

Chapter One

Introduction

This chapter underlines a research description. There are several important points presented in this chapter. The background of the research includes the reason why the researcher is interested in researching the topic. Identification and limitation of the research identify and limit the problem investigated clearly. Besides, the questions and objectives of the research describe the specific objects of the research. Lastly, this chapter mentions the significance of this research.

Background of the Research

English is the unifying language of the world or commonly called as a International language. People can get many benefits if learning English language as a International language (Banu, 2009). He believed that the main purpose of using language is to communicate one's needs, feelings, thoughts, and ideas to others. Language is one of the most useful tools that people have as a human. Without language people cannot predict what the speaker says, and people cannot share their own opinions with other people. People also cannot be involved in public activities that usually occur in the community (Di Pietro, 1994). Adopting several reasons that have been mentioned, it is very important to be able to teach and learn the language especially learning English, which is used universally. Therefore, people able to communicate properly. It is unavoidable that one of place to learn English language is school and all of the teaching and learning processes have challenges; this includes teaching English in the school. Teachers are required to help students pass the exam and be obligated as the controller of the child's growth to understand the lesson.

Teachers are expected to be able to know the goals of the teaching and learning English process to the students. Teacher is expected to be able to understand what should be

taught to students, why and how English lessons can affect students, and how the lessons can be useful in the future (Derakshan, 2015). Therefore, language learning is expected to develop academic intelligences and personal abilities (Pintrich, Cross, Kozma, & McKeachie, 1986). Various challenges can be faced by teachers, students or external parties such as parents (Arunraj, 2015). Based on the researcher's experience in teaching English in South Sumatra and East Kalimantan, most of the challenges faced by the teachers, students and school infrastructure. Some of the problems that can be encountered in the rural area are the lack of facilities and the lack of training for teachers. These challenges make it difficult for teachers to teach English when there are no adequate facilities. So, stakeholders need to help find the best solutions to overcome the challenges in rural areas. Based on the Directorate General of Human Settlements (2015), the definition of remote villages is rural areas that are isolated from growth centers or other areas due to not having or lacking transportation facilities, thus hampering the growth or development of the region.

Based on the researcher's observation many challenges can be found in rural areas like Cengal. The challenges can be faced by teachers, students, parents, and institutions. In this case the highlight issue that becomes the researcher main concern is inadequate facilities. Facilities are crucial factors, that lack of facilities will affect the teaching and learning process. Teachers may not be able to apply and develop their teaching technique and students may easily get bored or unmotivated in the process of teaching and learning (Copland, Garton, & Burns, 2014). The results of the observations indicated that the lack of facilities in teaching and learning process has to be solved immediately. In Cengal, there were several schools and the researcher chose one to conduct the interview with the teacher. The school that the research took place just had a few books that can be used to support the teaching and learning process. The books are only available in the library. Also, no language laboratory

can be used by students to practice what they have learned in the class. Besides it is lack of fulfillment of the basic facilities in the class, such as LCD, computer, speaker.

. From several facts found when doing a teaching practice for 1.5 months, the researcher felt interested in researching the possible challenges teachers face, and the best solution to solve the various difficulties occurred.

The Identification of the Problems

According to the study's background, several potential challenges might be faced in English teaching and learning process, particularly in a rural area. The first issue is the lack of facilities. It can be seen from preparation of books, other teaching tools like dictionaries, laptops, audio tools, and the material's readiness to be taught. This inadequacy "is a challenge for teaching English where a large number of students need a large number of resources" (Ajibola, 2010, p. 97). Ajibola also added that ensuring textbooks, computers, adequate hearing aids, direct aids, and other teaching instruments is a challenging task.

The second issue, students' motivation can be an issue too, in a rural area. Learning English as a foreign language in a rural area can be a big challenge for the students because they are mostly unable to understand the goal of learning English, and they have little or no contact with speakers of the language. The researcher also revealed that there was low awareness of the importance of mastering the English language.

The third issue can be faced with teaching methods and techniques. Teachers have many tasks about what method will be chosen, and teaching techniques deemed appropriate to be applied in rural areas. On the other hand, teachers also encourage students to practice what has been learned (Ansari, 2012). Teaching English as a foreign language is a very challenging responsibility, especially in rural areas where people cannot comprehend the importance of using the English language. Khan (2011) argued that the lack of English

language goals decreases students' motivation to practice and understand English when it comes to places where English serves limited exposure.

The limitation of the Problem

The research focused on the challenges and strategies for teaching English in Junior High School in a rural area. Firstly, the researcher focused on the teachers' challenges in teaching English in rural areas in Cengal, Ogan Komering Ilir, Sumatera Selatan. Secondly, the researcher focused on finding out the teachers' strategies to solve the challenges in teaching English in rural areas in Cengal, Ogan Komering Ilir, Sumatera Selatan. This research only focuses on the four teachers' perspective in a Junior High School in Cengal.

Research Question

According to the background, the identification of the problems, and the limitation of the problems, the researcher formulates two research questions as follows:

1. What are the challenges faced by the teachers in teaching English at Junior High School in rural areas in Cengal, Ogan Komering Ilir, South Sumatera?
2. What are the strategies implemented by the teachers to overcome the challenges in teaching English at Junior High School in rural areas in Cengal, Ogan Komering Ilir, South Sumatera?

Purposes of the Study

The purposes of the study are related to the research questions generated by the researcher, they are:

1. To reveal the challenges faced by the teacher in teaching English at Junior High School in rural areas in Cengal Ogan Komering Ilir, South Sumatera.
2. To find the strategies that are implemented by the teacher to overcome the challenges in teaching English at Junior High School in rural areas in Cengal, Ogan Komering Ilir, South Sumatera.

Significance of the Study

The researcher hopes that this research will be beneficial for teachers, government, and other researchers. The significances of this research are for:

Teacher. This research is expected to provide information about the possible potential challenges of teaching English in a rural area. Besides, teachers are expected to provide strategies to the challenges of teaching English in a rural area.

Government. With this research, the researcher hopes that the government can make wiser and more equitable policies that can be applied in rural areas. Moreover, the government is expected to pay more attention when making educational procedures in rural areas.

Other researchers. The results of this study can provide information about the picture of rural areas, and hopefully, other researchers can do more research to find the challenges and strategies needed for the teaching and learning process in rural areas.