

**INVESTIGATING THE PROBLEMS OF EFL STUDENTS'
IN A RURAL SECONDARY SCHOOL IN BENGKULU**

(A Case Study of Students' Problems in MTS Mambaul Ulum
Bengkulu)

Thesis

Submitted as a partial requirements for the degree of Bachelor of
Education (S.Pd)

In English Education Study Program Tarbiyah and Tadris Faculty
State Islamic University of Fatmawati Sukarno Bengkulu



Submitted by :

ADIBU DZAKWAN PUTRA KERLIS

SRN : 1811230089

ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TADRIS FACULTY
STATE ISLAMIC UNIVERSITY OF FATMAWATI
SUKARNO
BENGKULU
2022/2023



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI
SUKARNO BENGKULU

FAKULTAS TARBIYAH DAN TADRIS

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 Faksimili (0736) 51171-51172
Website www.uinfatbengkulu.ac.id

ADVISORS SHEET

Subject : Adibu Dzakwan Putra Kerlis
NIM : 1811230089
To : The Dean of Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of :

Name : Adibu Dzakwan Putra Kerlis
NIM : 1811230089
Title : **Investigating The Problems Of EFL Students' In A Rural Secodary School In Bengkulu (A Case Study of Students' Problems in MTS Mambaul Ulum Bengkulu)**

Has already fulfilled the requirements to be presented before The Board of the Examiners (munaqasyah) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassallamu'alaikum Wr. Wb

First Advisor

Riswanto, Ph.D
NIP.19720410199031004

Bengkulu, 2022
Second Advisor

Feny Martina, M.Pd
NIP. 198703242015032002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI
SUKARNO BENGKULU**

FAKULTAS TARBIYAH DAN TADRIS
Jalan Ruden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 Faksimili (0736) 51171-51172
Website: www.uin-sukarnobengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled **“Investigating The Problems of EFL Students’ Problem in A Rural Secondary School in Bengkulu (A Case Study Madrasah Tsanawiyah Mambaul Ulum Bengkulu)”** by **Adibu Dzakwan Putra Kerlis, NIM: 1811230089.** Has been defended in front of the Thesis Examiner Board of the Faculty of Tarbiyah and Tadris UINFAS Bengkulu on Thursday, 12 January 2023, and has been approved by the board of Thesis Examiners as the requirement for degree of Sarjana in English Education Program.

Chairman
Sukarno, M.Pd
NIP. 196102052000031002

Secretary
Reko Serasi, S.S., M.A
NIP. 198711092018011002

Examiner 1
Fera Zasrianita, M.Pd
NIP. 197902172009122003

Examiner 2
Pebri Prandika Putra, M.Hum
NIP. 198902032019031003

Bengkulu, 2023
Approved by the Dean of Islamic and Tadris Faculty.



DE. Mus Mulyadi, M.Pd
NIP. 197005142000031004

MOTTO

Yesterday is a history, tomorrow is a mystery, but today is a gift.

To infinity and beyond!

-Adibu Dzakwan Putra Kerlis-



DEDICATION

With gratitude and all my love, this thesis dedicated to :

1. My lord Allah SWT. For the blessings of health and strenght and fluency that have been given to me.
2. Both of my beloved parents, Mr. Yufran Suriyadi and Mrs. Yunidar. Terima kasih banyak karena selalu ada untuk ku di saat sedih dan bahagia,. Terima kasih karena atas semua yang telah kalian berikan berkat kalian saya bisa sampai di titik sekarang, doa terbaik ku untuk kalian.
3. My brothers, Putra Rani Kerlis, M. Fa'atih Al-Afiq Putra Kerlis, and Naufal Rayyan Putra Kerlis. Dengan adanya kalian menambah motivasi ku selama menempuh pendidikan.
4. My first supervisor, Riswanto, Ph.D and my second supervisor, Feny Martina, M.Pd. thank you very much for your suggestions, corrections, and ideas during the writing this thesis.

5. All English lecturers and administration staffs of Islamic University of Fatmawati Sukarno Bengkulu, especially in English Education Study Program. Thank you for everything for all things.
6. All my friends especially my classmates of TBI 2018 especially TBI 18C, thank you very much for our friendship.
7. My close friend Aditia Eka Anugrah, Andres Setiadi Rahmadan, M.Reza Pahlepi, and Kartika Fitriani thank you very much for your support, for sharing stories of laughter and sadness so far.
8. Deeply thanks for my friends Arif Abdul Rahman, Ongki Saputra and Muhammad Bachtiar who has shared motivation, thoughts, shared joys and sorrows while we were on campus, thank you for everything.
9. My beloved almamater UINFAS Bengkulu.

PRONOUNCEMENT

Name : Adibu Dzakwan Putra Kerlis
NIM : 1811230089
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled “Investigating The Problems Of EFL Students’ In A Rural Secodary School In Bengkulu (A Case Study of Students’ Problems in MTS Mambaul Ulum Bengkulu)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, January 2023
Stated By



Adibu Dzakwan Putra Kerlis
NIM.1811230089

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to be Allah, the One and Only, the Lord of the Universe, the Master of the day of Decision, for all benefits and kindness that have enabled the researcher to submit a study proposal titled “Investigating The Problems Of EFL Students’ in A Rural Secondary School in Bengkulu (A Case Study of Students’ Problems in MTS Mambaul Ulum Bengkulu)”. Peace given unto Prophet Muhammad SAW, as great leader and source of motivation for the revolutionary movement.

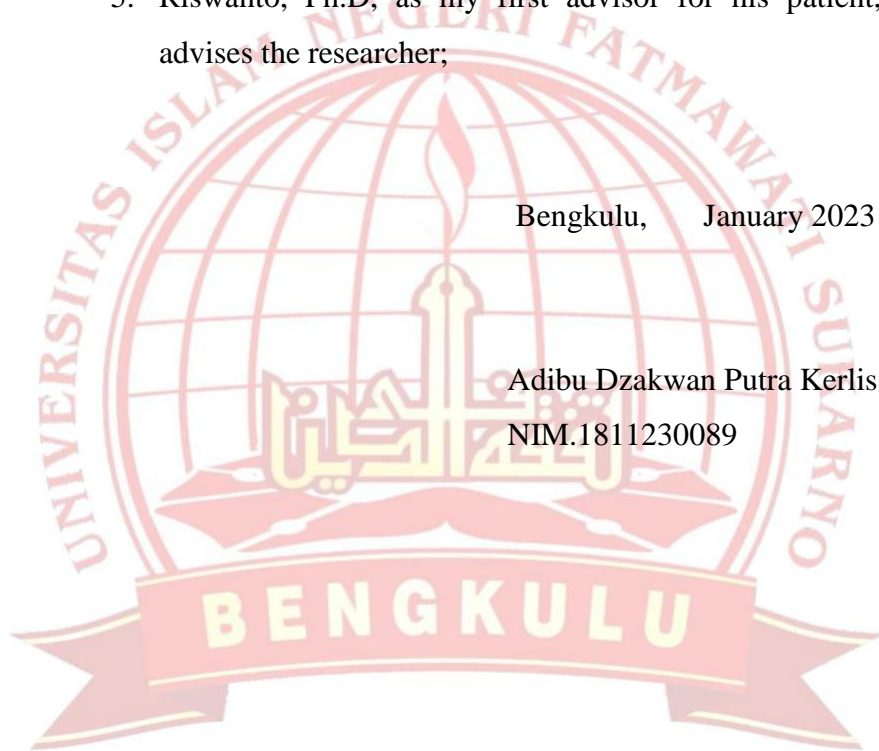
The researcher is certain this idea would not have been accomplished without such assistance, encouragement, and thoughts of many people. As a result, the researcher would like to extend her heartfelt gratitude to everyone who assisted, encouraged, and advised her throughout the process of making this proposal. This is for :

1. Prof. Dr. H. Zulkarnain Dali, M.Pd, as the Rector of UIN Fatmawati Sukarno Bengkulu;
2. Dr. Mus Mulyadi, M.Pd, as the Dean of Faculty of Tarbiyah and Tadris UIN Fatmawati Sukarno Bengkulu;
3. Risnawati, M.Pd, as the Head to Tadris Department of UIN Fatmawati Sukarno Bengkulu;

4. Feny Martina, M.Pd, as the Head of Study Program of English Education of UIN Fatmawati Sukarno Bengkulu, and also as my second advisor for her assistance, valuable consule, and inspiration!;
5. Riswanto, Ph.D, as my first advisor for his patient, advises the researcher;

Bengkulu, January 2023

Adibu Dzakwan Putra Kerlis
NIM.1811230089



ABSTRACT

Adibu Dzakwan Putra Kerlis. (2022). Investigating The Problems of EFL Students' in A Rural Secondary School in Bengkulu (A Case Study of Students' Problems in MTS Mambaul Ulum Bengkulu)

Advisor I : Riswanto, Ph.D

Advisor II : Feny Martina, M.Pd

This study aims to analyze what are the problems of EFL students' in a rural secondary school in learning English and to investigate what are the factors that cause the problems of EFL students' learning English in rural secondary school. The type of the research is descriptive Qualitative with observation, interview and documentation for data collection techniques. The finding of the study explain that in learning English, students still has difficulty in English. learning English in rural schools is more hard than in urban schools. learning English in rural schools faces numerous troubles. The issues confronted are related to the circumstance of infrastructure, learning of sources, language barriers and inadequacy of instructors. And there's additionally a time restriction component, student competence and student mindset. The researcher can concluded that education in rural areas remains a ways from good as colleges nonetheless face many boundaries within the learning procedure. Except, rural schools nonetheless have a long way to go for you to meet expectancies of countryside schooling because they're nevertheless looking to clear up troubles. And the issues faced by way of college students in rural colleges, especially in MTs Mambaul have an impact on the lack of maximum gaining knowledge of achievement and lack of student interest in learning.

Keywords : Students' Problems, Learning English, Rural Areas.

ABSTRAK

Adibu Dzakwan Putra Kerlis. (2022). Investigating The Problems of EFL Students' in A Rural Secondary School in Bengkulu (A Case Study of Students' Problems in MTS Mambaul Ulum Bengkulu)

Pembimbing I : Riswanto, Ph.D
Pembimbing II : Feny Martina, M.Pd

Penelitian ini bertujuan untuk menganalisis apa saja masalah siswa EFL di sekolah menengah pedesaan dalam pembelajaran bahasa Inggris dan untuk menyelidiki faktor apa saja yang menyebabkan masalah pembelajaran bahasa Inggris siswa EFL di sekolah menengah pedesaan. Jenis penelitian deskriptif kualitatif dengan teknik observasi, wawancara dan dokumentasi untuk pengumpulan data. Temuan penelitian menjelaskan bahwa dalam pembelajaran bahasa Inggris, siswa masih mengalami kesulitan dalam bahasa Inggris. belajar bahasa Inggris di sekolah pedesaan lebih sulit daripada di sekolah perkotaan. belajar bahasa Inggris di sekolah pedesaan menghadapi banyak masalah. Masalah yang dihadapi terkait dengan keadaan infrastruktur, sumber belajar, hambatan bahasa dan kekurangan instruktur. Dan ada juga komponen batasan waktu, kompetensi siswa dan pola pikir siswa. Peneliti dapat menyimpulkan bahwa pendidikan di daerah pedesaan masih jauh dari baik karena perguruan tinggi masih menghadapi banyak batasan dalam prosedur pembelajaran. Kecuali, sekolah pedesaan masih memiliki jalan panjang untuk memenuhi harapan sekolah di seluruh negeri karena mereka masih mencari untuk menyelesaikan masalah. Dan permasalahan yang dihadapi oleh mahasiswa di perguruan tinggi pedesaan khususnya di MTs Mambaul berdampak pada kurang maksimalnya perolehan ilmu pengetahuan berprestasi dan kurangnya minat belajar siswa.

Kata Kunci : Permasalahan Siswa, Pembelajaran Bahasa Inggris, Daerah Pedesaan.

Table of Content

Cover

ADVISOR SHEET	ii
RATIFICATION	iii
MOTTO	iv
DEDICATION	v
PRONOUNCEMENT	vii
ACKNOWLEDGMENTS	viii
ABSTRACT	x
ABSTRAK	xi
TABLE OF CONTETS	xii
LIST OF TABLE	xv
LIST OF APPENDICES	xvi

Chapter I Introduction

A. Background of The Problem	1
B. The Formulation of The Problem	8
C. Limitation of The Problem	8
D. Research Objective	8
E. Significance of The Research	9

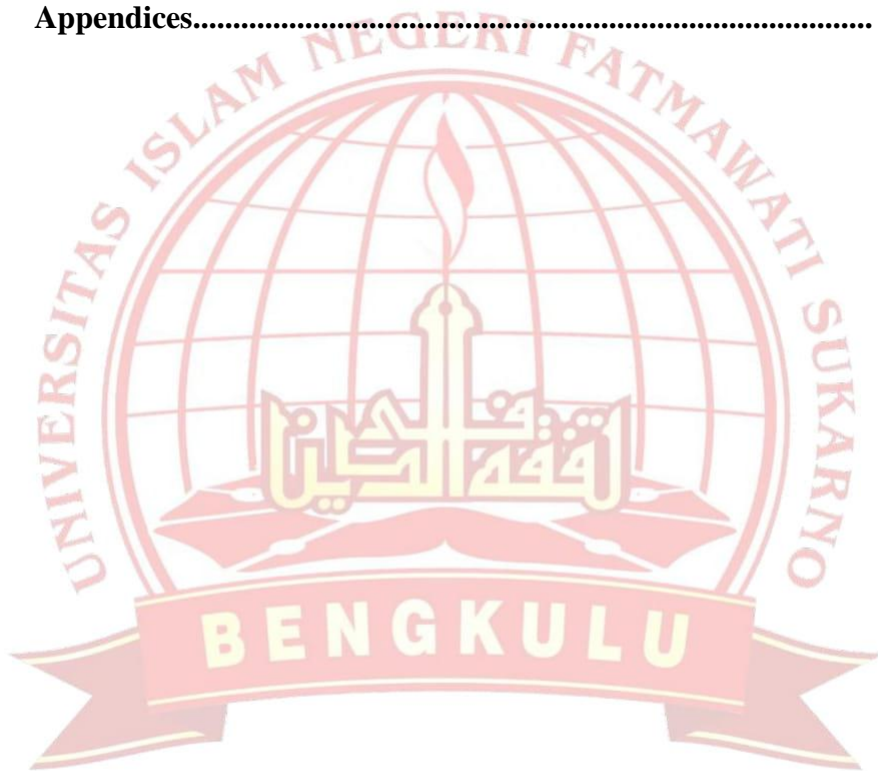
F. Definition of Keyterms.....	9
Chapter II Literature Review	
A. Difficulties in Learning English.....	11
B. The Nature of Second Language Learning (SLL).....	25
C. Second Language Learning in Rural Areas.....	27
D. EFL Barriers in Underdeveloped School Condition..	29
E. Research Related.....	32
Chapter III Research Method	
A. Research Method.....	36
B. Technique of Collecting Data.....	37
C. Instrument of The Research.....	41
D. Technique of Data Analysis.....	47
E. Triangulation.....	50
F. Source and Kinds of Data.....	50
G. Research Subject.....	51
CHAPTER IV Findings and Discussion	
A. Findings.....	53
B. Discussion.....	71
Chapter V Conclusion and Suggestion	

A. Conclusion.....84

B. Suggestion.....85

References.....

Appendices.....

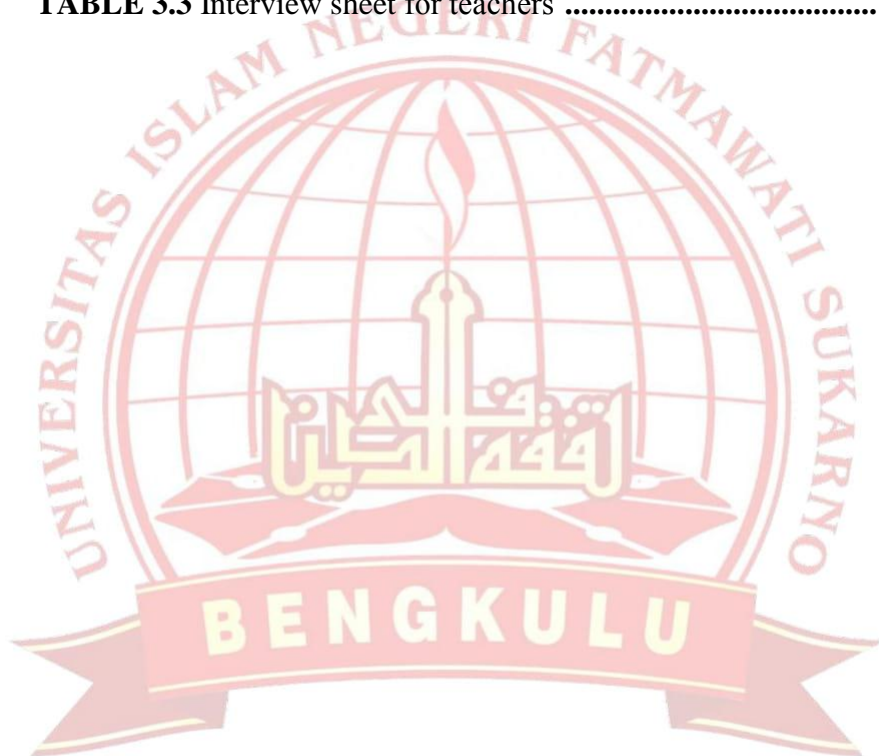


LIST OF TABLE

TABLE 3.1 Observation Checklist.....

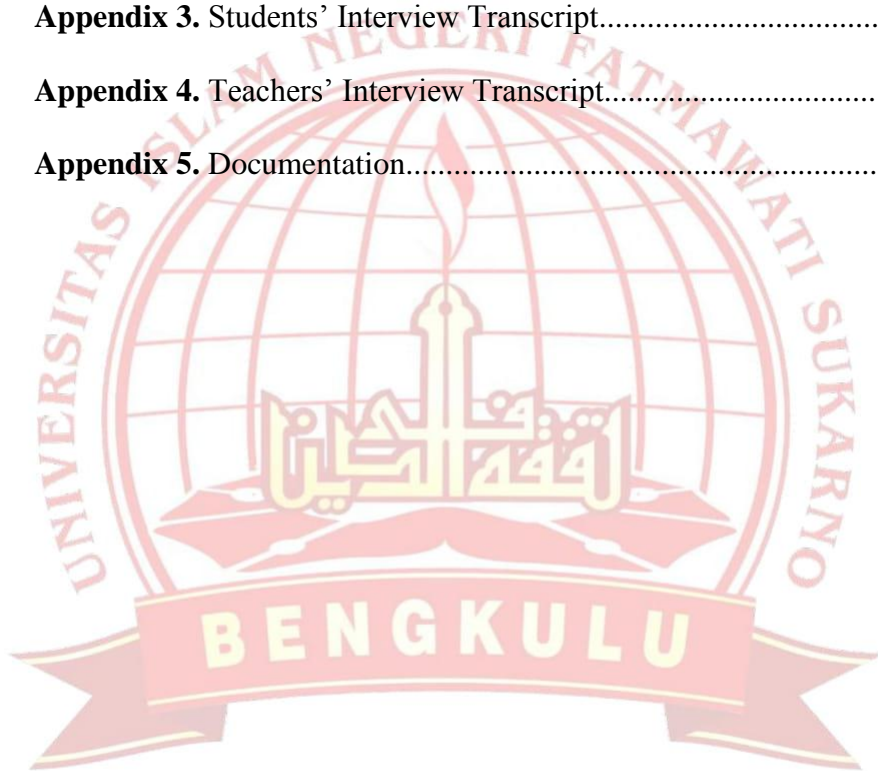
TABLE 3.2 Interview sheet for students’

TABLE 3.3 Interview sheet for teachers’



LIST OF APPENDICES

Appendix 1. Research Grid.....	
Appendix 2. Observation Checklist.....	
Appendix 3. Students' Interview Transcript.....	
Appendix 4. Teachers' Interview Transcript.....	
Appendix 5. Documentation.....	



CHAPTER I

INTRODUCTION

A. Background of The Problem

Learning English becomes more difficult for students, especially when learning English in a rural school context. This is closely related to inadequate learning resources and environment. Rural schools have fewer opportunities to learn English than urban schools. Access to information about English is very limited. So that students of their every day life do no longer understand English properly, which then has an effect on their lack of interest in learning English.

The biggest challenge faced by Indonesia in its education system is its wide geographical location and many rural areas. The gap in geographical location from one area to another makes mapping educational facilities difficult to achieve (Febriana et al., 2018). In addition, du Plessis mentions numerous characteristics of rural regions in line with UNESCO, which includes rural distances which can be commonly a long way from city facilities, unsupportive

topographical situations, such as road situations, bridges and so on, natural resources. supporting materials which includes books, projector media, and others. (Harlina & Nur Yusuf, 2020)

Learning is a completely important need for the improvement of each person's life. through learning, a person gains understanding, experience, abilities, and insights that result in changes in attitudes and behavior in a single's life. excellent English language abilities come to be important capital for students, both within the field of education and work within the future. however, the fact is that most students in Indonesia still have problem learning English. In general, students still have problem conveying thoughts, mind, questions and so on using English properly and effectively.

Students who have learning problems can be seen from the barriers inside the learning process. those barriers may be physiological, or sociological. those barriers may be in the form of lazy students, not paying attention when

explained, sluggish in carrying out lesson assignments, no motivation to study, and so on. learning problems are not only caused by low intelligence, but also can be due to non-smart factors. those factors can come from inside the student (internal) or from outside the student (external). internal factors that may reason learning problems consist of health factors, physical disabilities, intelligence, abilities, interests, mental health, and special kinds of studying. while external factors consist of the impact of the own family, school and community environment. (C Wulandari, MW Surtikanti, Agung, 2020)

In schools, students are required in order to pay attention, communicate, read, and write in English. a person who learns those four English skills may be capable of speak in English each actively and passively. English is discovered almost in all schools in Indonesia, which includes rural regions. at first look, rural schools play a important component in national education. at first appearance, the barriers in rural areas look like related to the educator,

learner and the facilities. The issues with the infrastructure consist of the time limitation and the facilities. The financial system is developing fast in a few rural areas, while it is still in bad form in others. it's far because of a loss of infrastructure in rural areas, which includes buildings, structures, and computer device.

When student study English in a rural school setting, learning English will become more and more difficult. it is intimately tied to a loss of resources in addition to the learning environment. Rural schools do not offer as many possibilities to learn English as city schools do. there may be in reality little information available about English. That's why, students do not understand English properly in their every day lives, which results in a loss of enthusiasm for learning English. Even after years of study, most students do not know, avoid, or reply correctly to a way to cope with the process of learning a foreign language; only a few students have employed a series of strategies, succeeded, and so

mastered the language. that is an area this is every so often overlooked in our language lessons.

Several studies have found that various factors are associated with influencing student learning. The results of research conducted by Haryati on students at SMP N 5 Jambi City in . It shows that 53.88% of students have learning difficulties because they are influenced by school environmental factors (school teachers, curriculum, and school conditions or facilities and infrastructure). There are 40.43% of students have difficulty because it is influenced by social environmental factors (friends hanging out, mass media and activities / business in society) (Haryati, 2017).

The results of research from Saiful, the results of his research accompanied by data show that overall student learning difficulties due to very limited learning facilities and resources are the factors that most influence the practice of teaching English (Saiful & Triyono, 2018).

The learning process in schools is not easy to apply, in carrying out learning activities it is not usually a success,

there are regularly things that result in failure or learning problems experienced by using students. learning problems arise due to the fact students are not able to link new information with old information, causing misunderstanding or ambiguity about a lesson. This is due to the lack of teaching materials or books so that students are very dependent on the teacher. The problem of learning resources and very limited facilities is also a major problem.

This is certainly a pretty tough thing for English teachers. Given that the problem is not the only problem. One of the main issues is inadequate vocabulary knowledge of students. Students cannot get the message of the text and they will fail to answer questions related to the textual content. In truth, many students have problem in understanding English content. Get general information, particular information, vocabulary, grammatical. also the shortage of enthusiasm from students which will have an effect on students in studying, specifically reading due to the lack of interest from students.

Based on those descriptions and problems, researchers desire to conduct this research in MTs at Pondok Kubang sub-districts. This school is placed in Pondok Kubang, Bengkulu Tengah. This school is in the border of the city. The access to this school is still many wooded area and spends the time round forty minutes from the city. The facilities in this school are insufficient. The background knowledge of the students is low enough.

Because of those research, the researcher was inspired to understand more about the problems confronted by students in learning English as foreign Language, more precisely in rural school. The researcher will observe the problems faced by students. Given the foregoing explanation, the researcher become keen to undertake a study entitled "Investigating The Problems of EFL Students In A Rural Secondary School in Bengkulu" which aims to determine the level of difficulty in learning English in students, whether they have a learning difficulty levels.

B. The Formulation of The Problem

Based on the background above, the formulation of the problem in this research is :

1. What are the student's problems at MTS Mambaul Ulum in learning English?
2. What are the factor that cause the problem of students learning English at MTS Mambaul Ulum?

C. Limitation of The Problem

The researcher focuses on the observations and analysis of the problems that students face in studying English of MTS Mambaul Ulum Pondok Kubang. based at the problems inside the research background, this research can be restrained to the researchers who have problems in learning English.

D. Research Objectives

This studies goals to investigate the students' problems in rural school in learning English and factor that reason the problem of students learning English in rural schools.

E. Significance of The Research

1. Theoretical Significance

This study can probably be applied as a start line for future relevant studies about investigating the problems of efl students in a rural secondary school and this observe can be used as as resources for learning more about learning english at rural area specifically in Bengkulu.

2. Practical Significance

- a) The students can find out what the problems in learning english
- b) The researcher can increase the knowledge and information about exploring the problems and factors faced by students in learning English in rural area.

F. Definition of Key Terms

1. Learning English as Foreign Language

Learning English as foreign language is the process through which human beings learn languages in addition to their local language.

2. Rural Area

Rural areas is not only about the scale or location of the region, but it also issues area-based issues including geographic, economic, social and cultural factors of the particular area environment.

3. Problems in Learning English at Rural Area

Students of rural areas never recognize or trouble about obtaining a system of rules in learning English. students also dealing with some of issues when they learn English as their second language, students find tough to express in English, and restrained surroundings.

CHAPTER II

LITERATURE REVIEW

A. Difficulties in Learning English

1. Difficulties in Learning English

According to Blassic and Jones in (C Wulandari, MW Surtikanti, Agung, 2020), Students that suffer learning challenges have a discrepancy between their actual academic performance and what is expected of them in terms of their academic performance.

One of the difficulties in learning a foreign language studied in almost all Indonesian schools is the difficulty in learning that language, particularly English, and there are still many students who struggle with the process. The difficulties or barriers that students face when learning English can take the form of a lack of comprehension of reading, structure, and listening concepts, a lack of interest in the language that causes them to pay less attention in class, the perception that learning English is very stressful, and a

lack of motivation. Less varying teaching methods are used when studying English.

Both internal and external influences have an impact on learning challenges. The indicators of internal factors reveal that (C Wulandari, MW Surtikanti, Agung, 2020) :

- a) Health conditions have no appreciable impact on learning difficulty
- b) Student interest and motivation have an impact on learning difficulty because no change in the teaching strategy bored the students
- c) Poor study habits cause learning difficulties.

The indicators of external factors show that

- d) Teachers have a substantial role in the expansion of learning challenges, particularly in the use of instructional methods and media
- e) Because classroom environments are conservative, they have little bearing on learning difficulties.

Based on a number of the descriptions above, it

is able to be concluded that learning problems are a situation where students experience learning disabilities or students cannot learn well, so students can not gain correct learning achievement outcomes and the achievements achieved are not according with the usual standards which have been set, specifically students' learning problems in English.

2. Criteria for Learning English Difficulties

English is an global language and on the equal time part of topics in schools, from elementary school to college. According to (Mayya et al., 2004), some criteria for studying English problems consist of:

a) Ambiguite about intensity of knowledge in numerous topics. on this criterion, students experience confusion, concerning the scale of someone who may be stated to have mastered English, as an example:

1) Students are stressed about what

number of vocabulary words they need to master in order to speak English fluently.

2) Students do not recognize how deep to master studying in English.

3) Students do not understand what number of sentences they should string together to make an English essay.

b) Over loaded feeling through the considerable syllabus. in this criterion, students feel like they are too confused or dizzy whilst managing English so that once there may be an English task, students feel dizzy, confused and stressed,

for example:

1) Students feel dizzy having to memorize too many English vocabulary.

2) Students feel burdened due to the fact they translate too many English assignments.

- 3) Students are confused because there are too many English assignments to do.
 - 4) Students feel harassed to finish English assignments.
- c) Falling brief of time to answer all of the questions inside the exam. This criterion reveals students' learning problems which can be really lacking in time when taking English assessments or students can not do their exam assignments on time, as an example:
- 1) Students lack time to write down English essays during tests.
 - 2) Students do not have sufficient time to translate English.
 - 3) All through assessments, students need a bit more time in compiling English conversational vocabulary.
- d) Irrelevant topics. In this criterion, students do not understand the benefits of learning English

for themselves for the future, for example:

- 1) Students assume studying English is not crucial for their future.
- 2) Students experience that studying English is of no advantage to their lives.
- 3) Studying English in line with students is of no advantage to students' studies.
- 4) Students feel there may be no factor in learning English for their work.
- e) Bad teaching. in this criterion students have problem studying English due to the fact students can not draw close the teacher's teaching approach, as an instance:
 - 1) Students are harassed by way of the teaching of the English teacher.
 - 2) Students do not understand the English teacher's approach of teaching.
 - 3) Students feel they are getting not anything from teaching English

teachers.

f) Inaudible lectures. on this criterion, students have problem studying English because of the teacher's teaching whose voice is not heard through students, as an instance:

- 1) The teaching of English teachers can not be heard truly through students.
- 2) The students could not capture the teaching of the English teacher because the quantity of his voice changed into low.
- 3) Students can not pay attention to the English lesson explained by the teacher in a faint voice.

g) Dificulty speaking and expressing in English. on this criterion, students have problem speaking and expressing in English, as an example:

- 1) I can not express conversational

English.

2) I have problem expressing English pronunciation when reading the textual content

3) I have problem expressing while speaking English.

h) Difficulty in following the various pronunciation and accent of English. in this criterion, students have problem following numerous pronunciations and accents in English, for example:

1) Students discover it hard to exercise English pronunciation in the course of tests.

2) Students have problem following the authentic English pronunciation.

3) Students can not imitate the English pronunciation spoken by the teacher.

i) Lack of ability to pay attention during lecture.

in this criterion, students have learning problems due to the fact they may be due to the lack of ability to pay attention while learning English, for instance:

- 1) Students discover it hard to recognition attention when doing English assignments.
- 2) Students discover it tough to pay attention when memorizing English vocabulary.
- 3) Students can not focus on studying English in class.

3. Characteristics of Students With Learning Difficulties

According to Indah Sari (Sari, 2019) Due to the presence of learning challenges, students will be unable to learn correctly, resulting in low learning achievement. Students that are challenging with their learning typically exhibit the following symptoms :

- a) Low or below average achievement achieved by the class group
- b) The results achieved are not commensurate with the effort
- c) Slow in doing study tasks

Learning challenges can also lead to a tough circumstance and a sense of pessimism, forcing a student to stop midway. Student errors in completing assignments and exam questions can indicate the presence of learning issues in a student. An error on an item is a divergence from the correct answer. This means that students' challenges will be identified by their incorrect replies when working on a question.

Students who learn successfully will notice changes in their cognitive abilities. These changes can be evident in their academic achievements or in their grades. In actuality, there are still students with poor grades. These students' poor value or achievement causes learning challenges.

Based on a number of the reviews above, it could be concluded that the traits of students who have learning problems may be seen from their learning rankings are low or under the average value, the outcomes acquired are not according with the efforts made, are sluggish in doing school assignments, and are usually overdue in accumulating assignments.

4. Factors That Cause Difficulty in Learning English

Students' skills to study English range. numerous factors make a contribution to students' bad English skillability, which include a loss of English books/texts and inexperienced teachers. moreover, a bad financial background is one of the factors that makes it more difficult for students to study English.

Ahmadi and Supriyono (in Sari, 2019) describe the elements that reason learning problems which can be classified into two kinds, namely:

1. Internal factors (factors from inside students

themselves) which consist of:

a) Physiological factors

Physiological problems that may reason learning problems in students, which include a student's illness, ailment, weakness, or incapacity, and so forth.

b) Psychological factors

Students' psychological variables that may create learning problems consist of popular low IQ, low flair for subjects, loss of interest in learning, low motivation, and bad mental health.

2. External factors (factors from outside humans)

include:

a) Non-social factors.

Non-social factors that could reason learning problems in students may be inside the form of mastering equipment or learning media that are not accurate or

maybe incomplete, the situation of the study room or building is not suitable, the curriculum could be very tough to explain through the teacher and mastered by the students, the implementation time of the learning process undisciplined, and so forth.

b) Social factors.

Social factors that also can reason troubles for students including family factors, school elements, playmates, and the broader community environment.

The factors that could cause learning problems may be grouped into 4 specifically:

- 1) Factors from oneself, specifically elements that rise up from the students themselves, also are referred to as inner elements. internal factors consist of no longer

having clear learning goals, loss of interest, frequently disturbed fitness, potential to observe lessons, have a look at behavior and absence of mastery of language.

2) Factors from the school surroundings, specifically elements that come from inside the school, as an instance the way of giving classes, loss of studying substances, loss of equipment, learning materials that are not according with skills and the implementation of lessons which can be too dense.

3) Factors from the family environment, specifically elements that come from within the student's family, which includes the family's financial capacity, family issues,

homesickness (for students from outdoor the region), visiting and receiving visitors and shortage of supervision from the family. factors from the community surroundings, inclusive of interference from different genders, working whilst studying, being active in groups, not able to control activity and amusement time and no longer having friends to study together.

B. The Nature of Second Language Learning (SLL)

Mitchell (Rosamond Mitchel, Florence Myles, 2013)

illustrates how SLL is a hugely complex phenomenon. second Language learning (SLL) is worried with the process and examine of the way people collect a second language, frequently called the L2 or target language, rather than the L1 or local language. Languages are not totally taught in the classroom, but can be learned at any time and in any place.

Mitchell (Rosamond Mitchel, Florence Myles, 2013) also said that we need to understand SLL better than we do, for two basic reasons :

- a. Advanced understanding in this area is captivating in and of itself, however it may additionally make a contribution to a broader knowledge of the character of language, human studying, and intercultural communication, and therefore of the human thoughts itself, as well as how all of these are interconnected and affect every different.
- b. If we enhance our capacity to explain the learning procedure and give an explanation for for each achievement and failure in L2 learning, we are able to advantage hundreds of thousands of teachers in addition to tens of tens of millions of students and different learners who are suffering with the assignment.

Progressed knowledge on this specific area is exciting in itself, and also can make a contribution to more

general information about the character of language, of human learning, and of intercultural conversation, and therefore about the human thoughts itself, in addition to how some of these are interrelated and have an affect on each other.

C. Second Language Learning in Rural Areas

The learning process must of course be supported by adequate facilities and resources. This is so that the learning process carried out can run well and achieve the desired target. The process of learning English, especially in remote areas, where most of the lack of facilities is certainly one of the inhibiting factors in the learning process.

Insufficient facilities are a common theme in the language of rural schools. Books are frequently insufficient as learning resources, classrooms are subpar, and internet services which are now widespread and frequently utilized to access additional learning resources are not readily available. Another barrier is the lack of suitable school buildings. When the rainy season hits, many schools, if not all of them, are

frequently unable to conduct classes. (Harlina & Nur Yusuf, 2020)

Khulel (Khulel & Wibowo, 2021) in her research found there are four main factors that become difficulties in the learning process. First, students' Socioeconomics background became definitely correlated with their motivation to examine English. second, the inclusion of English language education within the national curriculum for primary school students reasons a disconnect among policy and fact in Baureno's rural regions. third, to restrict the challenges faced by the teacher, strict policy need to be carried out, fourth, it's far a need to that English teachers in rural regions to adapt with the improvement of technology.

So, the process of studying English in rural regions is a mission for both teachers and students in the teaching and learning process. loss of facilities, lack of understanding of technology which turns into an obstacle inside the teaching and learning procedure, specifically in rural regions.

D. EFL Barriers in Rural School Condition

Because of an expansion of factors including geographical, social, financial, political, or cultural variations in academic access, a few student in urban regions have the luxurious of receiving a high-quality education that includes certified teachers, most recent and excellent academic facilities, and parents who assist local authorities guidelines. English plays a important element in those student's potential to connect with the development of knowledge and technology. other student who are lesser lucky in some places, alternatively, are content to have get admission to to even the maximum basic education because they shortfall get admission to to variables that assist effective education, which includes fewer professional teachers, parental backing, and scarce academic assets. The authorities's English program and teacher competency.

In addition, Febriana (Febriana et al., 2018) in her research found the problems faced when learning English at rural schools were:

1. Infrastructure

A great infrastructure can help students follow the teaching and learning process more effectively. In rural Indonesian schools, most teaching and learning takes location in insufficient infrastructure. It is due to the fact most people of schools in rural regions are new and have minimum infrastructures.

2. Source of learning

Students in rural Indonesian schools maintain to struggle with the use of the Indonesian language, while teachers deployed to rural Indonesian schools lack information of local languages.

3. Language barrier

Students in rural Indonesian schools continue to struggle with using the Indonesian language, while teachers deployed to rural Indonesian schools lack knowledge of local languages.

4. Inadequacy of teachers

Teachers' inadequacy in rural Indonesian schools is also a challenge for SM-3T teachers. The existence of a twin function for an character to end up a main in two schools, as an instance, will become an obstacle to focusing attention on advancing the schools he leads. moreover, the low welfare of teachers in rural Indonesian schools contributes to the teacher scarcity.

5. Student competence

English language learning in Junior high schools of Rural Indonesian schools is a brand new issue due to the absence of English subjects on the primary school stage. This makes English as something new for students within the rural Indonesian school.

6. Student mindset

The loss of interest of the students in learning English will become an obstacle for teachers in rural Indonesian schools to supply classes easily understood by students. it is due to the fact students have mindset that English is a tedious and hard subject.

E. Research Related

The researcher also seen from three previous studies. The first study is from (Zulkefly & Razali, 2019) entitled "Malaysian Rural Secondary School Students' Attitudes towards Learning English as a Second Language". This study particularly seems to study what and how those factors affect the students' attitudes toward getting to know English. accordingly, the observe is guided through questions, specifically: (1) What are the factors influencing rural secondary school college students' mindset closer to gaining knowledge of the English language? and (2) How do those elements have an impact on rural secondary college students' mindset closer to mastering the English language?. The maximum highlighted issue concerning rural students' mindset closer to mastering English as a second language is the lack of want in the usage of the English language, be it within the college or at domestic. The findings propose that the scholars are capable of see the significance of the English

language, however not able to look the instantaneous need of using English as a medium of communication.

The second study is from (Tseng, 2021) entitled “Exploring Motivation in EFL Learning: A Case Study Of Elementary Students In A Rural Area”. This study is significant because it fills a significant research gap by investigating motivation for EFL learning in rural settings. The findings of this study suggest that the relationship between motivation and success is dynamic, complex, and social and that participants' learning experiences play a critical and complex role in mediating intended effort. Unfortunately, these learning experiences were often negative for these students, with participants showing many demotivated behaviors regarding EFL learning, thus requiring specific attention in the early stages of learning English, this is particularly critical in rural areas.

The third study is from (Sumida & Kawata, 2021) entitled “An Analysis of The Learning Performance Gap Between Urban and Rural Areas”. This study is significant

because it fills a significant research gap by investigating motivation for EFL learning in rural settings. The results show that urban-rural learning gaps are mostly associated with school characteristic differences and family characteristic differences. School characteristic differences were associated with the largest proportion of the learning gap in eight of 14 systems. Family differences were associated with the largest proportion of the learning gap in four systems. Combining the two proportions of school and family differences accounted for more than half of the learning gap in 10 systems. The associations of student and teacher differences with the learning gap were very low or almost minimal. This result generally confirms the previous two studies, which showed the sources in student and school characteristics, but it also adds detailed evidence about the sources. While the previous studies looked at one or two groups of characteristics, student or/and school resources, we examined four groups of characteristics. By doing so, we were able to show that the gap's sources are associated more

with family characteristics than students' own characteristics, as well as more with school resource characteristics than with teacher characteristics.

There are some similarities and differences among the studies mentioned above. The three studies mentioned above are similar to the researcher's research, which is about the problems faced by students in rural schools. The difference is in the research object; the first is students' attitudes toward learning English as a second language. The second study looked at motivation in EFL learning in elementary school. The final factor is the disparity in learning performance between urban and rural areas. Meanwhile, the research that will be conducted is the problem of efl students in a rural secondary school in Bengkulu, which focuses on several problems faced in rural schools such as infrastructure, learning resources, language barriers, teacher inadequacy, student competence, and student mindset.

CHAPTER III

RESEARCH METHOD

A. Research Method

This study conducted a qualitative approach with a descriptive design. Because there was no treatment given to the students in this study, a descriptive design was used. Descriptive is a method for gathering accurate information about the current state of a phenomenon.

Qualitative research is a research technique that uncovers certain social conditions via describing fact effectively, shaped by means of words primarily based on relevant information collection and analysis strategies acquired from natural conditions (Satori & Komariah, 2018).

It means that using student's problem in learning English have been most effective described as what they have been, with out giving any treatment. on this research, the researcher was used qualitative technique due to the fact handiest evaluation based totally on the truth that have been found. The researcher only specializes in describing statistics

of students' issues in analyzing text. As result, the researcher most effective would describe what are the students' troubles.

Then the researcher collected data for this study through site observations, interviews and documentation involving the problems face students in learning English and this research conducted at MTs Mambaul Ulum Pondok Kubang Bengkulu Tengah.

B. Technique of Collecting Data

Information series method may be finished by way of interview, observation, and documentation. The tool of research is a totally critical and strategic device in its position within the preferred studies activities, due to the fact the information is vital to reply to the formula of the research hassle acquired by way of the tool (Sugiyono, 2020). The tool used by the researcher in this research is :

1. Observations

Records collection strategies with commentary are used while the studies is associated with human

behavior, work processes, and when the respondents being determined aren't too large. From the implementation technique of statistics series, observations may be divided into player observation and non-player non-commentary (Sugiyono, 2020).

1) Participant Observation

Researchers are immediately concerned with the daily activities of the respondents to be studied. Researchers participated in activities carried out by using respondents whilst observing them.

2) Non Participant Observation

In the researcher simplest observes the activities of the participants and does now not participate inside the sports of the individuals immediately.

In this study, the researcher used the technique of non-participant observation. On this commentary, the

researcher observes the students learning hobby within the elegance.

2. Interviews

Interview is used as a data series technique if the researcher desires to behavior a preliminary take a look at to discover issues that must be investigated, and additionally if the researcher desires to recognize things from respondents who are greater in-depth and the quantity of respondents is smaller.

In this take a look at, the researcher conducted a semi-dependent interview and do it face to face.

Interview are often completed in qualitative studies and arise when researchers ask one or greater members wellknown, open-ended questions and file their answers. This kind of interview additionally known as in depth interview, in which in technically is more flexible than the structures one. Researchers will acquire infromation for look at dreams the usage of face-to-face questions and replies between the

researcher and their interviewee, with or without the use of suggestions, the use of the interview method. This interview is normally conducted one-on-one to accumulate statistics records.

Similarly, the recording device is located on this research as a tool in order that no lacking data statistics available and at some stage in the interview. Recording tool additionally permits the researcher to repeat the end result of the interview with a view to gain an intact information facts. It is beneficial to reduce the bias that often happens due to the constraints of the researchers.

The recording tool is located with the interviewees' permissions.

3. Documentation

Documentation is the method used to acquire facts in all methods to verify studies facts. On this, have a look at, we can get documentation facts from the facts we get from the list of observations, interviews, and pics. The records along with photographs that we get are student

sports in studying English. Documentation records is a technique used to assist valid information from the number one tool. What this device method is that researchers report to college students approximately problem in gaining knowledge of English in rural school(Sugiyono, 2020).

C. Instrument of the Research

On this research the researcher used observation checklist and an interview to acquire the data. Researcher also makes use of documentation as secondary records.

a. Observation Checklist

To accumulate the data, researcher used the observation checklist, giving checklist symbol at the statement sheet is the method of the observation of this studies.

Table 3.1 Observation Checklist

Aspect	Indicators	Yes/No	Description
Infrastructure	1. The school has few learning facilities		
	2. facilities in		

	schools support the learning process		
	3. the school has learning facilities outside the classroom		
	4. Each class has complete facilities		
Learning sources	1. the school has complete learning resources		
	2. the school gives a book to every student		
	3. The school has supporting media in English lessons		
language barrier	1. the teacher has obstacles in the use of language when explaining the material		
	2. students understand what the teacher says well		
	3. students communicate using Indonesian when in class		
	4. the teacher explains using the local language		
Inadequacy of teacher	1. the school has adequate teachers		
	2. teachers in schools receive training		

	3. teachers in schools have appropriate teaching strategies for students		
	4. The school has experienced teachers		
Students' competence	1. students have knowledge of English		
	2. students learn English maximally		
	3. students have good grades		
Students' mindset	1. students are serious in learning		
	2. students have high curiosity		
	3. students are not afraid to express their opinions when studying		
	4. students find English a difficult subject		
	5. students have interest in learning English		

b. Interview

The second tool is with the intention to achieve information, the researcher should conduct interviews as the tool. Interview are activities executed to acquire records acquired from data sources which can be carried

out face-to-face through undertaking interviews and query and answers. In-intensity interviews are interviews performed to provide researchers with extra information about how members can interpret situations or phenomena than they get through observation on my own.

In this observe, researchers used in-depth interviews because researchers wanted to get facts to get clear statistics, so researchers used interviews as an device. Interview is a data series technique to attain information from facts assets face-to-face thru verbal exchange or question and answer containing questions that consist of information wanted by way of researcher about problems confronted through college students.

The questions inside the intensive interview desires to look at deeply for EFL student troubles in a rural secondary school.

Table 3.2 interview sheet for students

No	Question
1	Do you think the infrastructure in this school is adequate for learning language (especially English) ?
2	Do you think that the infrastructure at this school is very supportive during the learning process (such as audio/video media)?
3	Does this school have learning facilities outside the classroom (language lab, library)?
4	Does each class have sufficient facilities (whiteboards, tables/chairs, etc.)?
5	Do you think the learning resources provided by the school are sufficient to help you study (packaged books, dictionaries)?
6	When the teacher explains the material in class using English, do you understand?
7	When you don't understand if the teacher explains in English, will you ask the teacher to explain in

	Indonesian?
8	When the teacher asks you to speak English, can you speak English?
9	When teaching in class, did the teacher's strategies/methods really help you to understand the material (such as role play)?
10	Have you had basic in English before?
11	Are you excited to learn when you are studying (especially English)?
12	Did you get good grades when you were given assignments or exams?
13	When the teacher asks you to express your thoughts, do you have any fear/doubt?
14	Do you think English is a difficult subject? If yes, give reasons and if not, give reasons
15	Do you have an interest in learning English?

Table 3.3 interview sheet for teacher

No	Question
1	How is the process of learning English in class?
2	How the condition of the infrastructure in the school, is it complete to support the English learning process in the classroom?
3	Are learning resources in schools supported?
4	Are there language barriers in teaching?
5	Are there any difficulties during the teaching process?
6	How about the students' ability in learning English?
7	Do you always use media in learning English?
8	What methods do you usually use in learning?

D. Technique of Data Analysis

Miles & Huberman in (Satori & Komariah, 2018), states that the sports in qualitative data evaluation are

executed interactively and take place continuously to crowning glory. sports in facts analysis are:

1) Data Reduction

Reduction Data means summarizing, choosing, and selecting the principle factors, focusing on the essential things, looking for topics and styles. consequently the facts that has been decreased will offer a clearer image, and make it simpler for researchers to behavior further facts series, and search for it if wished. (Sugiyono, 2020). At this level, information evaluation begins with student remark inside the mastering method, to look the conditions and conditions confronted by using college students, then conducts interviews with college students to find out what statistics the students face in expertise analyzing texts, and ultimately, to get extra records , the researcher gives a questionnaire.

2) Data Display

After the data is reduced, the following step is to display the statistics. Miles and Huberman in (Satori & Komariah, 2018) said "the most frequent shape of display statistics for qualitative studies information within the beyond has been narrative text". The maximum often used to give information in qualitative studies is narrative textual content. with the aid of showing the records, it will make it less difficult to understand what is going on.

3) Conclusion Drawing/Verification

The initial conclusions put forward are nonetheless temporary, and could trade if no strong proof is discovered to assist the subsequent level of statistics series. however if the conclusions raised at an early stage are supported through valid and regular proof whilst the researcher returns to the sector to acquire facts, then the conclusions recommend are credible conclusions (Sugiyono, 2020).

E. Triangulation

In statistics series techniques, triangulation is defined as a statistics collection method that combines various statistics collection strategies and existing records assets. If the research collects records by using triangulation, the researcher surely collects statistics which at the identical time assessments the credibility of the information, namely checking the credibility of the information with diverse records series techniques and numerous statistics resources (Sugiyono, 2020).

F. Source and Kinds of Data

1. Source of Data

According to Lofland in (Moleong, 2019), the main records resources in qualitative research are phrases and actions, the rest are additional statistics such as files and others. resources of records could be taken from documents, interviews, field notes and consequences from observations.

2. Kinds of Data

In this research, the researcher uses primary data and secondary data:

a) Primary data

Sugiyono (in Azis, 2019), said that primary statistics is the records which could provide valuable information at once. In other phrases, the number one records is to provide prominent facts pertains to problems of the research. For primary statistics, the researcher uses the result of interview with the students.

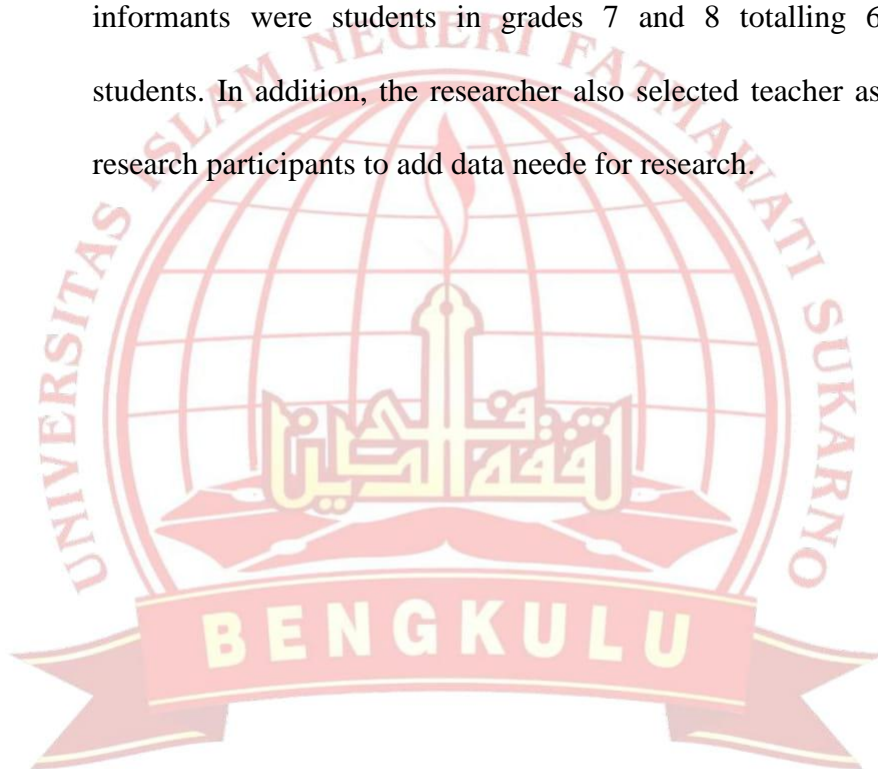
b) Secondary data

Secondary statistics is records acquired by means of researchers indirectly through intermediary media (obtained from different events). Secondary statistics may be in the form of relevant related studies.

G. Research Subject

In this case of study research, there are research topics, therefore the difficulty of this research is the whole item where there are numerous assets of informants who can

also supply facts on problems connected to the studies to be performed. So that in this study, the informants were students at MTs Mambaul Ulum, students who were used as informants were students in grades 7 and 8 totalling 6 students. In addition, the researcher also selected teacher as research participants to add data needed for research.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes in detail the findings of the research that was conducted. This chapter is divided into two sections, as the title suggests: findings and discussion. The information was gathered through observation and interviews. The researcher only looked into the problem of EFL students in rural secondary schools and the problem statements mentioned in Chapter I.

A. Findings

1. Students' problems in rural areas in learning

English

This phase affords the findings of the research hassle. The question concerns the troubles faced by way of students whilst studying English in rural regions.

Researchers performed observations and interviews to reap facts by way of creating a mark at the statement checklist. magnificence observations, interviews with teachers and documentation. The observation tick list includes six elements and in-intensity interview

questions, the researcher will gain thru the analysis below.

a) Infrastructure

The first hassle faced through students is the dearth of adequate infrastructure in schools. This causes college students' problems in studying English. underneath are the consequences of the observation tick list and interviews of researchers close to teachers and college students. The researcher asked how the condition of the infrastructure on the faculty changed into, whether or not it became whole to assist the method of gaining knowledge of English in the classroom.

The instructor stated that centers at this faculty are nonetheless very lacking. sure, the call is a private college inside the geographical region too, of direction the trouble for students gaining knowledge of English right here is the facilities. regarding the facilities here, you could only use

the Telkomsel networks, because the gap to get a sign is difficult. there is a library however there aren't sufficient books for all students (see appendix). besides that, the students who researched the interview additionally said the equal issue wherein the prevailing centers on the faculty did not aid it, but there's a library despite the fact that the books are not very entire. And if for the equipment in the class is enough (see appendix).

Observation Checklist

aspect	Indicators	Yes	No	Description
Infrastructure	1. The school has few learning facilities		√	School learning facilities are not very complete, such as a computer lab
	2. facilities in schools	√		Yes, the facilities at school are quite

	support the learning process			supportive for the teaching and learning process
	3. the school has learning facilities outside the classroom	√		The school has a library
	4. Each class has complete facilities	√		In the classroom facilities are sufficient, such as tables, chairs, blackboards

Facilities are an essential factor. All members, such as teachers and college students, agreed that the centers of their colleges did not facilitate the teaching and learning method of English. Language coaching requires the acquisition of

gadget, mainly for the ones English in rural areas wherein exposure to English is restrained. but, that is one of the maximum tough problems for college kids in rural areas. The hassle is that the centers, electricity, and technology are not ok. As a result, gaining knowledge of media cannot be used successfully. faculties regularly have insufficient facilities and sources in the community and surrounding environment. English language mastering cannot attain its desires if coaching devices are not supported.

b) Learning Sources

The next finding that becomes a problem for students in learning English in rural areas is the lack of learning resources for both students and teachers. This is also supported by teacher and student statements and observation checklists. Teachers at MTs Mambaul Ulum said that learning resources are also still lacking, textbooks

are only from school, or also LKS, also private books belonging to teachers if the material from the books prepared by the school is not complete. And when the researchers interviewed the students, they also stated that the school only gave textbooks to students only during class hours, and students did not have personal books that could be used at any time. This is also supported by the results of the observation checklist conducted by the researcher.

Observation checklist

Aspect	Indicators	Yes	No	Description
Learning sources	1. the school has complete learning resources		√	The books provided by the school are few and incomplete.
	2. the school gives a book to every student	√		Yes, but it can only be used at school

	3. The school has supporting media in English lessons	√	Yes, like speakers, infocus, dictionary
--	---	---	---

According to the above informants, the researchers concluded that their school's learning resources were insufficient to meet their demands. The informant teacher gave the opinion that sometimes to add to the lack of material, he looked for another book if the material in the school book was insufficient.

c) Language Barrier

The language barrier is a problem that is also experienced by students when learning English. Not only for students, but also for teachers when delivering material using English. The teacher said that sometimes I use Indonesian as the language

barrier, there are also teachers who can use Javanese because the average student here comes from the Javanese tribe. Because, if students use English, they do not understand or understand, another factor is because students are still very low in interest in learning not only English lessons, but also other subjects. And supported by student statements when researchers asked if they understood when the teacher explained the material using English, students said they still don't understand, sometimes the teacher explains using Indonesian so that we understand. The next question the researcher asks is when the teacher asks you to speak English, can you speak English. Students say, no, I can only use English if I introduce myself.

Observation checklist

aspect	Indicators	Yes	No	Description
language	1. the	√		Yes, because

barrier	teacher has obstacles in the use of language when explaining the material			most of students do not understand english yet.
	2. students understand what the teacher says well		√	Yes, the teacher uses Indonesia language when explaining
	3. students communicate using Indonesian when in class		√	Yes, students use Indonesia language in class
	4. the		√	Yes, sometimes

	teacher explains using the local language			using Javanese
--	---	--	--	----------------

Due to the lack of students' know-how of the English language, it's miles hard for them to recognize what the trainer is pronouncing. In accordance with the statement from the teacher and students that sometimes teachers and students use Indonesian and not infrequently they also use Javanese because the majority of students are Javanese. This makes it easier for students to understand what the teacher is saying in class.

d) Inadequacy of Teacher

Inadequacy of instructors additionally makes one instructor educate a couple of elegance, and in many instances, such instances have an impact on

less maximal training given because of the incompatibility of the topics and the lecturers. Were there any difficulties during the learning process the teacher stated, yes of course there is. Like the number of English teachers who are lacking, there is only one English teacher in school, while there are 7 classes that must be taught, it becomes difficult too.

Observation checklist

aspect	Indicators	Yes	No	Description
Inadequacy of teacher	1. the school has adequate teachers		√	There is only one English teacher at school
	2. teachers in schools receive training	√		Teachers take part in MGMP training held by the Ministry of Religion, and teacher training seminars

	3. teachers in schools have appropriate teaching strategies for students	√	Yes, teachers use TPR and Contextual Language strategies
	4. The school has experienced teachers	√	Yes, the English teacher has been teaching for 19 years

Based on the statement above, the shortage of English teachers is also a problem because the classes that must be taught are 7 classes plus very few hours of teaching, only 1 hour of subjects. Based on the data from the observation checklist above, it shows that the teacher has a strategy that is able to assist the teacher in conveying material

using TPR, the teacher feels that using this strategy students understand more easily.

2. Factor that causes the problem of students learning

English in rural schools

Based on the opinion of the teachers who were interviewed by the researchers, the teacher said that in addition to the problems faced by students that have been described above, there are several factors that are also problems for students in learning English in rural schools, namely :

a. Time limits

The first factor is the problem of time constraints. The teacher stated that their teaching time was very constrained. The teacher said that very few teaching hours, only 1 hour of subjects per week.

In step with the interviewer, the time given was no longer sufficient to apply the coaching standards within the classroom and display

their personal professional progress. The time allocated to train English in each meeting is most effective one hour of difficulty.

b. Student's competence

English language learning at rural schools is a brand new factor because of the absence of english topics on the primary school stage. This makes english as something new for students inside the rural college. The teacher sees that then as I said before the student's interest in learning is still low. And, because when in elementary school students never learn English, so students' knowledge of English is still very lacking which is influenced by parental guidance, then the educational background of parents. The teacher also added that the student's interest in learning is still low. It is because when in elementary school students never learn

English, so students' knowledge of English is still very lacking. And when the researcher also got data from students that the students had never studied English before.

Observation checklist

aspect	Indicators	Yes	No	Description
Students' competence	1. students have knowledge of English		√	Students do not have knowledge of English
	2. students learn English maximally		√	Students are not optimal when learning English, many students are just silent when asked
	3. students have good grades		√	The average student score is still below standard

Based on the results of these interviews, it can be concluded that the ability of students in English subjects is also a problem. Because, when students are in elementary school there are no English subjects which causes limited vocabulary and their understanding of English subjects is very lacking. So when they learn English they have difficulty because they don't have the basics at all.

c. Students' Mindset

The last problem comes from the students themselves where students feel less interested in learning English. This is in line with the statement from the teacher and the students themselves which stated that, when learning English students do not get too excited. And then when the teacher asks students to express their thoughts, there is fear and doubt, because the students do not understand English. And

when the researcher asked whether English lessons were difficult subjects, the students answered that English lessons were quite difficult, because they had just learned English at MTs, when they were in elementary school they never learned English and they were not really interested in learning English because they felt English. is difficult. The teacher added that it was also influenced by parental guidance, then the educational background of parents.

Observation checklist

aspect	Indicators	Yes	No	Description
Students' mindset	1. students are serious in learning		√	Students are not serious when studying
	2. students have high curiosity		√	Students are not too curious because

				students have a low interest in English
	3. students are not afraid to express their opinions when studying	√		Students are afraid/doubtful when expressing their thoughts
	4. students find English a difficult subject	√		Students consider English a difficult subject
	5. students have an interest in learning English		√	Students do not have an interest in learning English

The lack of interest from college students to analyze English is due to the fact they've the attitude that English is a tedious and tough problem. The issues students face including loss of college students' information of English.

B. Discussion

This section presents a discussion of research results. The purpose of this study is to find out what are the student's problems in learning in a rural secondary school. This research was conducted at Madrasah Tsanawiyah Pondok Kubang Bengkulu for the 2022/2023 academic year with teachers and students in grades VII, supported by observation and interviews. The researcher tries to discuss in depth the findings of this study with related theories and previous research regarding the results of research on students' problems in learning English. The following is a discussion of this research.

The first problem is about infrastructure and learning resources, based on the results of checklist observations and interviews with teachers and students, they argue that the lack of infrastructure and learning resources is a problem when learning English. Learning facilities greatly affect students' ability to learn, this shows that the role of facilities and infrastructure is very important in supporting the quality of student learning. For example, a school is located in a city that has adequate facilities.

For that reason, the researcher concludes that the dearth of infrastructure and learning resources is a problem for college students in rural faculties. a few college students in rural colleges lack motivation to research English, consequently schools want extra facilities and infrastructure to enhance student success in gaining knowledge of English.

Third, the language barrier is also one of the problems faced by using college students in rural faculties. many of the college students have issue understanding while the trainer explains the fabric using English. And often college students

ask the instructor to provide an explanation for using Indonesian. The hassle with college students' lack of English language talent is most distinguished amongst rural college students. that is because of the inadequate exposure to the language itself in addition to inadequate exercise of English language. The secondary faculty students in rural areas miss out on the want to apply English of their lives. consequently, both their motivation to analyze the English language and their proficiency inside the language decrease.

The fourth problem is the inadequacy of teachers, based on the results of interviews with teachers, it is stated that there is only one teacher who teaches English at MTs Mambaul Ulum. This problem causes difficulties for teachers because they have to be extra in teaching in each class. Thus, the availability of these teachers is a problem in rural schools.

In addition to the above problems, there are several factors that cause student problems in rural schools when learning English. The first fact is the problem of time

constraints, the time taught is only 1 hour of subjects per week. Where the teacher feels that time is not enough to maximize the delivery of the material completely.

The second one factor is ready students competence, the teacher responded that the competence of students in this rural faculty is still very low due to low student hobby in learning, loss of mastery of English and college students additionally sense that studying English is a difficult problem. because students do now not have studied English topics in simple faculties, this is what makes them college students with low competence at the SMP/MTs degree. The competence of students on this rural faculty changed into nonetheless very low due to the fact they had been in shock and lacked understanding of English. The curriculum which removes English subjects in primary schools is what makes them college students with low competence at the SMP/MTs stage. Their learning resources are also limited, the call is also a school in the rural regions. All the lecturers interviewed additionally said that the element of students

having low competence turned into the dearth of vocabulary that students knew. Indonesian language by myself is tough to use in colleges, specially English which they keep in mind overseas because they conduct frequently use their local language.

The remaining factor is the student attitude, primarily based at the outcomes of interviews with teachers and college students explaining that students suppose English is a tough difficulty, even the instructor responded that the majority students aren't inquisitive about English subjects. And for scholar rankings, the common score isn't always properly.

Learning English at a rural school is more difficult than in an urban college. learning English in a rural school gives several issues. The troubles encountered are connected to the situation of English learning, the infrastructure in number one schools, a loss of student motivation, the ability of students who are nevertheless extremely deficient in English, and the socioeconomic fame of students. Then, one

of the most ordinary troubles in rural faculties is a loss of student interest in English guides, a loss of parental aid for student studying boom, and a loss of centers that help the coaching and gaining knowledge of manner. these are modern-day issues inside the realm of schooling.

The English language creation curriculum in essential colleges is incompatible. in step with the description of the existing exercise of coaching English at MTs Mambaul Ulum, one of the problems faced via rural faculty instructors is the location of English as a new subject matter that scholars observe on the SMP/MTs level. this is followed through the habit of college students who retain to apply neighborhood languages, so that coaching English in MTs calls for a instructor's character, which influences students' motivation.

Moreover, the available facilities also are very confined, so additional assets are required to complete the textbooks supplied by using the government. furthermore, there are rather few instructors in rural colleges for schooling

inside the learning manner, which includes the maximum recent curriculum education, this means that teachers ought to also achieve training to satisfy getting to know targets with the right curriculum. instructor schooling is essential due to the fact it's miles one approach of developing teacher competency inside the classroom.

Various teaching strategies, consistent with Hoque (2019), would possibly result in unique student knowledge and gaining knowledge of effects. inside the in the meantime, certified instructors are people who can set up gaining knowledge of activities. Lesson plans need to encompass gaining knowledge of activities in addition to studying objectives because the anticipated goals of the teaching and mastering procedure. A student assessment system need to be conducted to determine if scholars have achieved their mastering goals. The lesson plan covers the total series. A ready teacher ought to have a lesson plan that scholars can also use as a manual whilst they study. but, in exercise, RPP has never labored as properly because it need to. The RPP by

no means corresponds to the realities of mastering in united states faculties. As a result, the state of affairs is troublesome due to the fact that instructors are privy to their academic time constraints but lack the essential approach and aid. because colleges do now not provide extra gear to overcome those limits, awaiting these regulations is necessary in addition to using textbooks.

Any other effect is students' socioeconomic scenario. in step with interviews, parents who prioritize English are more likely to come from rich homes and to are living in towns. parents do not accompany their youngsters to school and do no longer have complete manage over them. In rural areas, dad and mom do now not provide students extra gaining knowledge of incentives to beautify their talents, particularly those connected to mastering English. For parents, running out of doors of the firm is extra critical. that is connected with rural economic occasions, which might be generally associated with the decrease center-magnificence financial system. as a consequence, although paying interest,

mother and father do now not reveal their baby's development within the college getting to know technique. which means that dad and mom in rural areas do not understand the fee of English and depend on the school machine to educate their children. This has a superb impact at the motivation and enthusiasm of students in studying English. moreover, mother and father have less money to spend on English gaining knowledge of assistance programs.

Similarly to the various factors that affect English language acquisition in rural places, many English teachers are attempting to beautify the getting to know process via manner of implementing strategies within the techniques employed. teachers in rural regions rent a spread of training methods to teach English, such as PBL (problem primarily based totally gaining knowledge of), track technique (making a song), role-playing approach, sport technique (gaming), and direct practice inside the nearby environment to examine English.

While student study English in a rural college placing, mastering English will become increasingly tough. it's far intimately tied to a loss of sources in addition to the learning environment. Rural faculties do now not offer as many possibilities to analyze English as urban colleges do. there's truly little information available about English. That's why, students do not understand English nicely of their daily lives, which ends up in a loss of enthusiasm for gaining knowledge of English. Even after years of look at, maximum college students do not know, avoid, or reply effectively to a way to address the process of studying a overseas language; only a few college students have hired a chain of techniques, succeeded, and so mastered the language. that is a place that is on occasion left out in our language classes.

Several studies have found that various factors are associated with influencing student learning. The results of research conducted by Haryatni on students at SMP N 5 Jambi City in (Haryatni, 2017). It shows that 53.88% of students have learning difficulties because they are

influenced by school environmental factors (school teachers, curriculum, and school conditions or facilities and infrastructure). There are 40.43% of students have difficulty because it is influenced by social environmental factors (friends hanging out, mass media and activities / busyness in society).

The effects of research from (Saiful, 2018), the effects of his studies observed by means of statistics display that usual scholar getting to know problems due to very restrained learning centers and assets are the factors that maximum influence the practice of coaching English.

The learning technique in colleges is not easy to use, in carrying out getting to know activities it isn't usually a success, there are often matters that bring about failure or mastering difficulties skilled by using students. learning problems occur because students are unable to hyperlink new expertise with vintage information, causing misunderstanding or ambiguity approximately a lesson. This is due to the lack of teaching materials or books so that

students are very dependent on the teacher. The problem of learning resources and very limited facilities is also a major problem

This is certainly a pretty tough thing for students. Given that the problem is not the only problem. One of the main issues is inadequate vocabulary knowledge of students (Ismail, 2018). students cannot get the message of the text and they will fail to answer questions related to the text. In fact, many students have difficulty in understanding English reading text. Get general information, specific information, vocabulary, grammatical, and main idea paragraphs from a reading text. Also the lack of enthusiasm from students which will affect students in learning, especially reading because of the lack of interest from students.

In faculties, college students are required for you to concentrate, speak, read, and write in English. someone who learns the ones 4 English skills might be able to talk in English both actively and passively. English is discovered nearly in all faculties in Indonesia, along with rural areas.

before everything glance, rural faculties play a essential component in countrywide schooling. at the start look, the boundaries in rural regions look like connected to the educator, learner and the centers. The issues with the infrastructure include the time trouble and the centers. The economy is developing fast in some rural regions, while it's far nevertheless in bad form in others. it's far because of a lack of infrastructure in rural areas, along with homes, systems, and laptop device.

Based totally on this, learning English in rural schools is more hard than in urban schools. learning English in rural schools faces numerous troubles. The issues confronted are related to the circumstance of infrastructure, gaining knowledge of sources, language barriers and inadequacy of instructors. And there's additionally a time restriction component, student competence and student attitude.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains research conclusions and suggestions. The conclusion highlights the discussion's results based on the research question. As a result, this outlines the problems faced by students while learning English as a foreign language in rural locations.

A. Conclusion

The problems of learning English in the rural Madrasah Tsanawiyah Mambaul Ulum located in Central Bengkulu described in this study are the lack of infrastructure, learning sources, language barriers, inadequacy of teachers. And several factors that also cause problems for students learning English, namely, time limit, student competence and student mindset have all been proven to cause problems for students.

From these problems and factors, it is able to be concluded that education in rural faculties remains a ways from ok as colleges nonetheless face many boundaries within

the learning procedure. except, rural schools nonetheless have a long way to go for you to meet expectancies of countryside schooling because they're nevertheless looking to clear up troubles. And the issues faced by way of college students in rural colleges, especially in MTs Mambaul have an impact on the lack of maximum gaining knowledge of achievement and lack of student interest in gaining knowledge of.

B. Suggestions

In connection with the research results which show that there are students' problems in learning English at MTS Mambaul Ulum, there are several things that the researcher can suggest, especially to Schools, teachers, students, and future researchers.

1. Suggestion for government

The government is expected to optimize its role in overcoming the problems faced by schools in rural areas.

2. Suggestions for students

By realizing the problems they have, students can find ways to deal with them. They can ask for feedback from their teachers and friends about their learning performances. Feedback is important to help students analyze their own performance. Students should be more serious in learning English even though their schools are in rural areas and also often do assignments given by the teacher so that they can deepen the material presented.

3. Suggestions for schools

Researchers hope the school to pay attention to the availability of teaching aids and other learning support facilities in learning. School principals should also often carry out direct supervision of learning English. This is intended to increase teacher motivation in teaching and spur students to achieve more. Equally important is the role of the principal in creating discipline, and the

responsibilities of teachers for their respective duties and responsibilities, especially responsibilities in educating students.

4. Suggestions for future researchers

The researcher realized that, the research's result is still far from perfect. Other studies are expected to look into other components of students' problems in learning english in rural areas. Hopefully, the findings of this study will serve as a resort for researchers doing follow-up studies on the examination of students' problems in learning as a foreign language in rural areas. Furthermore, it can provide additional sources for future researchers to obtain better and more reliable results.

REFERENCES

- A'ing, A. (2015). Studi Tentang Pembangunan Bidang Pendidikan di Daerah Perbatasan Kecamatan Kayan Hulu Kabupaten Malinau. *Pemerintahan Integratif*, 3(4), 545–559.
<http://jurnal.stitnualhikmah.ac.id/index.php/modeling/article/view/33>
- Al-Jarrah, H., & Ismail, N. S. B. (2018). Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institutions. *International Journal of English Linguistics*, 8(7), 32. <https://doi.org/10.5539/ijel.v8n7p32>
- Amir, M. (2018). Language Learning Strategies Used By Junior High School Efl Learners. *LLT Journal: A Journal on Language and Language Teaching*, 21(1), 94–103. <https://doi.org/10.24071/llt.v21i1.924>
- C Wulandari, MW Surtikanti, Agung, A. S. S. N. (2020). a Case Study of Internal and External Factors on the Difficulties in Learning English. *JOEEL: Journal of English Education and Literature*, 1(2), 43–48. <https://journal.stkipmanetalino.ac.id/index.php/bahasa-inggris/article/view/81>
- Cahyono, H. (2019). Faktor-Faktor Kesulitan Belajar Siswa Min Janti. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 7(1), 1. <https://doi.org/10.24269/dpp.v7i1.1636>
- Febriana, M., Nurkamto, J., Rochsantiningsih, D., & Muhtia, A. (2018). Teaching in Rural Indonesian Schools: Teachers' Challenges. *International Journal of Language Teaching and Education*, 2(2), 87–96. <https://doi.org/10.22437/ijolte.v2i2.5002>
- Harlina, H., & Nur Yusuf, F. (2020). Tantangan Belajar Bahasa Inggris di Sekolah Pedesaan Challenges of Learning English in Rural School. *Jurnal Penelitian Pendidikan*, 20, 325–334.

- Haryati, A. P. (2017). Identifikasi Faktor-Faktor Penyebab Kesulitan Belajar pada Siswa SMP Negeri 5 Kota Jambi. *Skripsi*.
- Khulel, B., & Wibowo, H. (2021). Teaching English for Young Learners in Rustic Area: Teachers' Challenges. / *Lingua* /, 17(2), 115–130. <https://doi.org/10.34005/lingua.v>
- Mayya, S. S., Rao, A. K., & Ramnarayan, K. (2004). Learning Approaches, Learning Difficulties and Academic Performance of Undergraduate Students of Physiotherapy. The Internet Journal of Allied Health Sciences and Practice. In *Sciences* (Vol. 2, Issue 4). <http://>
- Mishigjav, B., & Meyanathan, S. D. (2020). *Quality of Education in Rural Schools to Improve*. 19, 10–12.
- Moleong, L. J. (2019). *Metodologi Penelitian Kualitatif*. PT. Remaja Rosdakarya.
- Nurfitriya, A., & Rahmawati, E. (2021). The Analysis of Students' Difficulties in Speaking English of Eight Grade. *Proceeding AISELT (Annual International Seminar on English Language Teaching)*, 67–80.
- Poedjiastutie, D., Mayaputri, V., & Arifani, Y. (2021). Socio-Cultural Challenges of English Teaching in Remote Areas of Indonesia. *Teflin Journal*, 32(1), 97–116. <https://doi.org/10.15639/teflinjournal.v32i1/97-116>
- Rohman, M. (2016). Problematika Guru Dan Dosen Dalam Sistem Pendidikan Di Indonesia. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 14(1), 51. <https://doi.org/10.21154/cendekia.v14i1.547>
- Rosamond Mitchel, Florence Myles, & E. M. (2013). *Second Language Learning Theories (PDFDrive.com).pdf*.
- Saiful, J. A., & Triyono, S. (2018). EFL Teachers' Reflection in Teaching English to EFL Students of Rural Areas.

International Journal of Language Education, 2(2), 1–13.
<https://doi.org/10.26858/ijole.v2i2.5637>

Sari, I. (2019). Kesulitan Mahasiswa dalam Pembelajaran Bahasa Inggris. *Jurnal Manajemen Tools*, 11(1), 81–98.

Satori, D., & Komariah, A. (2018). *Metodologi Penelitian Kualitatif*. Alfabeta.

Siswandi. (2018). Proses Pembelajaran Bahasa Inggris Di Smp Negeri Pekanbaru Provinsi Riau. *Jurnal Ilmu Pendidikan Sosial, Sains Dan Humaniora*, 4(1), 395–412.

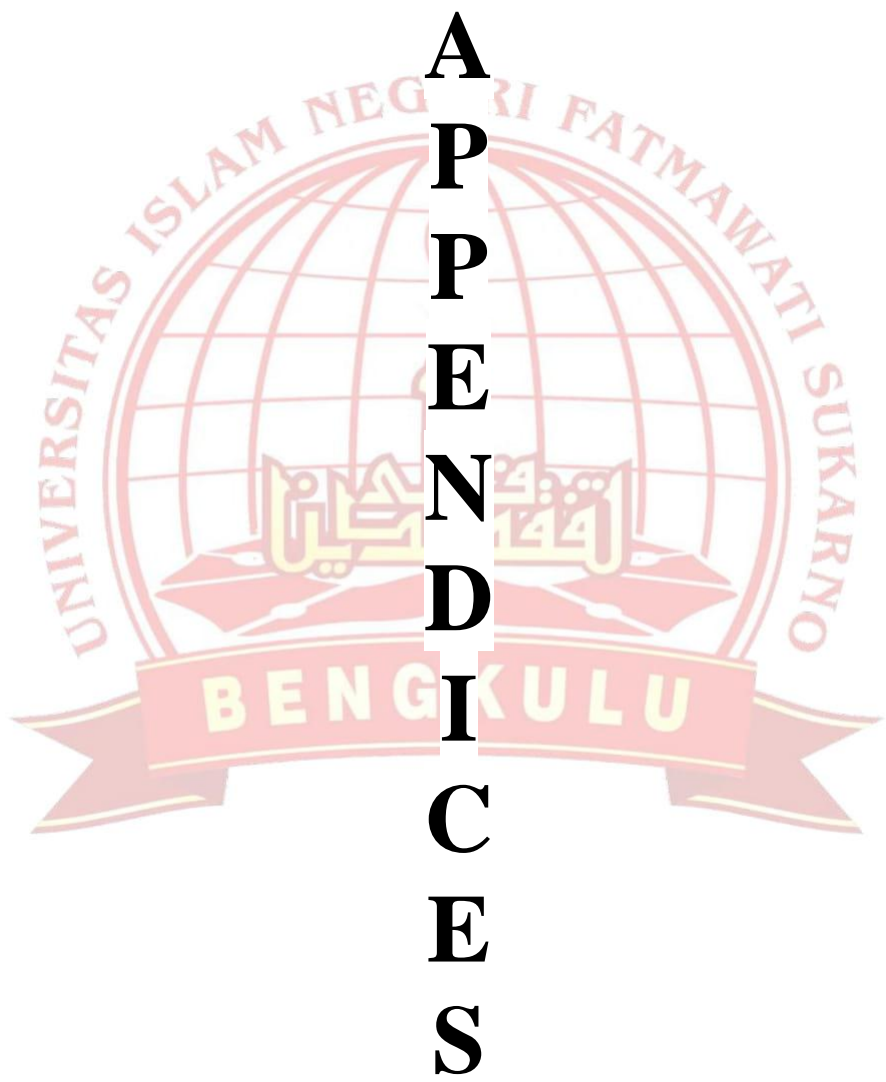
Sugiyono. (2020). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.

Sumida, S., & Kawata, K. (2021). An Analysis of The Learning Performance Gap Between Urban and Rural Areas in Sub-Saharan Africa. *South African Journal of Education*, 41(2), 1–17. <https://doi.org/10.15700/saje.v41n2a1779>

Suryanto, & Sari, Z. E. (2021). *Difficulties and Strategies in Learning English: An Analysis of Students From English and Non-English Education Department in Indonesia*. 518(ICoSIHESS 2020), 313–331. <https://doi.org/10.2991/assehr.k.210120.140>

Tseng, Y.-H. (2021). Exploring Motivation In EFL Learning: A Case Study Of Elementary Students in A Rural Area. *Taiwan Journal of TESOL*, Vol. 18.2,(1). <https://doi.org/10.30397/TJTESOL.202110>

Zulkefly, F., & Razali, A. B. (2019). Malaysian Rural Secondary School Students' Attitudes Towards Learning English As A Second Language. *International Journal of Instruction*, 12(1), 1141–1156. <https://doi.org/10.29333/iji.2019.12173a>



Appendix I

Research Grid

NO	Indicator	Indicator Description	Source
1	Infrastructure	<ol style="list-style-type: none"> 1. Condition of infrastructure in schools 2. Complete school facilities 3. Complete facilities for each class 	Interview, Observation and Documentati on
2	Learning Sources	<ol style="list-style-type: none"> 1. Complete learning resources for schools 2. Availability of student learning resources 3. Support media 	Interview and Observation
3	Language Barrier	<ol style="list-style-type: none"> 1. The use of the teacher's language in the learning process 2. Students' understanding of the material (English) 3. The use of students' language in the learning process 	Interview and Observation
4	Inadequacy of Teacher	<ol style="list-style-type: none"> 1. Number of teachers in school 2. The use of teacher teaching strategies 3. Teacher experience 	Interview and Observation
5	Students' Competence	<ol style="list-style-type: none"> 1. Student ability 2. Student score 3. Student learning spirit 	Interview and Documentati on
6	Students' Mindset	<ol style="list-style-type: none"> 1. Seriousness of students in learning 	Interview and Documentati

		2. Courage of students to express opinions 3. Student interest in learning 4. Student opinion about English lessons	on
--	--	---	----

Appendix II

Observation Checklist

Aspect	Indicators	Yes	No	Description
Infrastructure	1. The school has few learning facilities		√	School learning facilities are not very complete, such as a computer lab
	2. facilities in schools support the learning process	√		Yes, the facilities at school are quite supportive for the teaching and learning process
	3. the school has	√		The school has a library

	learning facilities outside the classroom			
	4. Each class has complete facilities	√		In the classroom facilities are sufficient, such as tables, chairs, blackboards
Learning sources	1. the school has complete learning resources		√	The books provided by the school are few and incomplete.
	2. the school gives a book to every student		√	Yes, but it can only be used at school
	3. The school has supporting media in English lessons		√	Iya, seperti speaker, infocus, kamus

language barrier	1. the teacher has obstacles in the use of language when explaining the material	√		Yes, because most of students do not understand english yet.
	2. students understand what the teacher says well		√	No, the teacher uses Indonesia language when explaining
	3. students communicate using Indonesian when in class	√		Yes, students use Indonesian in class
	4. the teacher explains using the local language	√		Yes, sometimes using Javanese

Inadequacy of teacher	1. the school has adequate teachers		√	There is only one English teacher at school
	2. teachers in schools receive training	√		Teachers take part in MGMP training held by the Ministry of Religion, and teacher training seminars
	3. teachers in schools have appropriate teaching strategies for students	√		Yes, teachers use TPR and Contextual Language strategies
	4. The school has experienced teachers	√		Yes, the English teacher has been teaching for 19 years
Students' competence	1. students have knowledge of English		√	Students do not have knowledge of English
	2. students		√	Students are not

	learn English maximally			optimal when learning English, many students are just silent when asked
	3. students have good grades		√	The average student score is still below standard
Students' mindset	1. students are serious in learning		√	Students are not serious when studying
	2. students have high curiosity		√	Students are not too curious because students have a low interest in English
	3. students are not afraid to express their opinions when studying		√	Students are afraid/doubtful when expressing their thoughts
	4. students find English a difficult	√		Students consider English a difficult subject

	subject			
	5. students have interest in learning English		√	Students do not have an interest in English lessons

Appendix III

Interview Transcript 1

Subject : Student 1 (S1)

Student's name : Sendy Dwi Anugrah

Class : VII

Date : November 2nd 2022

R : Do you think the infrastructure in this school is adequate for learning language (especially English) ?

S1 : Belum

R : Do you think that the infrastructure at this school is very supportive during the learning process (such as audio/video media)?

S1 : belum, tetapi terkadang guru membawa gambar ke kelas ketika ingin menjelaskan sesuatu

R : Does this school have learning facilities outside the classroom (language lab, library)?

S1 : iya ada perpustakaan

R : Does each class have sufficient facilities (whiteboards, tables/chairs, etc.)?

S1 : iya sudah lengkap

R : Do you think the learning resources provided by the school are sufficient to help you study (packaged books, dictionaries)?

S1 : iya di sekolah ada buku dan kamu tetapi masih kurang

R : When the teacher explains the material in class using English, do you understand?

S1 : tidak mengerti

R : When you don't understand if the teacher explains in English, will you ask the teacher to explain in Indonesian?

S1 : iya, terkadang karena saya tidak begitu mengerti jika guru menjelaskan dengan bahasa inggris

R : When the teacher asks you to speak English, can you speak English?

S1 : tidak, saya tidak bisa

R : When teaching in class, did the teacher's strategies/methods really help you to understand the material?

S1 : iya, terkadang guru mempraktekkan sesuatu sambil menjelaskan

R : Have you had basic in English before?

S1 : tidak

R : Are you excited to learn when you are studying (especially English)?

S1 : tidak terlalu

R : Did you get good grades when you were given assignments or exams?

S1 : nilai bahasa inggris saya lumayan bagus

R : When the teacher asks you to express your thoughts, do you have any fear/doubt?

S1 : iya, karena saya tidak tau mau mengatakn apa jika dalam bahasa inggris

R : Do you think English is a difficult subject? If yes, give reasons and if not, give reasons

S1 : menurut saya iya pelajaran bahasa inggris cukup sulit

R : Do you have an interest in learning English?

S1 : kurang

Interview Transcript 2

Subject : Student 2 (S2)

Student's name : Fita Julianti

Class : VII

Date : November 2nd 2022

R : Do you think the infrastructure in this school is adequate for learning language (especially English) ?

S2 : belum terlalu mendukung

R : Do you think that the infrastructure at this school is very supportive during the learning process (such as audio/video media)?

S2 : jarang menggunakan itu, hanya menjelaskan saja

R : Does this school have learning facilities outside the classroom (language lab, library)?

S2 : iya di sini ada perpustakaan

R : Does each class have sufficient facilities (whiteboards, tables/chairs, etc.)?

S2 : iya kalau di kelas sudah lengkap

R : Do you think the learning resources provided by the school are sufficient to help you study (packaged books, dictionaries)?

S2 : iya kami diberi buku dari sekolah, tapi tidak punya buku pribadi

R : When the teacher explains the material in class using English, do you understand?

S2 : masih belum mengerti, terkadang guru menjelaskan memakai bahasa indonesia

R : When you don't understand if the teacher explains in English, will you ask the teacher to explain in Indonesian?

S2 : iya, karena saya tidak begitu mengerti jika guru menjelaskan dengan bahasa inggris

R : When the teacher asks you to speak English, can you speak English?

S2 : tidak bisa, saya hanya bisa menggunakan bahasa inggris jika perkenalan diri saja

R : When teaching in class, did the teacher's strategies/methods really help you to understand the material?

S2 : iya, menjelaskan dan menyampaikan materi sambil meperagakannya

R : Have you had basic in English before?

S2 : tidak, karena waktu di sekolah dasar saya belum pernah belajar bahasa inggris

R : Are you excited to learn when you are studying (especially English)?

S2 : iya saya semangat, walaupun terkadang ada bosannya

R : Did you get good grades when you were given assignments or exams?

S2 : iya, nilai bahasa inggris saya lumayan bagus

R : When the teacher asks you to express your thoughts, do you have any fear/doubt?

S2 : iya, saya sering gerogi/cemas ketika guru bertanya kepada saya

R : Do you think English is a difficult subject? If yes, give reasons and if not, give reasons

S2 : iya pelajaran bahasa inggris cukup sulit

R : Do you have an interest in learning English?

S2 : saya sedikit tertarik ketika belajar bahasa inggris

Interview Transcript 3

Subject : Student 3 (S3)

Student's name : Dinda Rizki

Class : VII

Date : November 2nd 2022

R : Do you think the infrastructure in this school is adequate for learning language (especially English) ?

S1 : Belum terlalu mendukung

R : Do you think that the infrastructure at this school is very supportive during the learning process (such as audio/video media)?

S1 : iya sudah cukup mendukung, tapi jarang digunakan karena hanya sedikit alatnya

R : Does this school have learning facilities outside the classroom (language lab, library)?

S1 : iya ada perpustakaan

R : Does each class have sufficient facilities (whiteboards, tables/chairs, etc.)?

S1 : iya sudah lengkap

R : Do you think the learning resources provided by the school are sufficient to help you study (packaged books, dictionaries)?

S1 : iya ada buku paket dari sekolah

R : When the teacher explains the material in class using English, do you understand?

S1 : saya tidak mengerti

R : When you don't understand if the teacher explains in English, will you ask the teacher to explain in Indonesian?

S1 : tidak karena saya ragu

R : When the teacher asks you to speak English, can you speak English?

S1 : tidak, tetapi jika disuruh perkenalan saya bisa, kalau yang lain belum bisa

R : When teaching in class, did the teacher's strategies/methods really help you to understand the material?

S1 : tidak, guru hanya menjelaskan

R : Have you had basic in English before?

S1 : tidak, saya sebelumnya belum pernah belajar bahasa inggris

R : Are you excited to learn when you are studying (especially English)?

S1 : tidak terlalu semangat, karena saya tidak terlalu tau bahasa inggris

R : Did you get good grades when you were given assignments or exams?

S1 : tidak, nilai saya tidak terlalu bagus

R : When the teacher asks you to express your thoughts, do you have any fear/doubt?

S1 : iya, karena saya tidak terlalu paham bahasa inggris

R : Do you think English is a difficult subject? If yes, give reasons and if not, give reasons

S1 : menurut saya iya pelajaran bahasa inggris cukup sulit

R : Do you have an interest in learning English?

S1 : tidak terlalu tertarik

Interview Transcript 4

Subject : Student 4 (S4)

Student's name : Lingga Nugraha Saki William

Class : VII

Date : November 2nd 2022

R : Do you think the infrastructure in this school is adequate for learning language (especially English) ?

S4 : belum terlalu mendukung

R : Do you think that the infrastructure at this school is very supportive during the learning process (such as audio/video media)?

S4 : iya, terkadang guru membawa gambar ke kelas ketika ingin menjelaskan sesuatu

R : Does this school have learning facilities outside the classroom (language lab, library)?

S4 : iya ada perpustakaan, tapi bukunya belum lengkap

R : Does each class have sufficient facilities (whiteboards, tables/chairs, etc.)?

S4 : iya sudah lengkap kalau di kelas

R : Do you think the learning resources provided by the school are sufficient to help you study (packaged books, dictionaries)?

S4 : iya di sekolah ada buku dan kamu tetapi masih kurang

R : When the teacher explains the material in class using English, do you understand?

S4 : saya tidak mengerti

R : When you don't understand if the teacher explains in English, will you ask the teacher to explain in Indonesian?

S4 : tidak, karena saya merasa sulit memahami materi bahasa inggris

R : When the teacher asks you to speak English, can you speak English?

S4 : tidak, saya tidak bisa

R : When teaching in class, did the teacher's strategies/methods really help you to understand the material?

S4 : iya, terkadang guru mempraktekkan sesuatu sambil menjelaskan

R : Have you had basic in English before?

S4 : tidak, sebelumnya saya tidak pernah belajar bahasa inggris

R : Are you excited to learn when you are studying (especially English)?

S4 : tidak terlalu bersemangat

R : Did you get good grades when you were given assignments or exams?

S4 : nilai bahasa inggris saya tidak terlalu bagus

R : When the teacher asks you to express your thoughts, do you have any fear/doubt?

S4 : iya, karena saya tidak mengerti bahasa inggris

R : Do you think English is a difficult subject? If yes, give reasons and if not, give reasons

S4 : menurut saya iya pelajaran bahasa inggris cukup sulit

R : Do you have an interest in learning English?

S4 : kurang

Interview Transcript 5

Subject : Student 5 (S5)

Student's name : Kiki Saputra Andika

Class : VII

Date : November 2nd 2022

R : Do you think the infrastructure in this school is adequate for learning language (especially English) ?

S5 : belum terlalu mendukung

R : Do you think that the infrastructure at this school is very supportive during the learning process (such as audio/video media)?

S5 : iya, terkadang guru membawa gambar ke kelas ketika ingin menjelaskan sesuatu, tetapi lebih sering menjelaskan saja

R : Does this school have learning facilities outside the classroom (language lab, library)?

S5 : iya di sekolah ada perpustakaan

R : Does each class have sufficient facilities (whiteboards, tables/chairs, etc.)?

S5 : iya kelengkapan di kelas sudah lengkap

R : Do you think the learning resources provided by the school are sufficient to help you study (packaged books, dictionaries)?

S5 : iya di sekolah ada buku paket

R : When the teacher explains the material in class using English, do you understand?

S5 : tidak terlalu mengerti

R : When you don't understand if the teacher explains in English, will you ask the teacher to explain in Indonesian?

S5 : iya, terkadang karena saya tidak begitu mengerti jika guru menjelaskan dengan bahasa inggris

R : When the teacher asks you to speak English, can you speak English?

S5 : tidak, saya hanya bisa menggunakan bahasa inggris jika perkenalan diri

R : When teaching in class, did the teacher's strategies/methods really help you to understand the material?

S5 : iya, terkadang guru mempraktekkan sesuatu sambil menjelaskan

R : Have you had basic in English before?

S5 : tidak, belum pernah

R : Are you excited to learn when you are studying (especially English)?

S5 : tidak terlalu

R : Did you get good grades when you were given assignments or exams?

S5 : nilai bahasa inggris saya tidak bagus

R : When the teacher asks you to express your thoughts, do you have any fear/doubt?

S5 : iya, terkadang saya ragu/takut

R : Do you think English is a difficult subject? If yes, give reasons and if not, give reasons

S5 : menurut saya iya pelajaran bahasa inggris cukup sulit

R : Do you have an interest in learning English?

S5 : kurang

Interview Transcript 6

Subject : Student 6 (S6)

Student's name : Rachelia Afadillah Rahna

Class : VII

Date : November 2nd 2022

R : Do you think the infrastructure in this school is adequate for learning language (especially English) ?

S6 : Belum terlalu mendukung

R : Do you think that the infrastructure at this school is very supportive during the learning process (such as audio/video media)?

S6 : tidak terlalu mendukung

R : Does this school have learning facilities outside the classroom (language lab, library)?

S6 : iya ada perpustakaan

R : Does each class have sufficient facilities (whiteboards, tables/chairs, etc.)?

S6 : iya sudah lengkap

R : Do you think the learning resources provided by the school are sufficient to help you study (packaged books, dictionaries)?

S6 : iya di sekolah ada buku tapi hanya ketika belajar saja

R : When the teacher explains the material in class using English, do you understand?

S6 : saya mengerti sedikit

R : When you don't understand if the teacher explains in English, will you ask the teacher to explain in Indonesian?

S6 : iya, jika saya tidak paham saya bertanya kepada guru, dan guru menjelaskan dengan bahasa indonesia jadi kami bisa lebih mengerti

R : When the teacher asks you to speak English, can you speak English?

S6 : tidak, saya hanya bisa perkenalan diri saja

R : When teaching in class, did the teacher's strategies/methods really help you to understand the material?

S6 : iya, terkadang guru mempraktekkan sesuatu sambil menjelaskan

R : Have you had basic in English before?

S6 : tidak, saya belum pernah belajar bahasa inggris

R : Are you excited to learn when you are studying (especially English)?

S6 : tidak terlalu

R : Did you get good grades when you were given assignments or exams?

S6 : nilai bahasa inggris saya lumayan bagus

R : When the teacher asks you to express your thoughts, do you have any fear/doubt?

S6 : iya, terkadang saya ragu

R : Do you think English is a difficult subject? If yes, give reasons and if not, give reasons

S6 : menurut saya iya pelajaran bahasa inggris cukup sulit

R : Do you have an interest in learning English?

S6 : sedikit menarik bagi saya

Appendix IV

Interview Transcript

Teacher name : Pitnawati, S.Pd

Date : November 3rd 2022

R : How is the process of learning English in class?

T : proses belajar mengajar di kelas, bisa saya katakan berjalan lancar walaupun dengan keterbatasan fasilitas yang masih kurang, tetapi tidak menjadi penghambat dalam proses belajar mengajar

R : How the condition of the infrastructure in the school, is it complete to support the English learning process in the classroom?

T : fasilitas di sekolah ini masih sangat kurang. Ya namanya sekolah swasta di pedesaan pula, sudah pasti permasalahan bagi siswa belajar bahasa inggris disini yaitu fasilitas. Terkait fasilitas di sini aja hanya bisa menggunakan jaringan telkomsel dan IM3 saja, karena jarak untuk mendapat sinyal itu susah ya.

Perpustakaan ada namun bukunya belum mencukupi untuk semua siswa.

R : Are learning resources in schools supported?

T : sumber belajar juga masih kurang, buku pelajaran hanya dari sekolah, atau juga lks, juga buku pribadi milik guru jika materi dari buku yang di siapkan sekolah tidak lengkap.

R : Are there language barriers in teaching?

T : hambatan bahasa terkadang saya menggunakan bahasa indonesia, ada juga guru yang bisa menggunakan bahasa jawa karena rata-rata siswa disini berasal dari suku jawa. Karena, jika menggunakan bahasa inggris siswa kurang mengerti atau memahami, faktor lainnya juga karena siswa masih sangat rendah minat belajarnya bukan hanya pelajaran bahasa inggris, tetapi juga mata pelajaran yang lain.

R : Are there any difficulties during the teaching process?

T : iya tentu ada. Seperti jumlah guru bahasa inggris yang kurang hanya ada satu guru bahasa inggris di sekolah, sedangkan

kelas yang harus diajar itu ada 7 kelas itu menjadi kesulitan juga. Dan jam mengajar yang sangat sedikit hanya 1 jam mata pelajaran saja perminggunya, kemudian seperti yang saya katakan sebelumnya minat belajar siswa yang masih rendah. Dan, karena ketika di sekolah dasar siswa tidak pernah belajar bahasa inggris jadi pengetahuan siswa terhadap bahasa inggris masih sangat kurang juga di pengaruhi bimbingan orang tua, kemudian latar belakang pendidikan orang tua.

R : How about the students' ability in learning English?

T : Kebanyakan siswa masih kurang serius ketika belajar, siswa tidak tertarik terhadap pelajaran bahasa inggris, siswa masih sangat rendah minat belajarnya bukan hanya pelajaran bahasa inggris. Dan, karena ketika di sekolah dasar siswa tidak pernah belajar bahasa inggris jadi pengetahuan siswa terhadap bahasa inggris masih sangat kurang . Tetapi ada beberapa siswa yang sedikit tertarik dengan bahasa inggris, karena mereka menganggap bahasa inggris adalah pelajaran yang sulit

R : Do teachers always use media in learning English?

T : iya terkadang menggunakan infocus, atau membawa poster ke kelas

R : What methods do teachers usually use in learning?

T : saya biasanya menggunakan metode TPR (Total Physical Response) dan Contextual Language dalam mengajar, karena ketika mengajar sambil mempraktekan materi itu siswa lebih gampang untuk mengerti, seperti menjelaskan tentang anggota tubuh, sambil menunjuk anggota tubuhnya agar siswa juga bisa mengetahui bagian tubuh mana yang dimaksud. Karena jam pelajaran yang kurang saya sering memberikan tugas-tugas kepada siswa untuk menambah nilai mereka, contohnya, saya meminta siswa membuat video perkenalan diri, memperkenalkan keluarganya, kemudian tugas itu dikumpulkan bisa melalui whatsapp grub atau bisa juga melalui facebook.

Appendix V

Documentation



Interview with teacher



Student 1 interview



Student 2 interview



Student 3 interview



Student 4 interview



Student 5 interview



Student 6 interview





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 0674 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Riswanto, Ph.D 197204101999031004	P I	Adibu Dzakwan Putra Kerlis	TBI	An Analysis of Student's Problem in Learning Reading at Eight Grade Students (A Descriptive Qualitative Study for Students of MTs Pancasila Bengkulu City in Academic Year 2020/2021
2	Feny Martina, M.Pd. 198703242015032002	P II	1811230089		

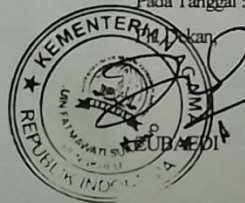
ii

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 07 Januari 2022



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pager Dewa Kota Bengkulu 38211
Telepon (0736) 51278-51171-51172 - Faksimili (0736) 51171-51172
Website: www.uinlabengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi

Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
UIN FAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Adibu Dzakwan Putra Kerlis

NIM : 1811230089

Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: **Investigating The Problems Of EFL Students' In An Underdeveloped Secondary School In Bengkulu**

Menjadi : **Investigating The Problems Of EFL Students' In A Rural Secondary School In Bengkulu**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Pembimbing I

Riswanto, Ph.D

NIP.19720410199031004

Disetujui oleh,

Bengkulu,

2022

Pembimbing II

Feny Martina, M.Pd

NIP. 198703242015032002

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd

NIP. 1974052319990320



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 409 /Un.23/F.II/PP.00.9/09/2022
Lamp. :
Perihal : Penjeminar Proposal Skripsi

Kepada Yth.

1. Zelvia Liska Afriani, M.Pd (Penjeminar I)
2. Valisneria Utami, M.Ed (Penjeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penjeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Kamis, 08 September 2022

Tempat : Ruang Munaqasah Jurusan Tadris Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Tenti Nopita Sari 1811230138	13.30-14.15 WIB	The Interplay Between Genre Awareness Reading Habits and Students Reading Comprehension
2.	Septi Anderiani 1811230090	14.15-15.00 WIB	EFL Students' Autonomy Level of Reading and its Relation to Their Reading Comprehension
3.	Adibu Dzakwan Putra Kerlis 1811230089	15.00-15.45 WIB	Investigating The Problems of EFL Students in An Underdeveloped Secondary School in Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 8 September 2022

Dekan,





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewag Kota Bengkulu 38211
Telepon (0736) 51270-51171-51172 : Faksimili (0736) 51171-51172
Website: www.uin-fatmabengkulu.ac.id

PENGESAHANPENYEMINARPROPOSALSKRIPSI

Proposal skripsi atas nama Adibu Dzakwan Putra Kerlis, NIM 1811230089 yang berjudul "**Investigating The Problems of EFL Students' in an Rural Secondary School in Bengkulu**(A Descriptive Qualitative Study One of Madrasah Tsanawiyah in Bengkulu)". Telah diseminarkan oleh tim penyeminar pada:

Hari/ Tanggal :Kamis, 8 September 2022

Pukul :15.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 2022

Penyeminar I

Zelvia Luska Afriani, M.Pd

NIP.199404202018012003

Penyeminar II

Valisneria Utami, M.Ed

NIP. 198903232019032010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 4977/ Un.23/F.II/TL.00/10/2022

Lampiran : 1 (satu) Exp Proposal

5¹ Oktober 2022

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala MTs Mambaul 'Ulum Bengkulu Tengah
Di -
Kabupaten Bengkulu Tengah

Assalamu 'alaikum Warahmatullah Wabarakatuh.

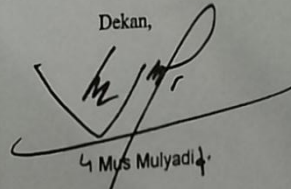
Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*INVESTIGATING THE PROBLEMS OF EFL STUDENTS' IN A RURAL SECONDARY SCHOOL IN BENGKULU (A Descriptive Study In One Of Madrasah Tsanawiyah In Bengkulu)*".

Nama : Adibu Dzakwan Putra Kerlis
NIM : 1811230089
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : MTs Mambaul 'Ulum Bengkulu Tengah
Waktu Penelitian : 28 Oktober s/d 02 Desember 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullah Wabarakatuh.

Dekan,



M. Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor: 3946 /Un.23/F.II/PP.00.9/07/2022

Lamp: -
Perihal: Ujian Komprehensif

Kepada Yth.

1. Achmad Ja'far Sodik, M.Pd.I
(kompetensi UIN)
2. Zelvya Liska Afriani, M.Pd
(kompetensi Jurusan/Prodi)
3. Dr. Edi Ansyah, M.Pd
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at, 08 Juli 2022

Waktu : 08.00 -12.00 WIB

Tempat : Ruang Munaqasah Jurusan Sains dan Sosial Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Amalia Ulpa	1516230016
2	Masrini	1611230047
3	Adibu Dzakwar Putra Kerlis	1811230089
4	Ongki Saputra	1811230069

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 7 Juli 2022
Dekan,

Mus Mulyadi



YAYASAN AL MUTTAQIN BENGKULU
MADRASAH TSANAWIYAH (MTs) MAMBAUL 'ULUM
Jln.Masjid Al Muttaqin No. 92 Desa Harapan Makmur Pondok Kubang Bengkulu Tengah
Kode Pos : 38126

SURAT KETERANG TELAH MELAKUKAN PENELITIAN
Nomor: MTs.Mu.07.010/kp.01.2/1349/2022

Yang bertanda tangan di bawah ini

Nama : Khadziqoh Nur Naila, S.Pd
Jabatan : Kepala Madrasah
Alamat : Desa Harapan Makmur

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas

Nama : Adibu Dzakwan Putra Kerlis
NIM : 1811230089
Program Studi : Tadris Bahasa Inggris (TBI)
Alamat : Padang Serai

Telah selesai melakukan penelitian di MTs Mambaul Ulum, Kecamatan Pondok Kubang , Kabupaten Bengkulu Tengah selama 40 (Empat Puluh Lima) hari. Terhitung mulai 28 Oktober samapai 02 Desember 2022 untuk memperoleh data dalam rangka penyusunan skripsi penelitian yang berjudul "*INVESTIGATING THE PROBLEMS OF EFL STUDENTS' IN A RURAL SECONDARY SCHOOL IN BENGKULU (A Descriptif Study In One Of Mandrasah Tsanawiyah In Bengkulu)*".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk di penggunaan sepenuhnya.

Harapan Makmur, 05 Desember 2022

Kepala Madrasah



Khadziqoh Nur Naila, S.Pd

30/12/2022 Jlf

Hanura Febrina

cek turnitin Adibu_TBI

ORIGINALITY REPORT

20%
SIMILARITY INDEX

10%
INTERNET SOURCES

4%
PUBLICATIONS

12%
STUDENT PAPERS

PRIMARY SOURCES

- | | | |
|---|---|-----|
| 1 | Submitted to Universitas Islam Negeri Raden Fatah
Student Paper | 10% |
| 2 | files.eric.ed.gov
Internet Source | 4% |
| 3 | ijmmu.com
Internet Source | 3% |
| 4 | repository.uinjambi.ac.id
Internet Source | 1% |
| 5 | etd.iain-padangsidempuan.ac.id
Internet Source | 1% |
| 6 | Submitted to Perth Institute of Business and Technology (PIBT)
Student Paper | 1% |
| 7 | Submitted to Al Ain University
Student Paper | 1% |
| 8 | publikasiilmiah.umsu.ac.id
Internet Source | <1% |

9 Risky Kurniawati, Raekha Azka. "Development of Mathematics E-Comic to Facilitate the Mathematical Communication Ability", Hipotenusa : Journal of Mathematical Society, 2022
Publication $<1\%$

10 spel3.upm.edu.my
Internet Source $<1\%$

Exclude quotes On

Exclude matches Off

Exclude bibliography On



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Adibu Dzakwan Putra Kerlis
NIM : 1811230089
Program : Tadris Bahasa Inggris
Judul Skripsi : Investigating The Problems of EFL Students' in A Rural Secondary School in Bengkulu (A Descriptive Qualitative Study in One of Madeasah Tsanawiyah in Bengkulu)

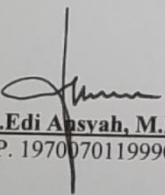
Telah melakukan verifikasi plagiasi melalui program www.turnitin.com. Skripsi ini memiliki indikasi plagiat sebesar 20% dan dinyatakan dapat diterima.


Demikian surat pernyataan ini di buat dengan sebenar-benarnya, dan untuk dipergunakan sebagaimana semestinya, apa bila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan peninjauan ulang kembali.

Bengkulu, 28 Desember 2022

Yang menyatakan,

Mengetahui
Ketua Tim Verifikasi,


Dr. Edi Ansyah, M.Pd
NIP. 197007011999031002


Adibu Dzakwan Putra Kerlis
NIM. 1811230089



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 50176-51171-53879 Faksimili: (0736) 51171-51172
website: www.uinfbengkulu.ac.id

Nomor : 0146 /Un.23/F.II/PP.00.9/01/2023
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Bengkulu, 9 Januari 2023

Kepada Yth.

Sukarno, M.Pd (Ketua)
Reko Serasi, S.S., M.A (Sekretaris)
Fera Zasrianita, M. Pd
(Penguji 1)
Peabri Prandika Putra, M.Hum
(Penguji 2)

Assalamu'alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Kamis, 12 Januari 2023
Tempat : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Adibu Dzakwan Putra Kerlis (1811230089)	13.00-14.00	Investigating The Problems of EFL Students in A Rural Secondary School in Bengkulu
2.	Diana Angraini (1811230046)	14.00-15.00	The Correlation Between Teachers Profesionalism and Their Infact on Students' Achievement in English Learning (A Correlation Studt at the Madrasah Aliya Pancasila Bengkulu City)
3.	Tenti Nopita Sari (1811230138)	16.00-17.00	The Interplay Among Genre Awareness, Reading Habits, and Students' Reading Comprehension (A Correlation Study at Eleventh Grade of SMAN 3 Kota Bengkulu)
4.	Dwi Fatika Sari (1811230078)	17.00-18.00	The Effect of Alphabet Game on Young Learners' Matery of Frequently Used Vocabulary (A Quasy Experimental Research At 5 th Grade Students' OF SDN 113 Seluma)

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Adibu Dzakwan P.k

Pembimbing I : Rizwanto Ph.D

NIM : 1811230089

Judul Skripsi : Investigating The
Problems of EFL students in an
underdeveloped secondary school

Jurusan : Tadris Bahasa

Program Studi : Tadris Bahasa (hybrid)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	17-Juni-2022	Tahap teori Artikel online > 2019/ proposisi.	Relin	J.
2	7/7/2022	Panduan penulis Skripsi → Quilboct → Grammarly + teori Hg underdeveloped	phd.	

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 1970 0511 200000 31001

Bengkulu, 29 Agustus 2022

Pembimbing I

Rizwanto Ph.D
NIP. 1972 0410 1999 031001



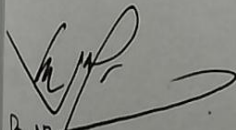
KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51278-51171-51172 - Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Adibu Dzakwan P.K
Pembimbing I : Riswanto Ph.D
NIM : 1011230009
Judul Skripsi : Investigating The Problems
of EFL students' in An underdeveloped
Jurusan : Tadris Bahasa
Program Studi : Tadris B. Inggris
secondary school

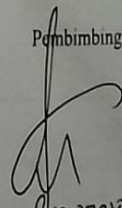
No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
3	24/7/2022	Cea Cressi Perbitia	Revisi	dh
4	18/8/2022	Download Mendeley - Quilbalt 7 - Grammarly	Revisi	dh
5	24/8/2022	Acl Smar jungs	1	dh

Mengetahui,
Dekan


R. AD
Mulyadi, M.Pd
NIP. 1970051920000031004

Bengkulu, 24 Agustus 2022

Pembimbing I


Riswanto Ph.D
NIP. 197209101999031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 - Faksimili (0736) 51171-51172
Website: www.uinfaibengkulu.ac.id

Nama Mahasiswa : Adibu Dzakwan Putra Kerlis
NIM : 1811230089
Jurusan : Tadris Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Riswanto, Ph.D
Judul Skripsi : Investigating The Problems
Of EFL Students' In A Rural Secondary
School In Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	16-12-2022	Chapter 4	Revisi	
2	16/12-2022	Case furniture/ Quilbedt	Perbaiki	
3	21/12/2022	chapter 1-4	Revisi	
4	23/12/2022	Uraian chapter 1-5	Revisi	
5	28/12/2022	Revisi uraian skripsi	Revisi	

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197605142000031004

Bengkulu, 28 Desember 2022
Pembimbing II

Riswanto, Pd.D
NIP. 19720410199031004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 - Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa: Adibu Dzatwan P. K. Pembimbing II: Feny Martina, M.Pd
NIM: 181230089 Judul Skripsi: Investigating The Problems
Jurusan: Tadris Bahasa OF EFL Students' in An Underdeveloped
Program Studi: Tadris Bahasa Inggris secondary school.

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	25-01-2022	1. Perbaiki/Revisi Judul	1. Cari 5 Jurnal tentang EFL Students' problem and under-developed school untuk teori	[Signature]
2.	08-02-2022	1. Revisi chapter II	1. Perbanyak teori	[Signature]
3.	01-03-2022	1. Revisi chapter II	1. buat observation checklist 2. interview 3. kisi-kisi	[Signature]
4.	17-03-2022	1. Revisi chapter j 2. Revisi observation checklist	1. Perbaiki formulation of research	[Signature]
5.	30-03-2022	1. Revisi observation checklist dan wawancara	- Perbaiki observation checklist dan interview guideline	[Signature]
6.	22-04-2022	Ace Sampop	Ace Sampop	[Signature]

Mengetahui,
Dekan

[Signature]
Dk Agus Mujiyadi, M.Pd
NIP. 197609142000031004

Bengkulu, 22 April 2022

Pembimbing II

[Signature]
Feny Martina, M.Pd
NIP. 198703292016032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 - Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Adibu Dzakwan Putra Kerlis Pembimbing II : Feny Martina, M.Pd
NIM : 1811230089 Judul Skripsi : Investigating The Problems
Jurusan : Tadris Bahasa Of EFL Students' In A Rural Secondary
Program Studi : Tadris Bahasa Inggris School In Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	10-Nov-2021	Revisi Transkrip wawancara Chapter IV. Observation Checklist	Revise	
2.	22-Nov-2021	Chapter IV	Go Discussion file	
3.	29-Nov-2021	Chapter IV-V	fix result table add related Previous research	
4.	5-Dec-2021	Chapter I-V	Fix writing errors	
5.	19-Dec-21	Aa Muryandh Aa Muryandh		

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu, 09 - Desember - 2021
Pembimbing II

Feny Martina, M.Pd
NIP. 19870324201503200



UNIVERSITAS ISLAM NEGERI AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
 Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171 51172
 Website www.uinfasbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

Nama Mahasiswa : Adibu Dzakwan Ruzka Kertis
 Nomor Induk Mahasiswa : 1811230069
 Prodi : Tadris Bahasa Inggris

NO	Hari/Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Pengaji
1	Jum'at, 5-08-2022	08-09	Bella Dwi Santika	1801230050	The effect of contextual teaching and learning approach on students reading (Anxiety) Towards TOEFL Test	
2	Jum'at, 5-08-2022	09-10	Hidayatun Khasanah	1811230097	Students anxiety in the process of learning speaking	
3	Jum'at, 5-08-2022	10-11	Ade Amana	1811230094	EFL Teachers' Barriers in Implementing Authentic Assessment to Measure Student Reading Comprehension	
4	Jum'at, 9-09-2021	13-30	Azry Setiawan	1811230137	The effect of cooperative learning model on students reading comprehension	
5	Jum'at, 09-09-2021	14-15	Pengki Farnadi A.	1811230118	EFL teachers' challenges in teaching speaking to young learner	
6	Jum'at, 09-09-2021	15-00	Compi Sartura	1811230069		

Bengkulu,
 Ko. Hedi Taufiqs Bahasa Inggris
 Eddy Nurhidayah, M.Pd
 NIP. 198703242018032002

Ketua Jurusan Bahasa

 Fatmawati, M.Pd
 NIP. 197405231999032002