

MADURESE TEACHERS' DIFFICULTIES IN SPEAKING

Mohammad Amiruddin, Ukhti Raudhatul Jannah, & Siti Sofia

Universitas Madura

Email: amiruddin@unira.ac.id

Abstrak:

Tujuan penelitian ini adalah mendeskripsikan kesulitan-kesulitan yang di hadapi guru di Madura khususnya MTs Raudhatul Ulum in Kapedi di dalam pembelajaran *speaking* dan mendeskripsikan cara yang dilakukan guru dalam memecahkan masalah yang dihadapi dalam pembelajaran *speaking*. Penelitian ini merupakan penelitian kualitative dengan menggunakan pendekatan *case study*. Teknik pengumpulan datan yang digunakan adalah observasi, interview, dan dokumentasi. *Coding, simplifying, displaying, dan summarizing* data merupakan langkah-langkah dalam melakukan analisis data dalam penelitian ini. Hasil penelitian menunjukkan bahwa masalah atau kesulitan yang di hadapi guru di Madura dalam pembelajaran speaking adalah *negative mindset* dan ketertarikan siswa terhadap bahasa Inggris. Memotivasi siswa, mencampur dan mengalihkan kode, dan menggunakan strategi yang inovatif merupakan cara yang dilakukan guru dalam memecahkan kesulitan yang dihadapi. Dengan demikian, penting bagi guru beradaptasi dengan cara memodifikasi pendekatan yang digunakan dalam pembelajaran speaking.

Keywords: Madura, kesulitan, belajar, speaking, pembelajaran

Abstract:

The purpose of the study is to describe the Madurese teachers' difficulties in speaking at MTs Raudhatul Ulum in Kapedi. It also aims to describe the ways of the teachers overcoming those difficulties in speaking. This study is qualitative research. This research uses case study approach. Observation, interview, and documentation are the technique used in collecting the data. In analyzing the data, coding, simplifying, displaying, and summarizing the data are used. The results show that the teachers have two kinds of difficulties they are the students' negative mindset in English and the students' interest toward English. The teachers are using three kinds of solution to solve those problems those are giving spirit, mixing the language, and using innovative strategy. Therefore, it implies that teachers should go well with the circumstance by modifying their approach in speaking.

Keywords: Madurese, difficulties, learning, speaking, instruction

Introduction

English is an international language that not only used to communication, but also to transferring information flow on science, technology, and culture as well. English has the important role in the world in particular for Madurese in period. English is the foreign language in Madura; it is function to assist the development of the state of Madura and to build relationships with others as well as to develop education in Madura.

Secondary schools of Madura both junior and senior high schools facilitate students with English subject. English is also a subject that the students pass in national examination. It can be an indication that English is crucial for Madurese especially for student development as the next generation. Therefore, Madurese teachers should prepare their selves to help students with the right condition in classroom in speaking. The teachers should have a skill to adapt their self to the school context¹. Conducting teaching English is not simple as up and down the hands, they should have a good attitude and aptitude performance². Teaching is much more than just being ourselves³. The teachers should be other people to make the students interest, and fun when they learn English. It shows that being a teacher is difficult⁴.

Being the teachers have a big responsibility to guide the students in learning process. The teachers take the important role in language teaching. Teaching is not an easy job; teaching is a process which continuously needs vibration in the knowledge pool of a teacher. Being the teachers more than ever in countryside has more difficulties to help students with effective teaching learning process^{5, 6, 7}.

¹ Vaughn, M., & Parsons, S. A. Adaptive teachers as innovators: Instructional adaptations opening spaces for enhanced literacy learning. *Language Arts*, 91(2), 81-93. 2013.

² Metin, M. The examinations of teachers' attitude towards performance assessment with respect to the different variables. *Energy Education Science and Technology Part B: Social and Educational Studies*, 3(3), 269-284. 2011

³ Harmer J., The practice of English language teaching third edition. New York: Longman. 2007.

⁴ Chambless, K. S. Teachers' Oral Proficiency in the Target Language: Research on Its Role in Language Teaching and Learning. *Foreign Language Annals*. 45(1), pp. 141-162. 2012.

⁵ Tariq, A. R., Bilal, H. A., Sandhu, M. A., Iqbal, A., & Hayat, U. Difficulties in learning English as a second language in rural areas of Pakistan. *Academic Research International*, 4 (6), 103-113. 2013.

⁶ Rosliana, L. W, H. F., Lutfie, W., Hidayah, K., & Aziza, T. N. Manajemen perbatasan focus inovasi pendidikan di perbatasan Kalimantan Utara. *Jurnal Borneo Administrator*, 11 (3), 316- 339. 2015.

⁷ A'ling, A. Studi tentang pembangunan bidang pendidikan di daerah perbatasan kecamatan Kayan Hulu kabupaten Malinau. *eJournal Pemerintahan Integratif*, 3 (4), 545- 559. 2015

MTs Raudhatul Ulum Kapedi is one of junior high school located in one of the countryside in Madura. Madurese students of MTs Raudhatul Ulum Kapedi have negative perspectives toward English. The students think that English is not important to their life; it has nothing to do to their happiness in living. Their negative point of view affect on their interest in English. In addition, facilities provided by the school do not support to achieve effective teaching. The teachers have problems to use the media and to make the concrete object environment. Those negative perspectives of the students bother their instruction in English. So, it is important to discuss more about the Madurese teachers in speaking.

Method

This study is a descriptive qualitative research. This describes in details the Madurese teachers in speaking as well as describes the ways the teachers solve their difficulties. The participants of this study are the Madurese English teachers at MTs Raudhatul Ulum Kapedi; convince sampling is used to decide the participants of the study. This study use observation, interview and documentation in collecting the data. Observation is intended to identify the teaching learning as well as the teachers' difficulties encountered in teaching speaking. Interview is deliberate to make out the ways' teachers discover to their difficulties. Identifying, simplifying, displaying, and making a conclusion are the ways to analyze the data.

Finding and Discussion

Research Findings

Based on the observation, interview and documentation, the Madurese teachers got some difficulties in speaking. It is difficult for them to help students with right condition classroom atmosphere. They experience two kinds of difficulties. Table 1 shows the teachers' difficulties in speaking

Table 1. The Teachers' Difficulties in Speaking

No	Level of Anxiety	Frequency	Percentage
1.	Students' negative mindset	6	60%
2.	Students' interest to English	4	40%
	Total	10	100%

Table 1 show that the students' negative mindset in speaking becomes the higher in percentage of the teachers' difficulties than students' interest to English. 60% the teachers have difficulties in the students' mindset to English. The students are always thinking of English disadvantages. They think that English has no line to their happiness to the day after life. In addition, students' interest to

English is the teachers' difficulties in speaking. 40% the teachers of MTs Raudhatul Ulum Kapedi face this kind of problem. Because of those difficulties, the teachers of MTs Raudhatul Ulum should discover their problems in teaching in order to provide students with effective teaching learning process. Table 2 describes the ways of the teachers overcoming their difficulties in speaking.

Table 2. The Ways of the Madurese Teachers Overcoming Their Difficulties in Speaking.

No	Factors of Anxiety	Frequency	Percentage
1.	Giving spirit	3	30%
2.	Mixing the language	5	50%
3.	Using innovative strategies	2	20%
	Total	10	100%

Table 2 shows that the Madurese teachers of MTs Raudhatul Ulum have three kinds of solutions in overcoming their difficulties in speaking. They are giving spirit, mixing the language, and using innovative strategies. 50% teachers are mixing their languages to create effective teaching learning process and to make easier in speaking. 30% teachers give motivation to the students that English is not complicated as they think. They are giving spirit to the students to practice English without considering the over use of grammatical construction. The next is 20% the teachers' change and innovate their strategies to make the students comfortable with their learning.

Discussion

The Madurese Teachers' Difficulties in Speaking

Students' negative mindset is the first difficulties of Madurese teachers in teaching speaking at MTs Raudhatul Ulum Kapedi. The Madurese teachers state that the students' negative mindset in English language becoming the major difficulties of them. The students think that speaking is difficult to study and difficult subject to understand as well as they think English has nothing to do to their day after life since their background is Islamic junior high school. Therefore, it causes the students having no energy to study English and having laziness to join the class.

Based on the observation and interview with the teachers, this negative mindset of the students to English is a problem in speaking class. The teachers have difficulties to make his speaking run smoothly when the students have no positive perspective to English. Their students commonly say that speaking is too difficult to study, is too difficult to understand well about English as well as is not really important to their life. They also think that speaking is more difficult than other

subjects; the students have problems to produce the language both in spoken and in written English. In addition, they also have problems to memorize the vocabularies seeing as the letter and the ways to pronounce are differ. The following is the quotation.

- R : *Excuse me sir, what is your name?*
P : *My name is Irham*
R : *Ok sir, you are as a teacher in MTS Raudhatul Ulum Kapedi. What are your difficulties in teaching speaking?*
P : *I have many difficulties in speaking subject. The first is students' mindset about Speaking. They think that speaking is difficult. The students have difficulties related to vocabularies, and they think that speaking has nothing to do to their life.*

Mr. Suhariyadi states another example. He said that he has many difficulties in teaching speaking. His difficulties in speaking are the same to Mr. Irham. Their difficulties in teaching learning process are the negative mindset of the students in English. The students prefer to study Arabic than English. The environment is also support them to study Arabic as they think Arabic offer many advantages to their life. Another quotation of Madurese difficulties in speaking describes in the following.

- R : *Excuse me sir, what is your name?*
P : *My name is Suhariyadi*
R : *Ok sir, I am wondering about your difficulties in speaking. Would you mind telling me?*
P : *I have some difficulties when I am teaching speaking. The first is students' mindset to speaking. In their opinion, speaking is more difficult than others. In addition, they think that Islamic subjects is more important that speaking English.*

The second Madurese teachers' difficulties in Speaking is students' interest toward speaking. The students' interest to speaking are low. Especially in 7 grade, they have low interest to memorize the vocabularies; they do not want to speak English as well as to learn grammatical construction. They come to the class without giving responses to the teachers' instruction since they do not want to study English because their negative mindset. Their negative mindset affect on their interest in English. The following is the quotation

- R : What are your difficulties in teaching speaking?*
P : The students' interest in speaking in particular students who are in grade 7 and 9. That is my difficulties in teaching speaking.

Mr, Irham in the following quotation says that the students are still beginners in studying English, although they have studied English in elementary school especially in 6th grade, they have limited vocabularies and rarely to practice their speaking. The students at MTs Raudhatul Ulum are difficult to understand English; they have difficulties to listen, to speak, to read, and to write, but speaking is the major problem for the students. The factors caused their problems in speaking are their exposure in English to enhance their vocabularies sand their understanding in English. The Madurese teachers' main difficulties are their negative mindset influencing on their interest in English. Their parents and their environment offer the unhelpful view about English.

- R : Excuse me sir, what is your name?*
P : My name is Irham
R : Mr Irham. What do you think about teaching speaking, do you have some problems or difficulties?
P : Yes I do. Honestly, I have many problems in teaching speaking, but I am going to mention one difficulty that is the students' interest.

The Ways of the Madurese Teachers Overcoming Their Difficulties in Speaking.

Giving spirit, mixing the language, and the using innovative strategies are the ways of Madurese teachers in solving their problems in teaching speaking. They are used by the teachers to make the class conducive. The teachers want to energize the students' motivation in speaking. They wish for encouraging the students in speaking and practicing speaking in high frequency.

Mr. Suhariyadi, the Madurese teacher, states that to change the negative perspective of the students in speaking, he inspires the students by saying to them that English is not difficult as they are thought. They instruct the students to get their passion in learning speaking; he says to the students that English need common practice, only produce everything in students head, their opinion, feeling. It is the way used by the teacher to change their negative mindset in sepaking. The following quotation describes the teachers' way to change their negative perspective of English.

- R : Excuse me sir, what is your name?*
P : My name is Suhariyadi

R : Students' negative mindset in speaking is your difficulty in class. What is your solution?

P : Give them motivation is a way used to inspire students in speaking. In addition, I invite the students to speak up and state their ideas, views, and opinion both in L1 and L2. It is possible for them to speak in L1 when they are not ready to use English.

Another way used by the teachers is mixing the language. To stimulate the students' understanding in English is change one code to another code. They use English, Indonesia, and Arabic. These are helping the students to get their spirit in English. Sometimes, it is easier for the students to get their understanding when the teachers' explanation uses both Indonesian and Arabic. It is possible for the students to give a respond in their mother tongue since they have limited understanding in English. The teachers do not penalize the students when they are no ready to communicate in English.

R : Excuse me sir, what is your name?

P : My name is Irham

R : Mr Irham, your difficulties in teaching speaking are the students' negative mindset in English as well as their interest in English. What kinds of activities do you provide to your students to overcome those difficulties?

P : Mixing the language is the solution in my class. I explain the materials in English, and then I change my explanation into Indonesian to help their understanding. Mixing the language help the students to decrease their hesitant in speaking. It helps the students to stimulate their mind to have ideas. When they have ideas in their mind, my students are saying something even in their limited vocabularies.

Their code mixing is to help the students getting their motivation of English. The students' motivation is influenced by the code used by the teacher. The students are getting the advantages of the teachers' changing the language. Mixing the language can reinforce the students' understanding in English; in addition, it also encourage the students' desire in learning and join the class. The teachers also provide students with critical thinking. They are able to facilitate the students' point of view of Indonesian. This statement is also support by Mr. Suhariyadi in the following citation.

R : What is your name?

P : My name is Suhariyadi

R : Mr. Suhariyadi, you have told me that your difficulties in teaching speaking in classroom are the students' interest in English and the mindset of the students. They have negative mindset in speaking. They think that speaking is difficult. So, what is your solution?

P : In my class, the students have different language proficiency level. They are not homogeny. Therefore, I decide to mix the language. It helps the students to decrease their hesitant in speaking.

Moreover, innovative and creative strategies used by the teacher are able to encourage students' interest in English. Moreover, innovative strategies used by the teachers offer good classroom, and improve the students' quality in English awareness.

Another way using by the teacher to overcome his difficulties is applying innovative strategies that is original based on the context and unusual energizing the students' interest in English. The effect of this is the students having no bored learning. They are going to love English slowly and surely. It also makes the comfortable and fun with their learning. Therefore, it is easier for the students to get the point of the teacher's explanation.

R : What is your name?

P : My name is Suhariyadi

R : Mr. Suhariyadi would you mind telling your solutions in overcoming your problems in teaching speaking?

P : Using natural approach is my solution. It is permissible for the students to use their mother tongue. I provide them concrete objects to make easier in getting input.

Different situation invite their problems in teaching learning process. They bring their own personal problems. The problems are caused by the students perspective, teachers' view, facilities provided by the environment, both teacher and students' motivation⁸ Akram and Sullivan assert that teachers' difficulties in giving instruction are the time provided by the school not sufficient to cover all the materials in every meeting. They have limited time to explore their English. In

⁸ Akram I. Problems in Teaching and Learning English for Students. *International Journal of Engineering Research and Development*,7 (3): 56-57. 2013.

addition, language environment is also influenced on the teachers' difficulties in teaching English⁹.

The students are having high motivation to learn English since the strategies provided by the teachers, and it takes their role in the success of students in English. To support their proficiency level in English, the teachers should ensure the students that they need English; it also beneficial for the students to have more meaningful input. The drilling of grammatical construction applied by the teachers has to put on their own place, by putting it in isolation situation. It is hard for the students to learn about structure of English. ¹⁰ Behraam says that the students have no enough mental process to learn and study easily; It is easier for them to practice their English than exploring grammatical construction to make the students having fun in learning.

The teachers' difficulties on their instruction influence on the students achievement in English. It has a correlation to Salem statement that the difficulties of teachers in teaching giving direct effect on the success of learning¹¹. When the students have no interest to English since they have the negative perspective toward English, it is a major problem to the teachers¹². The teachers are hard to hold the class; it also important to them to change their negative perspective. Without changing their view, they will ignore the teachers' explanation and have no motivation to learn English. Nassaji mentions that the instrument and method of the teachers used in teaching can be an answer to overcome their difficulties in teaching¹³. Nunn asserts to understand the target need and learning need of the students in learning, the teachers should carry out a detail classroom observation to consider the appropriate instrument and method implementing in teaching learning process¹⁴. Jannah and Mansor also imply that providing students in teaching learning process by integrated their prior knowledge to their new knowledge and including technology are able to improve their cognitive level and to make better

⁹ Amiruddin, M and Jannah, U. D. Peran lingkungan bahasa dalam pemerolehan bahasa Inggris lisan santri di Pondok Pesantren Nurul Jadid Paiton. *Jurnal Pendidikan Edutama*, 6, 65-75. 2019

¹⁰ Behraam. Difficulties of teaching English at primary level in rural areas of Pakistan. *International Journal of Information Research and Review*, 2 (4): 646-648. 2015.

¹¹ Saleem M.A. The Classroom Problems Faced Teachers at the Public Schools in Tafilah Province, and Proposed Solutions. 3(1): 37-48. 2011

¹² Gan, Z. Learning to Teach English Language in the Practicum: What Challenges do Non-Native ESL Student Teachers Face? *Australian Journal of Teacher Education*, 38 (3), 92-108. 2013.

¹³ Nassaji, H. The relationship between SLA research and language pedagogy: Teachers' perspective. *Language Teaching Research*, 16(3), 337-365. 2012

¹⁴ Nunn, R. Improving method-in-use through classroom observation. *IRAL*, 49, 55-70. 2011

their motivation in learning getting better. It can be an alternative solution to solve the teachers' difficulties in teaching^{15,16}.

Amiruddin and Tafriyanto state that teaching learning process by bringing the concept of teacher-student closeness enhancing the motivation of students in learning English¹⁷. It can be a solution for the Madurese teachers who have difficulties in Speaking. The teachers can transfer their knowledge, understanding, point of view more easily to the students. It is essential for the teachers to have social and psychological distance to create comfortable language learning^{18,19}. In addition, the use of non routine activities is able to enhance the students' interest in language learning²⁰. The students with the negative point of view toward English and no interest to English subject make the teachers difficult to make the students involve in the class; so it is important for the teachers to create the strategies that are able to make the students easier and having more fun in learning in order to change their negative mindset. The teachers should consider the time, emotional state of students, and the anxiety of students in learning²¹. In addition, it also important for the teachers to motivate and give spirit to the students in learning and say to them that English is easy to learn and have much fun. Giving spirit to the students is able to build the closeness between the teachers and the students. Their closeness makes the class easier to hold and to manage by the teachers. The closeness between the teachers and the students in learning English offers positive effects on the motivation and the anxiety of the students. To increase their

¹⁵ Jannah, U. D., et al. Student's Learning Obstacles on Mathematical Understanding of a Function: A Case Study in Indonesia Higher Education: *TEM Journal*. 8 (4), 1409-1417. 2019

¹⁶ Mansor, A. Z. Reflective learning journal using blog. *Procedia-Social and Behavioral Sciences*, 18, 507- 516. 2011

¹⁷ Amiruddin, M. and Tafriyanto, F. C. Teacher-students closeness in learning English at SMK NadhlatunNasyiinKadurPamekasan. *JurnalPendidikanEdutama*, 5, 37-47. 2018.

¹⁸ Amiruddin, M. The role of social distance between teachers and students in English proficiency. *SELL journal*, 3 (2), 132-140. 2018

¹⁹ Noormohammadi S. Teacher reflection and its relation to teacher efficacy and autonomy. *Procedia Social and Behavioral Sciences*, 98, 1380- 1389. 2014

²⁰ Celebioglu, B., &Ezentas, R. Usage of non-routine problem solving strategies: Semi-structured interview with first grade students. *Procedia Social and Behavioral Sciences*, 15, 2753- 2757. 2011

²¹ Hudson, P & Hudson, S. Examining Preservice Teachers' Applied Learning Experiences in the Teacher Education Done Differently (TEDD) Project. *Teacher Education and Practice*, 25(3), 421-440. 2012

motivation and to decrease the students' anxiety in learning English, the teachers should provide beneficial environment for the students²².

The teachers use both their mother tongue and Speaking. Mixing the language is used by the teachers to make the students easier to know their details. The students get both ideas and English. It also enhances and reinforces their understanding in English. The students are able to check and explore their perceptiveness to the teachers. The countryside students are difficult to share their ideas in English to the teachers and their peers. Mixing the language can stimulate their ideas, opinion, and perspective come out. They can explore anything in their mind. These advantages are able to advance the students' achievement in English. It is suggested to academic society in particular teachers to give more interesting and pleasure classroom activities and supply students with concrete learning to build positive perspective and motivate them in speaking.

Conclusion

Based on the finding and discussion, it can be concluded that the teachers have some difficulties in Speaking. Those difficulties are the students' negative mindset in English becomes the higher in percentage of the Madurese teachers' difficulties than students' interest to English. 60% teachers have difficulties in the students' mindset to English. Students are always thinking of English disadvantages. They think that English has no line to their cheerfulness to the day after life. In addition, students' interest to English is the teachers' difficulties in English. 40% teachers of MTs Raudhatul Ulum Kapedi face this kind of problem. Because of those difficulties, the teachers of MTs Raudhatul Ulum ought to find out their troubles in teaching in order to present students with successful teaching learning process.

To solve those difficulties in Speaking, the teachers make three kinds of solution. They are giving spirit, mixing the language, and using innovative strategies. 50% teachers are mixing their languages to create effective teaching learning process and to make easier in Speaking. 30% teachers give motivation to the students that English is not complicated as they think. They are giving spirit to the students to practice English without considering the over use of grammatical construction. The next is 20% the teachers using innovate their strategies to make the students comfortable with their learning.

²² Amiruddin, M. and Suparti, T. Madurese millennial students' anxiety in learning English, ISLLAC: Journal of intensive studies on language, literature, art, and culture, 2 (2) 34-41. 2018

It is suggested to the teachers and academic society to offer more attractive classroom activities and provide students with more concrete learning to facilitate students have positive perspective and motivate to learn speaking.

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