

**TEACHING CHALLENGES AND STRATEGIES FACED BY
RURAL AREA ENGLISH TEACHERS DURING COVID-19
PANDEMIC**

THESIS

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State Islamic Institute of Kediri

In Partial Fulfilment of The Requirements

For The Degree of *Magister* in English Language Education



By:

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**SCHOOL OF GRADUATE PROGRAM
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2022

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TEACHING CHALLENGES AND STRATEGIES FACED BY RURAL AREA ENGLISH TEACHERS DURING COVID-19 PANDEMIC

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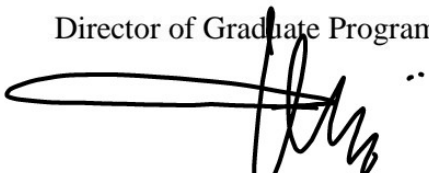
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MOTTO

Teachers can play many roles in teaching. Like parents who are called upon to be many for their children, teachers cannot be satisfied with only one role.

(H. Douglas Brown)

DEDICATION

I dedicate my thesis to:

My beloved father “Ebnu Murdiyanto” and mother “Ninik Sulastri”

who never stop praying and fighting for me. Stay healthy!

My beloved only sister “Citra Dewi”

who always makes me never stop trying the best.

My late beloved oldest brother “Slamet”

whom I never know. I love you.

My husband to-be “Nazilir Rohmat”

Let's be better persons!

My teachers

Be healthy and be happy!

DECLARATION OF AUTHENTICITY

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfil the requirement for the degree of *Magister (S2)* in English Study Program, State Islamic Institute of Kediri.

Kediri, January 27th, 2022
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ABSTRACT

Sari, Tiara Dewi Eka Retna. 2021. Teaching Challenges and Strategies Faced by Rural Area English Teachers during Covid-19 Pandemic, School of Graduate Program State Islamic Institute of Kediri. Advisors : (I) Dr. Ary Setya Budhi Ningrum, M.Pd (II) Nur Afifi, M. App. Ling, Ph. D.

Keywords: *Challenge, Pandemic, Rural Area, Strategy.*

From 24th March 2020, the Minister of Education and Culture of Republic of Indonesia has ordered all education units to run online learning due to the increasing spread of COVID-19 and maintaining the health of students, teachers, and all educational staffs. It fully replaces face-to-face learning in classroom setting into online learning which possibly lasts until the end of semester due to the COVID-19 pandemic. It becomes a new challenge for both students and teachers to run online learning.

In order to examine the English teachers' challenges and strategies especially the interaction, the researcher takes data from SMP Negeri 1 Wonodadi, Blitar. The instruments used were observation and interview. The interaction or teacher's role in interactive teaching categories was taken from H. Douglas Brown. The researcher observed and interviewed two teachers from SMP Negeri 1 Wonodadi, Blitar.

The result of this research is the most challenging problems or challenges that the English teachers face in rural area during teaching in pandemic situation is they cannot fulfil their role as controller and manager, especially, they cannot control their students' conversation. From that issue, teachers still do not find strategies or problem solving to solve the issues. The most second challenging problem for English teachers in rural area is their role as director. Teachers cannot keep the process of learning smoothly and effectively. Teachers also cannot find strategies for this challenges. Besides, teachers also face several challenges as manager which they have to make a lesson plan well. It is because they have to adapt with the new condition, thus they need to rearrange their lesson plan. But, as time goes they are able to make a lesson plan well during Covid-19 pandemic. After that, teachers cannot fulfil their role as facilitator since they have been teaching online, but they use internet sources to support their learning process. In the last challenge as facilitator, namely as resource, in fact, they are always be ready if their students come to them to ask questions or when they need help or feel confused with the lesson, but their students hardly ever come to them.

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8. My beloved parents and sister.
9. All of people who help this thesis completed.

Finally the writer truly realizes that this thesis is still being perfect. Thus, the writer always appreciates for the constructive critics and suggestion from readers. Hopefully, this study can be valuable contribution for education system.

Kediri, January 27th, 2022

The writer

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