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Nama : Elisa
Nim : 1903046042
Jurusan : Pendidikan Bahasa Inggris
Judul : **Exploring Teachers' Challenges in English Instruction: A
Descriptive Study at An Islamic Elementary School**

maka nilai bimbingan skripsinya adalah (3,5)

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Semarang, 20 Desember 2024

Advisor,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141902032001

ABSTRACT

Title : Exploring Teachers' Challenges in English Instruction at An Islamic Elementary School

Writer : Elisa

Student number : 1903046042

Some common challenges in teaching English at the elementary school level, like Limited teaching resources such as books, learning media, and technological facilities in some areas, especially in rural areas, and the lack of use of English in daily activity, can hinder the process of teaching English to elementary school children. This study aims to explain the primary challenges faced by teachers in elementary schools in rural area with specific religious environment. This study used a qualitative method with a descriptive research design. Participant in this study were two of English teachers at MI Islamiyah P2A Kerek-Tuban of East Java in the academic year 2024/2025. Data collection techniques were carried out through observation and interviews. The results showed that there were five challenges; limited english proficiency among teachers, inadequate teaching resources, cultural and linguistic barriers, large class size, and lack of profesional development opportunities, that affect the teachers' delivery of material in the classroom. Teachers with minimal support and skills are more likely to experience difficulties in delivering material. So learning becomes less effective, and students cannot grasp the material well. This research can provide insight for policymakers to formulate policies that better support English language education in rural areas. The government can also introduce scholarship or incentive programs for teachers who teach in remote areas, to overcome the problem of a shortage of qualified teaching staff.

Keywords: *Challenges, Elementary schools, Rural area, Teachers*

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with hardship (will be) ease.”

(QS. Al – Insyirah: 6)

بقدر ما تتعنى تنال ما تتمنى

“As much as you work, that's as much as you get”

--Imam Az-Zarnuji--

DEDICATION PAGE

All the praises and thanks be to Allah ta'ala, who has blessed the researcher to finish the thesis

This thesis is dedicated to my beloved parents, my little brother, all my teachers, family, friends, and kind hearted people around me who always give support, motivation, and endless love to the researcher.

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Bismillahirrahmanirrahim,

All the praise always be given to Allah ta'ala as the most beneficial and the most merciful who blessed the researcher, so this thesis is finished. Prayers and salutations are always offered to our beloved prophet, Muhammad who brings ummat from the darkness era into the brightness era

The researcher realized that this thesis would not be finished without advice, motivation, guidance, help and encouragement from the people around her. Therefore, the researcher would like to express her wholehearted gratitude and appreciation to:

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for the last, the researcher realiz that this thesis remains a work in progress and is not yet perfect. The researcher welcomes constructive feedback to enhance the quality of the thesis and hopes that this research will serve as a valuable resource for anyone seeking further insights on the topic.

Semarang, 19 December 2024

The Researcher

A handwritten signature in black ink, appearing to read 'Elisa', enclosed within a hand-drawn triangular border.

Elisa

1903046042

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CHAPTER I INTRODUCTION

This chapter discusses about the background of the research; the reasons why the researcher conducted the research, formulated the research problem and the purpose of this research. Next is the importance of research highlighting the benefits of research. And the last part of this chapter presents the importance of research.

A. Background of The Study

English has become an international language used in various fields, such as business, technology, tourism, and global communications. English is used in all aspects of life, both spoken and written. By being able to speak English, people can more easily find out about developments in various areas of life. Therefore, it is important for students to learn English at school to help them communicate fluently both orally and in writing. Johann Wolfgang von Goethe, a German philosopher, also stated the importance of studying foreign languages: *“Those who know nothing about foreign languages, they know nothing about their own”*. This statement shows how important it is to master a foreign language besides the mother tongue or national language. Learning English in primary school can offer children several advantages if objectives and teaching methods are according to the students' age. However, the potential benefits have relatively little to do with the physiological capacities of preadolescent learners. The maturation stage that occurs after elementary school is the type of cognitive development required for formal language learning.

There are some common challenges in teaching English at the elementary school level, such as children who still have difficulty mastering English vocabulary and grammar due to the influence of their mother tongue on English as a foreign language. According to Nation (2001), Vocabulary mastery is key in language learning, but for children, remembering and using new words in the right context can be a big challenge. According to Cook (2008), Transferring elements from the mother tongue to the target language often occurs, both in terms of phonology, grammar and vocabulary use. This causes children to make mistakes in pronunciation often. Limited teaching resources such as books, learning media, and technological facilities in some areas, especially rural areas, can hinder teaching English to elementary school children. The lack of use of English in daily life is also a common challenge in teaching English at the elementary school level. Elementary school children are often not exposed to English daily, so they are less motivated to use English outside the classroom. This can be a challenge in maintaining their motivation and interest in learning English.

The level of success in learning English can be maximized if students are accustomed to entering natural situations in English from an early age so that once children begin to enter the next level of education they will feel that English is not difficult because they already have a solid foundation. Given that the material covered is primarily a basic introduction to English, it's important to consider the students' personalities, particularly their inclination toward playfulness. Therefore, incorporating games and songs into English lessons would enhance their learning experience. The government began to introduce English language lessons and

began to require English language lessons from elementary school age in accordance with the 1994 curriculum, but in reality until now it has not been optimal because, especially in remote areas, the human resources for English teachers are limited, lacking or even non-existent.

As an archipelagic country that stretches in the middle of the equator, Indonesia has very diverse geographical conditions. Geographical disparities from one region to another make equal distribution of educational facilities difficult to achieve. There are many areas in Indonesia that are still untouched by humans, as well as remote rural areas that have not been fully touched by technology. This has become an obstacle for several rural schools in maximizing learning, including English language lessons.

Indonesia's geographical conditions and children's learning patterns at the primary school level that require extra attention are why this research is important and needs to be carried out. Thus, researchers try to find the challenges of English teachers in terms of limitations in access and resources such as the availability of books and teaching materials: how the limitations of textbooks and teaching materials that are appropriate to the English curriculum affect teaching, technology and infrastructure. In many In rural schools, access to the internet and technological devices (such as computers or projectors) is often limited so explore how this limits teachers' ability to use more modern or innovative teaching methods and how teachers deal with learning English for students with a wide range of backgrounds and low awareness and desire in rural schools. Research could look at the barriers impacting the effectiveness of teaching English activity in primary schools.

Identifying and analyzing the challenges that English teachers experience in a specific school setting is crucial for increasing the quality of English language teaching and learning. Each school has unique settings and barriers, and by knowing these limitations allows us to build more relevant and effective treatments. Teaching English becomes more difficult for kids, especially when it is tied to a rural school setting. This is associated with inadequate resources and learning conditions. Harlina (2020) in her research said that rural schools do not have as many opportunities to learn English as urban schools because access to English is still limited. So that students in their daily lives do not know English well, which then results in their lack of interest in learning English.

English teachers in elementary schools face several challenges and problems that can affect the quality of their teaching, as do English teachers in madrasas. Considering that madrasas are religious-based educational institutions, there are differences in educational approaches compared to public schools. In Indonesia, English is only studied in schools and is not utilized in daily life. This is why English is commonly taught as a foreign language in Indonesia. In language teaching, the terms 'foreign language' and 'second language' are used differently. A foreign language is one that is not commonly used for communication in the country where it is taught. Meanwhile, a second language is not the primary language, but one of the languages regularly spoken in a country. Fauzi and Hidayati (2022) have found that English language teaching in rural schools is running well and with minimal obstacles. This is in contrast to the results of previous findings by Harlina (2020) who found that teaching English

in rural elementary schools encountered many obstacles and challenges which affected the effectiveness of teaching and the continuity of learning activities in the relevant schools.

Cresswell (2014) state “A good research problem is one that addresses a gap in the literature. A researcher should seek to identify areas where previous studies have not fully addressed the issue, or where there is a lack of consensus on a particular topic”. After reviewing several previous studies, researcher found that limited focus on the intersection of English teaching challenges and the specific cultural-religious context of Islamic elementary schools. So that researchers choose MI Islamiyah P2A Kerek Tuban as a research subject. This school has limited staff and teaching staff, many teachers have not received training, and the condition of the school is in a rural area so that according to researchers, research is suitable and can dig up information that is in accordance with the theme of this research.

B. Research Question

- 1) What are the primary challenges faced by teachers in English Class?
- 2) How do teachers overcome this challenges in English class?

C. The Research Objectives

- 1) To explain the primary challenges faced by teachers in teaching English
- 2) To analyze the primary challenges faced by teachers in teaching English

D. Limitation of The Research

This research focuses on Identifying and analyzing the barriers faced by English teachers in class 2 and 5 with two participants in MI Islamiyah P2A Kerek – Tuban East Java. Designing solutions that are more effective and relevant to existing conditions is very important. A deep understanding of these challenges allows schools, educational institutions, and governments to design supportive policies and programs, both in terms of teacher training, provision of resources, and development of more effective learning strategies. Remember that English is a subject that is considered very important, both at junior high, high school, and elementary school levels. Therefore, objective and more comprehensively research is needed to overcome some of the barriers teachers may face in providing English subjects.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research and theoretical review relevant to this present research.

A. Previous Research

Regarding efforts to know and find a suggestion for solving problems in teaching English, many researchers have conducted research on the same theme but have different detailed problems. Several relevant studies support this research, including:

Aurellia et al., 2022 Researched teachers problems and problem solving of it on teaching English in elementary school. This research design is decriptive research with qualitative as a research methode. Data was conducted by describing and explaining the problems and solutions of English learning in elementary schools. This data is described and explained through the perspectives of multiple experts. Based on the collected and discussed data, it is possible to conclude that there are more issues with the execution of the teaching and learning process in the classroom. There are two basic causes of this condition. The first issue is the teacher's inability to deal with student difficulties in the classroom. The second issue is the restricted supply of school facilities. As a result, teachers believe that the involvement of the school and community has had little impact on the implementation of this program. So teachers really hope for the involvement of the school and the community, especially parents, in making the English language teaching program a success, providing sufficient facilities and equipment for teachers to teach this subject

Istiqomah and Nadzif, 2019 Researched teacher's efforts in increasing student motivation on english learning in madrasah ibtidaiyah al khairiyah banjarbaru. This research used qualitative as a research method and field research as research design. The data in this research was conducted by observation and interview with the participants. This research explores information regarding teachers' efforts to increase students' learning motivation towards English lessons and what factors influence students' motivation in learning English. Research result shows that the teacher's efforts to increase student motivation in English learning at Madrasah Ibtidaiyah Al Khairiyah is quite good, by clarifying the goals to be achieved in learning, linking teaching material to things students like, creating a fun learning atmosphere, using a variety of interesting teaching methods, providing praise and comments, and creating competition and cooperation between students. Students' motivation for learning English can be influenced by several factors, namely the level of student awareness of the need to learn English, the teacher's attitude towards the class, the influence of student groups, the class atmosphere, and completeness learning support facilities.

Ubaidillah 2022 Researched English learning problems at Islamic elementary school (*Madrasah Ibtidaiyyah*). This research design is descriptive research with qualitative as research method. Data was conducted by interviews with English teachers, school principals and several students at the schools. From the data obtained and discussed it can be concluded that problems faced by teachers is a linguistic problem faced by students in the learning process which is caused by the characteristics of English itself as a foreign language for Indonesian children. So a teacher

must be required to be more active, skilled to foster children's enthusiasm and interest in learning, and provide learning motivation to students so that students' interest grows in participating in the learning process actively and optimally.

Harlina and Yusuf 2020 Researched the challenges of learning English in rural schools. This research design is descriptive research with qualitative research method. Data was conducted by interviews with two of English teachers from different schools and observation on English class. This research aims to explore difficulties in learning English in rural schools. The results found were that learning English in rural schools was closely related to environmental conditions that were lacking, English teachers whose competence was assessed as lower than teachers in urban schools, then access to learning resources was lacking, school facilities were inadequate, and salaries which makes it difficult for schools to recruit more competent teachers. Teachers in rural areas are also not facilitated with training on the learning process such as the latest curriculum training. Apart from that, the challenges that often arise in learning English in rural schools are the lack of student interest in English lessons, the lack of parental support for student development, and the lack of teachers who are competent in teaching English.

Fauzi and Hidayati 2022 Researched regarding teaching English to fifth grade students in a private Madrasah in an area in East Java. This research aims to find out and explain how English teachers teach, the materials they prepare, and how the learning process takes place. This research design is descriptive research with qualitative research method. Data was conducted by observing and interpreting facts based on phenomena that exist in the

classroom during English language teaching and learning. Meanwhile, there are two types of data and sources taken, namely primary, namely learning plans from the English teacher who teaches in the class and secondary which is obtained from various literature on theories and principles of English teaching as well as from theoretical books about research as a tool for analyzing and interpreting data. . From the data obtained and discussed it can be concluded that teachers teaching English teach very well using lecture, discussion and role playing methods. The teacher applies the Scientific Approach and the Discovery Learning learning model. The media used by teachers is also varied, such as textbooks, LCD projectors, interactive videos, etc. so that students show enthusiasm in seeking knowledge and have good writing skills. Students are also able to absorb lessons and understand the material presented well.

B. Literature Review

1. The Urgency of English in The World of Education

Teaching English is very urgent for Indonesian citizens. First of all, English is an international language used in many global forums, both in business, diplomacy and science. The ability to communicate in English will provide opportunities for Indonesian citizens to participate in global dialogue. In addition, the era of globalization makes knowledge of English an important asset. With the ability to speak English, Indonesian can more easily access information from more international sources, improve research abilities and broaden their horizons.

English is the language that dominates foreign language learning in the world as a foreign language (EFL) or

as a second language (ESL). In Indonesia, teaching English as a foreign language (TEFL) was established in 1946, hence English as a compulsory school subject has been widely known since then. Therefore, this subject is designated as a compulsory subject at various levels of education considered important for the student's future employment. Djahimo et.al (2024) in his research revealed that many studies have been conducted regarding the important role of English in Indonesia. Setyaningrum (2016) studied how English can improve a person's standard of living providing jobs and high-paying jobs. Apart from career goals, Andayani (2022) found that English language skills are basically needed by high-level students, especially in reading and understanding literature and most sources written in English. This is in line with what was stated by Agustin (2015) being the main reason why people need to speak this language, not only for career but also because it is a global language used in almost all sectors of the world (Handayani, 2016). This research also supports the studies above by highlighting the importance of English for vocational training students who will work in the tourism sector and the hotel industry.

2. Teaching English in Primary Schools

Children at elementary school age are students who are in the critical period, where in this phase children can learn quickly. This is as stated by Linse and Nunan (2005) that the critical period is a phase for children aged 2-13 years. So this phase is very good for learning English as a foreign language. In learning English as a foreign language, children have slightly different characteristics from adolescent students and adult students. They have unique characteristics and moods that change easily, so they learn according to their wishes.

Hammer (2007) also explains several characteristics possessed by child learners, there are: 1) Children can respond even though they don't understand, 2) Children are more likely to learn indirectly than to learn directly, they learn from things around them, 3) Children understand more quickly through things they see, hear and touch directly rather than learning through explanations, 4) Children have some difficulty understanding abstract concepts, 5) Children Children have a high level of curiosity about world and language, 6) Children have short-term focus, they quickly get bored, 7) Children like to find out, create or draw, and they like motor activities.

Fauzi and Ninik (2022) also explains the characteristics of English language learning in children clearly in their research. Because teaching English is different to adults, before teaching English to children there are several things we need to know, including:

- 1) children don't need language yet, usually people learn English because they have a special purpose, for example to work but this is not yet needed by children
- 2) children are still learning and developing their mother tongue, they are still developing spoken language and write and don't understand terms outside their language
- 3) children get bored easily, they go to school just to go. At school they are not interested in many activities
- 4) children are still in the early stages of seeking knowledge and the initial stages of building English,
- 5) children are slow to learn English because they are learning many things
- 6) children tend to be selfish and focused on themselves
- 7) children quickly forget even other lessons such as Indonesian, which is actually more familiar than English

- 8) children are good at imitating sounds and movements, especially mouth movements when saying something.

according to the characteristic points of children's learning model tendencies, teachers are required to be able to provide appropriate English language material such as designing learning models that suit children's English needs and daily life, delivering material using interesting and fun activities, there is a lot of pressure that learning English is easy, be patient and painstaking in teaching, as well as creating learning materials around sounds and mouth movements

Vygotsky (1987) in his sociocultural theory, argues that the most effective learning is through social culture, where communication with peers, parents and teachers is more competent so as to enrich the learning process by sharing knowledge. In elementary school classes, interactions between students and teachers, as well as between students, are very important in helping students develop speaking, listening and language understanding skills which can be done with group discussions, role playing or collaboration-based activities. Vygotsky also emphasized that culture plays a major role in shaping children's mental development. Every culture has different ways and structures of language, and this influences the way children learn language. In elementary schools, language teaching must take into account students' cultural backgrounds, integrate various existing languages or dialects, and respect cultural differences in language methods.

Talking about teacher knowledge in subjects, Shulman (1986) put forward the concept of Pedagogical

Content Knowledge (PCK) as knowledge that combines knowledge about content or subject matter, with pedagogical skills or how to teach that material. This concept emphasizes that good teaching requires an understanding of how to present material so that it is easily understood by students with different backgrounds. Harris and Cress (2008) in their research investigating how a new teacher at the elementary school level integrates material knowledge with pedagogical skills in teaching science found that PCK is very important in connecting theory with practice, as well as helping teachers overcome teaching challenges in the classroom such as how to present material. complex in a way that is easy for students to understand.

3. Challenges in English Language Teaching (ELT)

The term teaching is fundamentally an exertion to form natural conditions or frameworks that bolster and enable the learning prepare to require put. Teaching is a teacher's activity. Besides that, teaching is conveying knowledge to students. The teacher conveys knowledge, so that students know about the knowledge conveyed by the teacher. In a broad sense, teaching is defined as an activity of organizing or arranging the environment as well as possible and connecting with children, so that a learning process occurs. Or it can be said, teaching is an exertion to make conditions that are conducive to continuous learning exercises for understudies. These conditions are made in such a way as to assist children create ideally both physically and profoundly, both physically and rationally. Apart from that, R. Ibrahim and Nana Syaodih S, said that in a broader sense, teaching includes all activities creating situations for students to learn.

Some of the common challenges or problems faced by English teachers in teaching that were put forward by experts include a lack of student motivation. According to research by Ryan & Deci (2000), motivation is an important factor in language learning. If students do not have intrinsic motivation or an understanding of the benefits of English, they are less likely to engage in learning. In reality, many students in elementary schools are less motivated to learn English. This can be caused by a lack of understanding of the importance of the language or having difficulty with the material provided. Furthermore, that is limited resources and facilities. As reported by the World Bank Group (2015) that many schools in developing countries lack resources and teacher training in English language teaching, which hinders progress in language learning at the primary level. The next challenge is the limited use of English in everyday life. It has been researched by Krashen (1981) that effective language learning requires exposure to and consistent use of the language outside the classroom, which is often unaffordable for students in non-English speaking environments.

Yamin (2008), reveals that effectiveness is a stage of success that has been taken appropriately and quickly in accordance with predetermined goals, in other words, effectiveness focuses on internal output goal achievement. Widiawati et.al., (2023), quoted from Nurpuspitasari et.al., (2019) learning effectiveness is supporting tool for the victory of learning objectives, school principals as a pioneer for educator viability in carrying out their commitments; pointers in effectiveness learning will certainly be viable on the off chance that there's participation between instructors and school principals, In this way, the principal must attempt to

screen instructors in executing the educational modules that has been made some time recently the instructor instructs.

Possible challenges and barriers that affect the effectiveness of English learning include: 1) Limited resources and learning facilities. Lightbown and Spada (2013) said that the use of various resources, such as technology and various teaching materials, can increase the effectiveness of foreign language learning. These limited facilities hinder the teaching creativity needed to develop students' language skills. 2) limitations and qualifications of teacher experience. Richards and Rodgers (2014) indicate that the quality of English language teaching is highly dependent on teacher training and qualifications. Without adequate training, teachers may find it difficult to implement effective teaching methods, especially in English language teaching which requires a communicative approach. 3) Minimal exposure to English in everyday life. It is stated by Wenden (1987) that the opportunity to use the target language in a real context is very important for effective language learning. 4) Lack of awareness of the importance of English, In his theory of socio-cultural development, Vygotsky (1978) emphasized the importance of social support from family and society for children's learning. This lack of support can reduce students' interest and effort in learning English. And 5) The influence of mother tongue on English learning. Cook (2008) revealed that structural differences between the mother tongue and the target language often cause students to make errors in English grammar and pronunciation. This challenge is greater in rural areas because of the tendency to use the mother tongue predominantly.

4. Teacher Competence and Training

Teacher competency refers to the skills, knowledge and attitudes required by a teacher to be able to carry out their teaching duties effectively and professionally. Glickman (2004) defines teacher competency as the skills and knowledge necessary to carry out teaching duties effectively. Professional teachers must have four competencies: pedagogic competence, professional competence, social competence, and personality competence. This aims to ensure that the teaching and learning process and results are carried out optimally, management of school quality improvement can be implemented well if it is supported by the presence of professional teachers, by carrying out various developments according to the needs of each school. This is stated in Constitution number 14 of 2005 concerning teachers and lecturers “*professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and secondary education*”.

Different teacher skills can produce different learning outcomes. Harlina (2020) in her research explained that several studies she previously analyzed considered that the quality of rural schools was lower than urban schools in terms of the availability of competent teachers and easier access to learning resources. Accordingly, the importance of continuous professional development in overcoming challenges must be realized from an early by teachers.

Continuous professional development is very important for teachers in facing various challenges in the world of education to help teachers improve their skills, but also enable them to be better prepared to face changes and challenges in the education system. Fullan (2001), Education

is a field that continues to develop along with technology and new understandings in science, so teachers need to take relevant training and courses so they can continue to provide education that suits students' needs and current developments. Professional development can help teachers update and improve their teaching strategies, thereby providing more effective learning experiences for students.

Competency and training for teachers in rural areas is one of the educational challenges in many countries, including Indonesia. Many experts highlight this, Darling - Hammond (2000) emphasizes that teachers in rural areas often face difficulties in accessing quality professional training programs. As a result, they are unable to update their skills and knowledge in line with the latest developments in education; in many rural areas, the training available is not deep enough or well organized. Hargraves (2003) also added that teachers in rural areas often work with limited resources. Lack of adequate facilities, such as access to the latest technology and training materials, can hinder the development of their competencies so that the quality of teaching is less than optimal.

CHAPTER III

RESEARCH METHOD

This chapter includes the research design, research setting, participants, data sources, data collection methods, instruments, and data analysis methods.

A. Research Design

In this study, researchers used descriptive qualitative research. The researcher wants to investigate teachers' perceptions of the problem they found in the learning activity.

According to Strauss and Corbin (1990), qualitative assessment is a type of research in which the discovery procedures carried out do not use statistical procedures or quantification. In this case, qualitative research is research about a person's life, stories, behavior, and also about the function of organizations, social movements or reciprocal relationships. Ibnu Hajar (1996) explains that in terms of the research results presented, qualitative research is presenting the results in the form of narrative descriptions.

Researchers collected data using observation and interviews. As a descriptive study, it focuses on teachers' perceptions of challenges they faced in teaching and learning activity. This method is used to describe phenomena or facts in the field.

B. Research Setting

MI Islamiyah P2A Kerek Tuban is a private elementary school in East Java, under the auspices of the Baitussalaf foundation which also oversees Islamic junior high schools (Madrasah Tsanawiyah) and *Madrasah Diniyah*. The elementary school which was established under the

auspices of the Indonesian Ministry of Religion (Kemenag) is one of the religion-based elementary schools (Madrasah) in Kerek sub-district. Teachers at this school have concurrent duties as general subject teachers for all classes and homeroom teachers so it cannot be denied that difficulties will arise that teachers face when teaching. The lack of learning media provided by schools for classes, especially to support English language lessons, such as projectors in the classroom and language labs, is also one of the things that underlies this research. This research will be carried out specifically for teachers who teach English lessons in each class. The participants involved in this research were two teachers who taught English lessons.

C. Participant

Qualitative research studies people by listening to what they say about themselves and their experiences from the perspective of the person being studied. The idea behind qualitative research is to purposefully select the participants, sites, or sites (documents or visual materials) that best help the researcher understand the problem and research question. In this study, researchers used a qualitative-descriptive study research model to explore the lived experiences of teachers.

This research aims to identify the primary challenges faced by teachers in teaching English and how the teachers overcome these barriers in English class. So to fulfil these objectives, there is a criteria used to select participants in this study, the participants are two English teachers at MI Islamiyah P2A Kerek – Tuban, East Java.

The sampling technique is the process of selecting some individuals or elements from a population to be used as samples in research. The goal is to obtain information or data

that can represent the entire population without the need to collect data from each individual in it. In general, sampling techniques can be classified into two groups, namely probability sampling and non-probability sampling. Creswell (2014) said probability sampling is a sample selection method in which each member of the population has a known chance of being selected. This method allows researchers to generalize research results to a wider population. while non-probability sampling is a sample selection method where not all members of the population have the same chance of being selected. This method is often used in qualitative research, where researchers select participants based on certain criteria or ease of access. The technique used in this research is a non-probability sampling technique, that is purposive sampling to select teachers with diverse experiences and roles.

D. Methods and Data Collection

The data would be collected from two teacher who were the representative of the population. Bellows were the steps for conducting the research:

1. Interview

Interviews with informants as a source of data and information with the aim of extracting information about the research focus instrument. An interview can serve as a valuable complement to other data collection methods, such as observation and document analysis. As a research tool, interviews leverage multisensory approaches -encompassing verbal, nonverbal, oral, and listening techniques-providing participants with the opportunity to react and articulate their feelings. The inherent flexibility of interviews enables researchers to obtain richer, more nuanced information. The

insights gained from these interactions can significantly inform the development of research questions.

In this study, the researcher chose semi-structured research to focused on participants personal teaching experiences, perceived challenges, and coping strategies. Kvale (1996) in his book *InterViews: An Introduction to Qualitative Research Interviewing*, the semi-structured interview approach is a method that allows the researcher to combine prepared questions with the flexibility to explore topics in more depth according to the responses given by participants. Before beginning research, a number of themes are chosen for semi-structured interviews based on existing literature or best practices. Participants are welcome to add any additional questions they feel are pertinent to the conversation after the list's questions have been addressed. Additionally, in order to get more information about a topic or to explain particular aspects, researcher may poses extra questions.

2. Observation

Observations in this research aim to obtain information about the ways in which the teachers overcome these barriers in English teaching. Observations were carried out by observing the classroom dynamics, teavhing methods, and teacher – students interactions.

Focus	Aspect	Indicator
The ways in which the identified challenges	Classroom Management and Student Motivation	-find out how the teachers begin learning activity -find out whether teachers use effective classroom

influence the teaching effectiveness		<p>management techniques to increase student engagement</p> <p>-find out how teachers motivate students to be active in English lessons</p>
	Delivery of teaching materials and techniques	<p>-find out methods or strategies used by teachers in delivering English lessons</p> <p>-find out teachers ability to convey the material in a way that is easy for students to understand</p> <p>- find out whether the teacher uses several techniques to overcome the obstacles faced by students in understanding English material</p>
	Teacher and student interaction	<p>- find out how the teacher interacts with students during the lesson</p> <p>- find out whether teachers provide constructive feedback to students</p>

		regarding their work or activities
	Barriers faced by teachers	<ul style="list-style-type: none"> - Find out what challenges teachers face in teaching English in this class - find out how these obstacles affect the quality of the teaching provided - find out whether teachers feel stressed or pressured because of these obstacles, how this affects their teaching style
	Use of English in the classroom	<ul style="list-style-type: none"> - find out the extent to which teachers use English in class - find out how students respond to teachers' use of English
	Learning evaluation and assessment	<ul style="list-style-type: none"> - find out how teachers spread students' understanding of English material

		<ul style="list-style-type: none"> - find out whether there is an influence of the obstacles teachers face on the way teachers carry out evaluations
	The impact of barriers on teaching effectiveness	<ul style="list-style-type: none"> - find out whether the obstacles teachers face affect overall teaching effectiveness - find out whether teachers feel that despite obstacles, they are still able to teach effectively
	Reflection and improvement	<ul style="list-style-type: none"> - find out how teachers reflect on ongoing English lessons - find out what steps teachers are taking to improve the quality of English teaching in the future

Table 3.1 Observational Guide on the ways in which the teacher overcome these barriers in English class

E. Method and Data Analysis

After conducting the interviews, the next step is coding the interview results. This study's data analysis used a qualitative approach with thematic analysis by analyzing data obtained from in-depth interviews or semi-structured interviews. Fereday & Muir-Cochrane (2006) revealed that analyzing data to find themes or patterns through data collected by researchers is very effective if a study intends to examine in detail the qualitative data they have in order to find patterns in a phenomenon and explain the extent to which a phenomenon occurs through the researcher's perceptions.

According to Israel and Hay (2006), There are various ethical considerations that researchers must pay attention to when carrying out research. In this research, ethical considerations are essential to protect the rights and welfare of participants. Prior to the interview, informed consent was provided to participants, explaining the purpose, methods, and potential risks of the study so that they could make an informed decision to participate. To maintain anonymity and confidentiality, researchers used pseudonyms and stored data securely, ensuring participants' identities remained protected. In addition, cultural sensitivity was a major concern, with researchers using appropriate language and avoiding topics that might offend local culture. Researchers are also committed to reporting findings honestly and accurately, without modifying the data so that the research results provide a realistic and useful picture for policy development in the same area.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. FINDINGS

The research was conducted at MI Islamiyah P2A Kerek, focusing on two English teachers responsible for teaching grades 2 and 5 during the 2023/2024 academic year. To meet the study's objectives, data were systematically collected and analyzed, facilitating a meaningful interpretation of the findings. The data collection methods included teacher observation sheets and transcripts of interviews with the teachers. Subsequently, the researchers reported the results in accordance with the research topic.

1. The primary challenges faced by teachers in teaching English

The findings of the interview are to find out the primary challenges faced by teachers in teaching English. The interview were conducted with representatives of 2 teachers, where to get interview participants, the researcher used purposive sampling technique. In conducting interviews, the questions given to participants are the same. The researcher presents interview data consisting of 18 questions, as follows: all of the responses from the interview form are attached in the appendix. Based on the results of the interview there are several main themes that emerged in this research

a. Limited English Proficiency Among Teachers

Teacher may lack fluency and confidence in using English, hindering their ability to model effective language for students. Participants explained that they actually lacked English language skills. One

participant said that sometimes he had difficulty delivering material in English in class, although they still explained the material in English as fully as possible, but they were more comfortable using Indonesian to explain in class. *“especially because I am not someone with strong English language skills, and also because it is difficult to attract students' interest in learning English”* said participant (1) in the interview. Participant (2) also showed the same response, that she was less confident in her ability to speak English. *“Because coincidentally the system at this school requires homeroom teachers for lower classes, classes 1, 2, and 3 to teach English in their respective classes, I also have to teach English in class 2”*. From this it can be concluded that the two participants taught English at the school by force or because there were demands from the environment and the school.

b. Indadequate Teaching Resources

The next challenge discovered by the researcher in the interview with the two participants was limited access to high-quality textbooks, audio-visual aids, and other teaching materials. Both of participants explained that they rely on old textbooks and they don't have proper multimedia tools to make lessons engaging. One of them said *“...Lack of learning support facilities such as teaching media and lack of support from schools to improve teacher quality.”* In teaching English, the two participants only used textbooks and occasionally used the TV provided by the school to support learning activities. According to

their statement, only one TV required them to take turns and use it centrally for one class, so it was less effective. Participant (1) also added that it is not uncommon for him to have to bring personal teaching media that has been prepared from home to be used in teaching in class.

c. Cultural and Linguistic Barriers

Next, researcher discovered students' strong reliance on their mother tongue (e.g., Javanese or Bahasa Indonesia) complicates the use of English as medium of Instruction. Participant (1) said that in the upper classes, namely grades 4, 5, and 6, they often refused to enter English class on the grounds that it was not interesting, etc., "*Upper class students can already express their feelings and opinions, so sometimes they refuse to be taught English because it is not interesting and so on...*". Some comments from students, students often say that they don't understand, they can't speak English, they are Javanese so they don't need to learn English, or they invite teachers to study other subjects such as religious subjects or memorize Al Quran

d. Large Class Size

Managing diverse student abilities within crowded classroom makes personalized instruction challenging. Both participants expressed that the very striking diversity of students' abilities was a challenge in itself. High-ability students may need more challenging material, while low-ability students need extra attention and guidance to catch up. Participant (1) said "*There certainly are, and there are many that*

are missing. Approximately 20/30 between students who can and students who can't“. Teachers who are in this condition must have extraordinary skills in designing teaching that can meet students' needs, even though media and time are not always adequate. With limited facilities and resources, such as teaching aids and technology, teachers often have to innovate in creative ways as was done by participant (1) by inviting students to learn outside the classroom.

e. Lack of Profesional Development opportunities

Teachers report limited access to training programs focused on English language teaching methodologies. As stated by the two participants, they still have not received special training or workshops for English teachers. When researchers asked about the training they had received so far, Participant (2) revealed *“Not yet. So far there has been no training or workshop for English teachers here”*. Not much different, participant (1) also said the same thing, *“Not yet. So far there has been no training or workshops for English teachers, either from the school or outside parties. I've also tried looking for information, but there isn't any for this area”*. Training facilities are rarely available in rural areas, as well as a lack of support from the government or educational institutions, making it difficult for them to develop more effective teaching methods. This certainly has an impact on teachers' ability to teach English in an innovative way and in accordance with the developing needs of students in elementary schools.

2. The overcoming by teachers of the barriers in teaching English

This findings of the observation are to know the ways in which the teachers overcome these barriers in English teaching. Observations were made by observing the English teacher of class 2 and 5. The data obtained from the observation can see in the table in the appendix page.

Based on the data in the table, it refers to activities of the teacher teach in the classroom from the learning preparation until evaluation. Based on the results of the observation there are several main themes that emerged in this research.

a. Reduced Students Engagement and Motivation

Students are less interested in learning English due to monotonous teaching methods and a lack of interactive activities. From the results of observations, both participants still relied on the lecture method. Teachers who still rely on traditional lecture methods, which tend not to involve students actively in the learning process and lack variety in teaching approaches such as group discussions or educational technology, make students feel bored and less motivated. This hinders students' interest in learning English, even though an interesting and interactive approach can improve their understanding and language skills.

b. Limited Skill Development

The observation results show that students struggle with basic language skills (listening, speaking, reading, writing) due to inconsistent instruction and lack of exposure. This is caused by

teaching that can be said to be inconsistent, where teachers cannot provide material continuously or use the right approach to develop these skills. In addition, lack of exposure to English outside of class hours, such as daily interactions or additional resources worsens students' understanding. So, the result that arises is that students often find it difficult to understand the material and do not have enough opportunities to practice, so that their language skills develop slowly.

c. Inequitable learning Outcomes

The disparity in students abilities grows as teachers cannot cater to individual learning needs. As can be seen in the observation table and referring slightly to the interview results, the researchers found that limited facilities and very significant differences in student ability levels made teachers feel underappreciated and exhausted. In addition, the lack of relevant professional training and opportunities for self-development adds to their burden. This instability creates a sense of frustration, which ultimately affects the enthusiasm for teaching and the quality of the learning they provide. Thus, teachers are often unable to adopt innovative teaching methods or provide maximum attention to students, which results in low learning outcomes and student development.

d. Inconsistent Classroom Management

Large classes and linguistic barriers contribute to disciplinary issues, affecting the learning environment. With a large number of

students in one class and very different levels of student ability, teachers find it difficult to give enough attention to each individual which often leads to boredom and disruption in the class. In addition, language barriers between teachers and students, as was the case for both participants, worsen communication and understanding of the material. This creates frustration among students who often react with disciplinary behavior that disrupts the learning process, so that the classroom atmosphere is not conducive to effective learning.

B. DISCUSSIONS

In this study, the researcher discusses the result of the study with a focus on research objectives. The purpose of this research is to describe what are the primary challenges faced by teachers in teaching English at MI Islamiyah Kerek – Tuban, East Java and the overcoming by teacher of it so far. To elaborate on the impact of the barriers towards the teaching English effectiveness, researcher used observation and to know what are the challenges faced by teacher on teaching English using interviews.

Based on the data conducted from the interview a researcher found the main barriers faced by English teachers in MI Islamiyah P2A Kerek are limited teacher proficiency and teacher competence, unavailability of facilities as teaching resource, and the lack on profesional development opportunities.

During interviews, participants revealed that they lacked mastery of the teaching material so that the material was not conveyed optimally. In the scope of educational

management, mastery of material is included in the professional competence of teachers. Sherly et.al (2020) in their book entitled '*Educational Management: Theoretical and Practical Overview*' argued that Professional Competency is broad and in-depth mastery of learning material, which includes mastery of school subject curriculum material and the scientific substance that covers the material, as well as mastery towards the structure, concepts and scientific mindset which also includes developing learning materials that are taught creatively. Mulyasa (2009) said that the impact that will be given when professional competence is inadequate is that teachers cannot provide in-depth explanations or provide accurate material to students so that it can reduce the effectiveness of learning and students' understanding of the material. This is in accordance with the findings of the data from interview of the two participants who explained that they were sometimes confused and had difficulty explaining the material further because there was no training or other assistance for teachers teaching English subjects

The issue of teacher educational background is related to the issue of education quality. According to Sukmadinata (2006:203) quoted by Mutakin (2013), this is caused by two factors, teachers who have not or are not working seriously and teachers' lack of professional skills. Currently, it is often found in educational institutions, especially educational institutions in rural areas, that teaching staff or teachers who teach do not match their field or educational background. This causes there to be teachers who simultaneously teach several subjects due to a lack of teaching staff or a number of other reasons. This phenomenon also occurred at MI Islamiyah P2A Kerek. Both participants are homeroom teachers who double

as English teachers. They said this was due to limited teaching staff at the school. This means that the burden borne by both participants is heavier, so it is feared that it will cause excessive stress which will definitely affect the learning process.

Sanjaya, W. (2015) explain that physical facilities are a factor that will influence the success of the learning process, where complete educational facilities that suit students' needs, such as laboratory space, libraries and learning technology, can support the creation of active learning and provide a better learning experience and can facilitate the development of students' skills. This statement correctly identifies the obstacles faced by English teachers at MI Islamiyah P2A Kerek, the limited facilities and lack of teacher competence. In line with Sanjaya, adequate facilities are very important to support an active and effective learning process. Without adequate facilities and good teaching skills, the quality of learning will be hampered. Therefore, it is important to find solutions that include improving facilities and training for teachers so that the teaching and learning process is more optimal.

In discussing good facilities that can support good teaching, there are several opinions about the completeness of the teaching media provided by the school. Participants explained that children tend to like varied learning processes in the sense that the material delivered is not just focused on reading books and doing questions, but with various media, such as video, audio and audio-visual media. This is as explained by Ariyanti et.al (2023) that the use of varied learning media influences students' level of motivation in participating in learning, prevents boredom, and strengthens

students' understanding of the material being explained. By using more varied teaching media, it is also easier for teachers to convey the topic or material that day. This is in line with findings in previous research, Supartini (2016) By using media, teachers can increase and direct students' attention, thereby creating motivation, and can overcome the limitations of the senses, space and time, and can provide uniformity of observation and perception, and can also be used as a controller of the direction and speed of learning.

Training facilities are rarely available in rural areas. Seeing the progress of the times and the rapid distribution of technology, this should be very helpful for teachers in developing their abilities and quality in teaching. However, in fact, until now there are still many areas that have not received support in the form of training or other development activities, especially in rural areas. In line with what was said by the two participants, they also did not receive adequate training. Hamalik (2013) explained that in many rural areas, access to professional training for teachers is very limited which has a direct impact on the quality of the teaching they provide. Without adequate training, teachers tend to lack the skills and understanding of the latest teaching methods that can increase the effectiveness of the learning process.

Researcher analyzes the result of observation and interview to find out how teachers have been handled these barriers so far, and suggest what the best way to overcome them is. The results of the observations show how the barriers faced by teachers while teaching can influence the English language teaching in schools.

From the results of observations, both participants still relied on the lecture method. Teachers who still rely on

traditional lecture methods, which tend not to involve students actively in the learning process and lack variety in teaching approaches such as group discussions or educational technology, make students feel bored and less motivated. Annisa et.al (2018) in her research explained that the function of learning media is to clarify, facilitate, and help attract the message that will be conveyed by the teacher to students so that it can motivate student learning and streamline the learning process. It is important to present varied learning media in learning foreign languages, such as English. Previous research by Mansur (2023) states that the use of varied learning media can increase student activity, student interest and motivation in learning English, and students have more courage in expressing their ideas and opinions using English.

This is in accordance with the phenomenon that occurred at MI Islamiyah P2A Kerek. During the observation, the researcher figured out that almost all of the students were involved in the activities and actively responded to the teacher but were not active in asking questions. From these activities, it can be concluded that students do not really understand the material presented by the teacher. Based on the results of observations and interviews with the two participants, it was stated that the teacher was not optimal in using learning media which should have been more varied so that students did not understand well and were less motivated to pay attention during learning activities.

The observation results show that students struggle with basic language skills (listening, speaking, reading, writing) due to inconsistent instruction and lack of exposure. This caused by inconsistent teaching where teacher cannot provide material properly. Haryanti, D. (2017) in his research

found that inconsistent teaching affects students' basic language skills, especially listening and speaking skills. Instability in the delivery of material, both in terms of time and method, causes students to have difficulty understanding and mastering language skills effectively. This underlines the importance of consistency in teaching as well as the application of more structured methods to improve students' language skills.

The disparity in students abilities grows as teachers cannot cater to individual learning needs. As can be seen in the observation table and referring slightly to the interview results. These findings clearly illustrate how the gap in student abilities is growing due to teachers' inability to meet individual needs. As seen in the observation table and interview results, the lack of relevant professional training and limited opportunities for self-development further increase their burden. Bahruddin, A. (2018) suggests that limited facilities and lack of professional training contribute greatly to teachers' difficulties in meeting students' individual learning needs. He also found that this condition made teachers feel stressed and underappreciated, which had an impact on reducing the quality of teaching. Therefore, it is important to provide appropriate training and support teachers' professional development so that they can address diverse learning needs more effectively.

Inconsistent classroom management, that the large classes and linguistic barriers contribute to disciplinary issues, affecting the learning environment, also influenced teaching activities. From the results of the observations, it can be seen how inconsistent classroom management, large class sizes, and language barriers can collaborate to create disciplinary

problems and affect the quality of the learning environment. Sutrisno, B. (2020) states that poor classroom management, large numbers of students, and language barriers worsen student discipline. This creates a non-conducive learning environment, affecting the effectiveness of teaching activities. This shows the need for a more structured approach to classroom management, as well as increased training for teachers to overcome communication challenges so that the learning environment is more conducive and teaching activities can run more effectively.

Participants revealed that their way to overcome obstacles while teaching English was to create their own open media creatively; Take examples or duplicates from various media platforms and practice English language skills independently. Seeing these conditions, teachers should receive training so that they can further develop both their English language skills and their ability to organize effective learning activities for elementary school students. with training or workshops, at least including English teachers in the area, teachers can share information, provide suggestions and criticism according to their respective experiences so that teachers have a new perspective in teaching English in elementary schools in rural areas. Several challenges that English teachers in elementary schools in rural areas are likely to face are students' lack of interest and motivation to learn English and environment that lacks awareness of the importance of learning English. These two points were not mentioned in detail by the participants in this study so the researcher focused on the main obstacles faced by the participants in teaching English in rural areas.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions for the following findings of the study.

A. CONCLUSION

According to the result of the research findings and analysis in the previous chapter, the researcher has drawn some conclusions as follows:

Based on the interview findings, all the participants opinion about the main challenges in teaching English in rural primary schools are positive. Both participants agreed that the main problems faced when teaching English in elementary schools in rural areas were limited teacher proficiency and teacher competence, unavailability of facilities as teaching resource, and the lack on profesional development opportunities. By using more varied teaching media, it is also easier for teachers to convey the topic or material that day. Participants revealed that they lacked mastery of the teaching material so that the material was not conveyed optimally. Training facilities are rarely available in rural areas. They think they need more support from schools in the form of complete facilities as a medium for teaching English for elementary school children and training for English teachers.

Based on observation findings, about the overcoming by teachers in teaching English in primary school in rural areas, participants revealed that their way to overcome obstacles while teaching English was to create their own open media creatively; Take examples or duplicates from various media platforms and practice English language skills

independently. Seeing these conditions, teachers should receive training so that they can further develop both their English language skills and their ability to organize effective learning activities for elementary school students. with training or workshops, at least including English teachers in the area, teachers can share information, provide suggestions and criticism according to their respective experiences so that teachers have a new perspective in teaching English in elementary schools in rural areas.

B. SUGGESTION

Despite being conducted over a brief period and with a limited number of participants, this research aims to shed light on the perceptions and challenges associated with teaching English in rural primary schools. The researcher hopes that the findings will provide valuable insights into the obstacles teachers encounter when educating students in these areas. Here are some suggestions that the researcher can over:

1. For the Researcher

Many challenges are faced in the research setting because this is the first time the researcher is doing research. Research instruments allow unclear information or misinterpretation. In the future, it is hoped that this research can inspire future researchers to conduct research with a longer research timeframe and perform better analysis.

2. For Participants

This study delves into the past experiences of teachers, providing valuable insights for current participants. The researcher aims to use these findings as evaluative tools, allowing participants to measure

their skills against those of their peers. Additionally, the researcher aspires for these insights to benefit multiple schools and has encouraged participants to share their English teaching experiences with educators from other institutions.

3. For School

As an institution closest to the teachers, schools must create a good learning environment to conduct effective learning. It is hoped that the provision of facilities that support learning and training activities for teachers, especially English teachers, will be carried out immediately. It is highly recommended for the school as the authority to select staff or teaching staff who are competent and in accordance with the background of the subjects being taught.

4. For The Next Researcher

The researcher hopes this research can be a good reference for future researchers who want to do the same research. The researcher expected that more researchers organize research with more participants, using further detailed problem formulation related to barriers faced by teacher in teaching English in primary schools in rural area.

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APPENDICES

Appendix 1

Lesson Plan

Lesson Plan of Participant (1)

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan: MI ISLAMİYAH P2A Gaji- Kerek Tuban
Jawa Timur

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: 5 / 1

Topik: How Does It Taste?

Alokasi Waktu: 2JP Jam Pelajaran (90 menit)

I. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, siswa diharapkan dapat:

1. Menyebutkan dan menggunakan kosakata yang berkaitan dengan rasa makanan (sweet, sour, salty, bitter, spicy).
2. Menanyakan dan menjawab pertanyaan tentang rasa makanan menggunakan kalimat "How does it taste?" dan "It tastes...".
3. Menerapkan ekspresi untuk menggambarkan rasa makanan dalam konteks yang sesuai.

II. Materi Pembelajaran

- Kosakata:
 - Sweet (manis)
 - Sour (asam)
 - Salty (asin)
 - Bitter (pahit)
 - Spicy (pedas)
- Frase:
 - "How does it taste?"
 - "It tastes..."
- Dialog sederhana mengenai rasa makanan.

III. Metode Pembelajaran

1. **Pendekatan:** Kontekstual
2. **Metode:** Ceramah, Diskusi, Latihan Berpasangan, dan Permainan (Game)

3. **Media:** Gambar makanan, papan tulis, kartu kosakata, video (opsional)

IV. Langkah-Langkah Pembelajaran

A. Pendahuluan (10 menit)

1. Mengucapkan salam dan memeriksa kehadiran siswa.
2. Menanyakan tentang makanan favorit siswa untuk memancing diskusi.
3. Menjelaskan tujuan pembelajaran dan menjelaskan materi yang akan dipelajari, yaitu menggambarkan rasa makanan.
4. Menunjukkan beberapa gambar makanan dan bertanya kepada siswa "How does it taste?" dan meminta siswa untuk menjawab berdasarkan gambar yang ditampilkan.

B. Inti (30 menit)

1. Pengenalan Kosakata (10 menit)

- Guru menampilkan gambar-gambar makanan dan memberikan contoh penggunaan kata-kata yang berkaitan dengan rasa (sweet, sour, salty, bitter, spicy).
- Siswa mengikuti dan mengulangi kata-kata tersebut bersama guru.

2. Latihan (15 menit)

- Guru memberikan contoh dialog:
 - A: "How does it taste?"
 - B: "It tastes sweet."
- Siswa berlatih dengan pasangan mereka, bertanya dan menjawab tentang rasa makanan menggunakan kalimat yang benar.

3. Permainan (5 menit)

- Mengadakan permainan "Taste Guessing Game", di mana siswa diberi gambar makanan dan harus menjawab "How does it taste?" berdasarkan gambar yang mereka lihat.

C. Penutupan (5 menit)

1. Mengulas kembali kosakata dan kalimat yang telah dipelajari.

2. Memberikan kesempatan kepada beberapa siswa untuk menanyakan dan menjawab pertanyaan tentang rasa makanan.
 3. Menyimpulkan pembelajaran dan memberikan tugas rumah sederhana: siswa diminta untuk menulis lima jenis makanan dan menggambarkan rasa masing-masing makanan menggunakan kosakata yang telah dipelajari.
-

V. Penilaian

Penilaian Sikap:

- Observasi keaktifan siswa dalam diskusi dan permainan.

Penilaian Pengetahuan:

- Menilai pemahaman siswa melalui latihan tanya jawab dan kegiatan berpasangan.
- Tugas rumah (menulis lima jenis makanan dan rasa makanan).

Penilaian Keterampilan:

- Observasi dalam melakukan percakapan sederhana tentang rasa makanan.
-

VI. Sumber Belajar

- Buku Kamal (Bahasa Inggris) kelas 5
 - Gambar makanan
-

Selasa, 20 Agustus 2024

Mengetahui

Kepala MI Islamiyah P2A

Guru Mata Pelajaran

KARJIAT, S.Pd

NIP.

FIRDA OLYVIANI, S.Pd

NIP.

Lesson Plan of Participant (2)

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: MI ISLAMİYAH P2A	Kelas/Semester	: II (Dua) / Ganjil	P1
Mapel	: Bahasa Inggris	Alokasi Waktu	: 2 x 45 menit (1 x Pertemuan)	
Materi Pokok	:	Fruit		
Sub Materi	:	Memberi Kosa Kata Dan Meminta anak untuk menirukan serta menghafal Terkait Fruit Dengan Memperhatikan pelafadzan dan gambar		
Kompetensi Dasar	:	1.1, 1.2		

Alat dan Media Pembelajaran					
Alat	:	Papan tulis, spidol, tv	Sumber belajar	:	Buku, Guru & Siswa
Media Pembelajaran	:	Buku LKS			

INDIKATOR PENCAPAIAN KOMPETENSI	
1.	Menghargai dan menghayati ajaran agama yang di anutnya
2.	Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran dan gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3.	Memahami dan menerapkan pengetahuan (faktual, konseptuan, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya terkait fenomena dan kejadian tampak mataa.

4. Mengolah, mengkaji, dan menalar dalam ranah kongkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang atau teori.		
TUJUAN PEMBELAJARAN		
<ol style="list-style-type: none"> 1. Memahami kosakata bahasa Inggris yang berhubungan dengan Fruit 2. Menghafal kosa kata pertanyaan dalam bahasa Inggris yang berhubungan dengan Fruit 3. Mempraktikkan ulang kosa kata bahasa Inggris dengan bantuan gambar mengenai Fruit 		
PENDAHULUAN		
<ul style="list-style-type: none"> ❖ Guru mengawali proses pembelajaran dengan berdo'a bagi kemanfaatan dan keberkahan ilmu yang dipelajari serta mendoakan kepada guru, dan guru-gurunya hingga Nabi Muhammad Saw. sebagai sumber ajaran Islam yang dipelajari. ❖ Mengkondisikan suasana belajar yang menyenangkan dan mengecek kehadiran peserta didik. ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 		
INTI		
KEGIA TAN INTI	Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Memberi Kosa Kata Dan Meminta anak untuk menirukan serta menghafal Terkait Fruit Dengan Memperhatikan pelafadzan dan gambar

	Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Memberi Kosa Kata Dan Meminta anak untuk menirukan serta menghafal Terkait Fruit Dengan Memperhatikan pelafadzan dan gambar
	Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Memberi Kosa Kata Dan Meminta anak untuk menirukan serta menghafal Terkait Fruit Dengan Memperhatikan pelafadzan dan gambar
	Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Memberi Kosa Kata Dan Meminta anak untuk menirukan serta menghafal Terkait Fruit Dengan Memperhatikan pelafadzan dan gambar Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
PENUTUP		

- ❖ Guru dan Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- ❖ Guru mengakhiri proses pembelajaran dengan mengajak mensyukuri atas keberhasilan pross pembelajaran dan berdo'a bersama-sama.

PENILAIAN

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja atau hasil karya/projek dengan rubric penilaian

Mengetahui
Kepala MI Islamiyah P2A

KARJIAT, S.Pd
NIP.

Selasa, 20 Agustus 2024

Guru Mata Pelajaran

USWATUN HASANAH, S.Pd
NIP.

Appendix 2

Observation Sheets

Observation Sheets of Participant (1)

Name of teacher : Firda Olyviani, S.Pd

Class grade : 5

Lesson Duration : 90 minutes

Topic of Today's learning activity : How Does It Taste?

Learning Resources Used (textbooks, digital media, other tools):

Pictures, blackboard, flash card, video (optional)

Focus	Aspect	Indicator	Findings
The ways in which the identified challenges influence the teaching effectiveness	Classroom Management and Student Motivation	-find out how the teachers begin learning activity -find out whether teachers use effective classroom management techniques to increase student engagement -find out how teachers motivate students to be active in English lessons	-teacher begins the class by reciting Salam and ask students to praying together -teacher checks the attendants and conveyes the main topic of the day then shows several pictures of foods -teacher gives several question to students randomly about their favorite foods
	Delivery of teaching	-find out methods or strategies used	-lecture metode, discussions, games

	materials and techniques	<p>by teachers in delivering English lessons</p> <p>-find out teachers' ability to convey the material in a way that is easy for students to understand</p> <p>-find out whether the teacher uses several techniques to overcome the obstacles faced by students in understanding English material</p>	<p>-teacher conveys the material in English and Bahasa to make it easier to understand by students</p> <p>-Teacher goes around and asks the students if there are any points that they haven't understood</p>
	Teacher and student interaction	<p>- find out how the teacher interacts with students during the lesson</p> <p>- find out whether teachers</p>	<p>-teachers and students interact actively</p> <p>-teacher gives comments to students who answer questions such as "good, exactly, nice, good job" etc. and sometimes</p>

		provide constructive feedback to students regarding their work or activities	justify answers and pronunciations
	Barriers faced by teachers	<ul style="list-style-type: none"> - Find out what challenges teachers face in teaching English in this class - find out how these obstacles affect the quality of the teaching provided - find out whether teachers feel stressed or pressured because of these obstacles, how this affects their teaching style 	<ul style="list-style-type: none"> -Teachers sometimes have difficulty conveying material in English and the material provided is less varied -Students' interest seems to be lacking and they are not maximizing their time -teacher can control the class well
	Use of English in	- find out the extent to which	-teachers tend to use Bahasa rather than

	the classroom	teachers use English in class - find out how students respond to teachers' use of English	English in delivering material -students respond actively to teacher questions
	Learning evaluation and assessment	- find out how teachers spread students' understanding of English material -find out whether there is an influence of the obstacles teachers face on the way teachers carry out evaluations	-teacher checks students' understanding through games and random question -teachers evaluate students well
	The impact of barriers on teaching effectiveness	- find out whether the obstacles teachers face affect overall teaching effectiveness - find out whether teachers feel	-teachers go the extra mile to monitor student work and translate language -teachers must bring personal media

		that despite obstacles, they are still able to teach effectively	-teachers teach well and convey the material optimally
	Reflection and improvement	- find out how teachers reflect on ongoing English lessons - find out what steps teachers are taking to improve the quality of English teaching in the future	-teacher reviews the material and asks students if there are points they don't get yet -teachers increase the number of material sources and teaching media as well as increase the number of English speakers' content

Observation Sheets of Participant (2)

Name of teacher : Uswatun Hasanah, S.Pd

Class grade : 2

Lesson Duration : 90 minutes

Topic of Today's learning activity : Fruits

Learning Resources Used (textbooks, digital media, other tools):textbooks, TV, and blackboard

Focus	Aspect	Indicator	Findings
The ways in which the	Classroom Management	-find out how the teachers	- teacher begins the class by reciting

<p>identified challenges influence the teaching effectiveness</p>	<p>and Student Motivation</p>	<p>begin learning activity -find out whether teachers use effective classroom management techniques to increase student engagement -find out how teachers motivate students to be active in English lessons</p>	<p>Salam and ask students to praying together - teacher checks the attendants and then shows several pictures of fruits - teacher invites students to imitate the vocabulary together</p>
	<p>Delivery of teaching materials and techniques</p>	<p>-find out methods or strategies used by teachers in delivering English lessons -find out teachers' ability to convey the material in a way that is easy for</p>	<p>-lecture methode and games -teachers convey the material by mention English vocabulary followed by its meaning in the language</p>

		<p>students to understand</p> <ul style="list-style-type: none"> - find out whether the teacher uses several techniques to overcome the obstacles faced by students in understanding English material 	<p>-teachers helps and validates students when answering questions or imitating the teacher's vocabulary</p>
	Teacher and student interaction	<ul style="list-style-type: none"> - find out how the teacher interacts with students during the lesson - find out whether teachers provide constructive feedback to students regarding their work or activities 	<p>-teachers and students interact actively</p> <p>-teacher gives comments to students who answer questions such as "good, exactly, nice, good job" etc.</p>
	Barriers faced by teachers	<ul style="list-style-type: none"> - Find out what challenges teachers face in teaching 	<p>- teachers sometimes have difficulty on controlling students because students are busy in their own</p>

		<p>English in this class</p> <ul style="list-style-type: none"> - find out how these obstacles affect the quality of the teaching provided - find out whether teachers feel stressed or pressured because of these obstacles, how this affects their teaching style 	<p>world or playing with their friends</p> <ul style="list-style-type: none"> - the teacher has to be more extra in conveying the material so it takes more time -teachers feel a bit overwhelmed to control the class
	Use of English in the classroom	<ul style="list-style-type: none"> - find out the extent to which teachers use English in class - find out how students respond to teachers' use of English 	<ul style="list-style-type: none"> -teachers tend to use more Bahasa in conveying material -students respond to directions by teacher actively
	Learning evaluation and assessment	<ul style="list-style-type: none"> - find out how teachers spread students' 	<ul style="list-style-type: none"> -the teacher invites students to review the material studied earlier

		<p>understanding of English material</p> <ul style="list-style-type: none"> - find out whether there is an influence of the obstacles teachers face on the way teachers carry out evaluations 	<ul style="list-style-type: none"> -the media used during the activity really helps the teacher in conveying the material and for students in capturing the material
	<p>The impact of barriers on teaching effectiveness</p>	<ul style="list-style-type: none"> - find out whether the obstacles teachers face affect overall teaching effectiveness - find out whether teachers feel that despite obstacles, they are still able to teach effectively 	<ul style="list-style-type: none"> - teachers go the extra mile to monitor student -teachers teach well and convey the material optimally
	<p>Reflection and improvement</p>	<ul style="list-style-type: none"> - find out how teachers reflect on ongoing English lessons 	<ul style="list-style-type: none"> - teacher reviews the material and asks students if there are points they don't get yet

		- find out what steps teachers are taking to improve the quality of English teaching in the future	- teachers increase the number of material sources and teaching media as well as increase the number of English speakers' content
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Appendix 3
Interview Questions

1. What motivates you to teach English in elementary schools, especially in rural areas?
2. How would you describe your experience of teaching English at an elementary school in this village?
3. What are the main challenges you face in teaching English in rural elementary schools?
4. Do you have difficulty managing the class during English lessons?
5. How do you overcome these challenges in everyday teaching?
6. In your opinion, what are the main difficulties experienced by students in learning English at elementary schools in these villages?
7. Are there differences in the level of English proficiency among the students in your class?
8. How do you handle students who have difficulty learning English?
9. Do you feel you have received enough training in teaching English?
10. Is there enough support from the school or government to help you improve the quality of English teaching?

11. Are the physical conditions and facilities at this school adequate to support English language teaching?
12. Do limited facilities or teaching aids hinder the teaching of English in the classroom?
13. Do the problems you face affect the effectiveness of teaching English in this class?
14. What do you do to ensure that learning remains effective despite the challenges you face?
15. What strategies do you use to overcome the challenges of teaching English in rural areas?
16. What do you hope can be done to improve English language teaching in elementary schools in this rural area?
17. Do you feel you need further support in teaching English at this school?
18. What type of support do you feel is most needed to better address these challenges?

Appendix 4

Transcript of interview

Interview 1

Date	4 December 2024
Time	08.15 – 09.00
Activity	Interview
Interviewer	Participant (1)
Location	School Office of MI Islamiyah P2A Kerek

Role	Interview
Elisa	Bismillahirrahmanirrahim. Assalamualaikum warahmatullahi wabarakatuh. Good Morning Miss Firda, I am Elisa a student from UIN Walisongo Semarang, who on this occasion would like to ask for

	a little of your time to conduct an interview in order to become an informant or participant for this research. How do you feel today?
Miss Firda (P1)	Walaikumsalam warahmatullahi wabarakatuh. Good Morning. Alhamdulillah, I feel good today
Elisa	Alhamdulillah. So, are you ready to be interviewed?
Miss Firda (P1)	Yes, Insha Allah I am ready
Elisa	Okay. Before that I asked permission to take recordings of this interview and photos as proof of the research. First, can you introduce yourself? Please.
Miss Firda (P1)	My name Firda Olyviani or usually called Miss Firda. I am one of the teachers at this school who happens to teach English in 4,5, and 6 grade and also another subjects
Elisa	Alright, Thank you, Miss Firda. I'd like to begin by discussing the details of this interview. It will be a semi-informal conversation, similar to a casual dialogue. The aim is to create a relaxed atmosphere that allows everyone to feel comfortable. If any questions arise that need clarification, please feel free to ask. Okay, let's begin with the first question. What motivates you to teach English in elementary schools, especially in rural areas?
Miss Firda (P1)	Actually, initially I was not an English teacher because I was not someone who mastered English, and also because I was a PGMI graduate. I teach English here because I was appointed by this school to teach English subjects. The reason is because I have better basic English than other teachers and I happen to be younger than them
Elisa	How would you describe your experience of teaching English at an elementary school in this village?
Miss Firda (P1)	It's a bit difficult. Teaching English in rural schools, especially elementary schools, has many challenges,

	especially because I am not someone with strong English language skills, and also because it is difficult to attract students' interest in learning English. Upper class students want lessons to be carried out using a game system all the time, playing is the point. Meanwhile, if they are asked to be serious, they tend to not be in the mood and be lazy.
Elisa	What are the main challenges you face in teaching English in rural elementary schools?
Miss Firda (P1)	Because English is a second language and my background is lacking in this matter, so sometimes I myself have difficulty conveying the material. Lack of learning support facilities such as teaching media and lack of support from schools to improve teacher quality. If possible, there will be new teaching staff who are more proficient in English.
Elisa	Do you have difficulty managing the class during English lessons?
Miss Firda (P1)	It's a bit difficult. Upper class students can already express their feelings and opinions, so sometimes they refuse to be taught English because it is not interesting and so on. Because this school is a religious science-based school, most students tend to be enthusiastic about learning religious knowledge such as Arabic and memorizing the Al Quran
Elisa	How do you overcome these challenges in everyday teaching?
Miss Firda (P1)	I usually distract them by watching interactive videos in English, games, explaining the material again, or sometimes I invite students to study outside of class.
Elisa	In your opinion, what are the main difficulties experienced by students in learning English at elementary schools in these villages?
Miss Firda (P1)	Students are less able to understand the material presented well. It seems that because they lack

	interest, it is difficult for them to receive the material well
Elisa	Are there differences in the level of English proficiency among the students in your class?
Miss Firda (P1)	There certainly are, and there are many that are missing. Approximately 20/30 between students who can and students who can't
Elisa	How do you handle students who have difficulty learning English?
Miss Firda (P1)	Usually I explain it again individually or to him alone. But because there are a lot of students and it's impossible for the material to just get stuck there, so if for example there are one or two students who have mastered it, I will continue with the material.
Elisa	Do you feel you have received enough training in teaching English?
Miss Firda (P1)	Not yet. So far there has been no training or workshops for English teachers, either from the school or outside parties. I've also tried looking for information, but there isn't any for this area
Elisa	Is there enough support from the school or government to help you improve the quality of English teaching?
Miss Firda (P1)	The support provided by the school so far is a fairly comfortable classroom, color printer and TV. It's actually still limited, but God willing, we will use it to the maximum
Elisa	Are the physical conditions and facilities at this school adequate to support English language teaching?
Miss Firda (P1)	The physical condition of the school is safe so far. As for the facilities, they still need to be equipped
Elisa	Do limited facilities or teaching aids hinder the teaching of English in the classroom?

Miss Firda (P1)	Of course. Due to students' lack of interest, with adequate facilities it will definitely be easier for teachers to deliver material more effectively
Elisa	Do the problems you face affect the effectiveness of teaching English in this class?
Miss Firda (P1)	Yes. Obstacles definitely influence the effectiveness of the material delivery process to some extent
Elisa	What do you do to ensure that learning remains effective despite the challenges you face?
Miss Firda (P1)	I usually get around this by changing the teaching method, inviting students to study outside the classroom, looking for lots of teaching ideas and resources from YouTube and English-language content creators.
Elisa	What strategies do you use to overcome the challenges of teaching English in rural areas?
Miss Firda (P1)	Learn a lot from the internet and try to maximize what is currently available
Elisa	What do you hope can be done to improve English language teaching in elementary schools in this rural area?
Miss Firda (P1)	There are a lots. Maybe by completing facilities such as adding teaching media, language lab space, speakers and providing training to teachers or perhaps recruiting new teaching staff
Elisa	Do you feel you need further support in teaching English at this school?
Miss Firda (P1)	Of course. I really hope that the school provides or provides more support to the teachers, especially the English teachers at this school
Elisa	Last question, What type of support do you feel is most needed to better address these challenges?
Miss Firda (P1)	Like before, maybe the school can complete the facilities and provide training to the relevant teachers

Elisa	Alhamdulillah, the questions are over. It turns out that there are a lot of challenges and obstacles faced by English teachers at this school. Thank you Miss Firda for the information and willingness to carry out this interview.
Miss Firda (P1)	Alhamdulillah, My Pleasure

Interview 2

Date	4 December 2024
Time	09.15 – 10.00
Activity	Interview
Interviewer	Participant (2)
Location	School Office of MI Islamiyah P2A Kerek

Role	Interview
Elisa	Bismillahirrahmanirrahim. Assalamualaikum warahmatullahi wabarakatuh. Good Morning Miss Watun, I am Elisa a student from UIN Walisongo Semarang, who on this occasion would like to ask for a little of your time to conduct an interview in order to become an informant or participant for this research. How do you feel today?
Miss Watun (P2)	Walaikumsalam warahmatullahi wabarakatuh. Good Morning. Alhamdulillah, I feel good today
Elisa	Alhamdulillah. So, are you ready to be interviewed?
Miss Watun (P2)	Yes, Insha Allah I am ready
Elisa	Okay. First, can you introduce yourself? Please.
Miss Watun (P2)	My name Uswatun Hasanah or usually called Miss Watun. I am one of the teachers at this school who

	happens to teach English in 2 grade an also the home teacher of 2 grade
Elisa	Alright, Thank you, Miss Watun. I'd like to begin by discussing the details of this interview. It will be a semi-informal conversation, similar to a casual dialogue. The aim is to create a relaxed atmosphere that allows everyone to feel comfortable. If any questions arise that need clarification, please feel free to ask. Okay, let's begin with the first question. What motivates you to teach English in elementary schools, especially in rural areas?
Miss Watun (P2)	Actually, I don't teach English in general at this school. I am the homeroom teacher in class 2. Because coincidentally the system at this school requires homeroom teachers for lower classes, classes 1, 2, and 3 to teach English in their respective classes, I also have to teach English in class 2
Elisa	How would you describe your experience of teaching English at an elementary school in this village?
Miss Watun (P2)	Very challenging. Because I happen to teach lower class children, they still need a lot of attention and guidance in learning, especially in English which is mostly written and read differently.
Elisa	What are the main challenges you face in teaching English in rural elementary schools?
Miss Watun (P2)	Teaching English in rural schools, the biggest challenge is the teacher's lack of competence, in this case myself, and perhaps the school's facilities should be better equipped considering that we teach in an elementary school where the participants are children. They definitely understand more easily when what is being said is interesting, full color and varied
Elisa	Do you have difficulty managing the class during English lessons?

Miss Watun (P2)	There is. Because the students are still children, they need a little extra patience and energy, yes.
Elisa	How do you overcome these challenges in everyday teaching?
Miss Watun (P2)	I usually invite children to sing while memorizing vocabulary, guess pictures in English and quiz
Elisa	In your opinion, what are the main difficulties experienced by students in learning English at elementary schools in these villages?
Miss Watun (P2)	Children are not yet able to get heavy material such as writing and listening, so so far for class 2 I have provided speaking and reading material.
Elisa	Are there differences in the level of English proficiency among the students in your class?
Miss Watun (P2)	There must be. Alhamdulillah, in class 2, most students can grasp the material well
Elisa	How do you handle students who have difficulty learning English?
Miss Watun (P2)	When there are students who don't understand, I usually explain again and ask them to imitate, then I ask questions, like a random question and answer session.
Elisa	Do you feel you have received enough training in teaching English?
Miss Watun (P2)	Not yet. So far there has been no training or workshop for English teachers here
Elisa	Is there enough support from the school or government to help you improve the quality of English teaching?
Miss Watun (P2)	I don't think so
Elisa	Are the physical conditions and facilities at this school adequate to support English language teaching?

Miss Watun (P2)	Quite adequate. Alhamdulillah, now schools provide TV as a teaching medium. Usually I use it to provide interactive videos and display images related to the day's theme
Elisa	Do limited facilities or teaching aids hinder the teaching of English in the classroom?
Miss Watun (P2)	Actually inhibiting. But I always try to maximize what is available
Elisa	Do the problems you face affect the effectiveness of teaching English in this class?
Miss Watun (P2)	There is an effect, but not too serious
Elisa	What do you do to ensure that learning remains effective despite the challenges you face?
Miss Watun (P2)	Usually I will invite students to play games so that students don't get bored. Providing animated videos in English and singing with students is enough to help create active and effective learning activities
Elisa	What strategies do you use to overcome the challenges of teaching English in rural areas?
Miss Watun (P2)	I have to look for more information and ideas from many sources such as YouTube and several social media platforms because yes, the training received by teachers is still not there.
Elisa	What do you hope can be done to improve English language teaching in elementary schools in this rural area?
Miss Watun (P2)	It seems like schools can pay more attention to the quality of English teachers, including me, by providing or holding training for teachers. Providing varied facilities so that learning activities can be more active and effective
Elisa	Do you feel you need further support in teaching English at this school?

Miss Watun (P2)	Of course. I feel inadequate in understanding and conveying English language material, especially to teach children in rural areas, I need a lot of information and ideas
Elisa	What type of support do you feel is most needed to better address these challenges?
Miss Watun (P2)	Maybe earlier, by completing school facilities and providing training or workshops for teachers
Elisa	Alhamdulillah, the questions are over. It turns out that there are a lot of challenges and obstacles faced by English teachers at this school. Thank you Miss Firda for the information and willingness to carry out this interview.
Miss Watun (P2)	Alhamdulillah, My pleasure

Appendix 5
Documentation



Picture 1. Documentation with Participant A in interview section



Picture 2. Documentation with Participant B in interview section

CURRICULUM VITAE

A. Personal Data

Name : Elisa
Place of Birth : Tuban
Date of Birth : 19 May 2001
Address : Gaji, Kerek, Tuban, East java
Phone Number : 082333174536
Email : elisaamerika280501@gmail.com

B. Educational Background

1. RA Islamiyah Kerek
2. MI Islamiyah P2A Kerek
3. SMPN 2 Jatirogo
4. MA Plus Al Muhibbin 4 Language Boarding School
Jatirogo
5. Universitas Islam Negeri Walisongo Semarang

Semarang, 16 December 2024

The Researcher



Elisa

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