JUNIOR HIGH SCHOOL ENGLISH TEACHERS' CHALLENGES IN TEACHING ENGLISH AT RURAL AREA

A Magister Thesis

Submitted to Fulfill the Requirements for A Master's Degree in English

Educational Study Program (M.Pd)

IAIN PALOPO

Submitted by

SITI HARDIAH NENGSI
2205040009

POSTGRADUATE PROGRAM

STATE ISLAMIC INSTITUTE OF PALOPO

2024

JUNIOR HIGH SCHOOL ENGLISH TEACHERS' CHALLENGES IN TEACHING ENGLISH AT RURAL AREA

A Magister Thesis

Submitted to Fulfill the Requirements for A Master's Degree in English

Educational Study Program (M.Pd)

IAIN PALOPO

Submitted by

SITI HARDIAH NENGSI
2205040009

Supervisors:

1. **Prof. Dr. Sahraini, M.Hum.**
2. **Dr. Magfirah Thayyib, S.S., M.Hum.**

POSTGRADUATE PROGRAM

STATE ISLAMIC INSTITUTE OF PALOPO

2024

STATEMENT OF ORIGINALITY

I, who undersigned below,

Name	: Siti Hardiah Nengsi
Reg. number	: 2205040009
Study Program	: English Language Education Study Program
Faculty	: Postgraduate Program

With awareness and consciousness state exactly that:

1. That the thesis manuscript that I submit to be tested for similarity/plagiarism with the Turnitin application is authentic, without deliberate manipulation to trick the application.

2. All parts of this thesis are my own works excepts the citation, whose original sources has been reported. All mistakes or errors in it are my responsibility.

If this statement is later found to be untrue, I am willing to accept administrative sanctions and forfeit the academic degree I have earned.

In the end, this statement is made truthfully and to be used in accordance with its purposes.

Palopo, October 3th 2024

Regards,

Siti Hardiah Nengsi

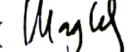2205040009

THESIS APPROVAL

Master's Thesis entitled "Junior High School English Teachers' Challenges in Teaching English at Rural Area" written by Siti Hardiah Nengsi, Student Identification Number 2205040009, student of the IAIN Palopo Postgraduate Tadris English Language Study Program, which has been examined in the MUNAQASYAH session of the research on Wednesday, 12th of September 2024, which coincided with 8 Rabiul Awal 1446 H, and accepted as a requirement for obtaining a Master's degree in the field of Tadris English Language (M.Pd).

Palopo, 3th October 2024

EXAMINERS TEAM

1. Prof. Dr. Muhaemin, M.A.   Chairman of the Session (   )

2. Dewi Furwana, S.Pd., M.Pd   Secretary of the Session (   )

3. Dr. Jufriadi, S.S., M.Pd.   Examiner I   (   )

4. Dr. Masruddin, S.S., M.Hum.   Examiner II   (   )

5. Prof. Dr. Sahraini, M.Hum.   Supervisor I   (   )

6. Dr. Magfirah Thayyib, S.S., M.Hum.   Supervisor II   (   )

Approved by,

Directur Pascasarjana,

Prof. Dr. Muhaemin, M.A.
NIP 197902032005011006

The Head of Tadris English Language.

Dr. Wisran, S.S., M.Pd.
NIP 197206112000031001

ACKNOWLEDGEMENT

In the Name of Almighty Allah SWT, all praises for mercy and blessing to this end researcher can complete the magister thesis proposal which is entitled "Junior High School English Teachers' Challenges at Teaching English at Rural Area". Moreover, *shalawat and salam* to beloved prophet Muhammad SAW, who has fought for the teachings of Islam on earth.

The magister thesis proposal is required to achieve the *Magister Pendidikan* degree in the English Language Education Study Program at the State Islamic Institute of Palopo. The researcher acknowledges the support, advice, and guidance of several individuals and hopefully gets many rewards from Allah SWT. Therefore, the researcher would like to express the utmost gratitude to:

1. Dr. Abbas Langaji, M.Ag., rector of the State Islamic Institute of Palopo, for the sacrifices to the institute.

2. Prof. Dr. Muhaemin, M.A., director of the Postgraduate Program of State Institute of Palopo, for the essential policy to the faculty.

3. Dr. Wisran, S.S., M.Pd., head of English Language Educational study program.

4. Prof. Dr. Sahraini, M.Hum. and Dr. Magfirah Thayyib, S.S., M.Hum., the researcher's supervisors for the noteworthy knowledge.

Palopo, July 2024
The Researcher

Siti Hardiah Nengsi
2205040009

iv

TABLE OF CONTENTS

ABSTRACT

Siti Hardiah Nengsi, 2024. *Junior High School English Teachers' Challenges in Teaching English at Rural Area.* Thesis of Postgraduate English Education Study Program, State Islamic Institute of Palopo. Supervised by Sahraini dan Magfirah.

This study examines the challenges faced by English teachers at junior high schools in rural areas, focusing specifically on SMPN 1 Rongkong. The main objective of this research is to identify the obstacles encountered in the English language teaching process and to explore the solutions and adaptation strategies employed by teachers to overcome these challenges. The methodology used is a qualitative case study, with data collected through direct observations in the school environment and in-depth interviews with teachers and relevant stakeholders. The collected data were transcribed and systematically analyzed to gain in-depth insights into the field conditions. The findings indicate that English teachers at SMPN 1 Rongkong face various challenges. These challenges include limitations related to an inflexible curriculum, infrastructure conditions, time constraints, teacher qualifications, students' limited vocabulary mastery, low learning motivation, and the restricted use of innovative teaching media. Additionally, the remote geographical location adds to the challenges by limiting access to educational resources, technological infrastructure such as the internet, and parental support. The study also identifies several solutions that teachers have implemented to address these difficulties. These solutions include utilizing local resources as alternative teaching materials, collaborating with external parties to gain technological support and teaching materials, and increasing community involvement, including encouraging parental support in the teaching-learning process. The findings of this study are expected to provide valuable input and help design programs that better meet the needs of schools in rural areas to improve the quality of English language teaching.

Keywords: Rural areas, English language teaching, Teacher challenges.

Verified by UPB

ملخص الرسالة

سِتِّي هاردية نِنغِبي، 2024. تحديات معلمي اللغة الإنجليزية في المدارس المتوسطة الريفية في تدريس اللغة الإنجليزية. رسالة ماجستير في برنامج تدريس اللغة الإنجليزية للدراسات العليا، الجامعة الإسلامية الحكومية بالوبو. بإشراف سحريني ومغفرة.

يتناول هذا البحث التحديات التي يواجهها معلمو اللغة الإنجليزية في المدارس المتوسطة الواقعة في المناطق الريفية، مع التركيز على المدرسة المتوسطة الأولى في رونغكونغ. الهدف الرئيسي من هذا البحث هو تحديد العقبات التي تظهر أثناء عملية تعليم اللغة الإنجليزية واستكشاف الحلول والاستراتيجيات التكيفية التي يستخدمها المعلمون للتغلب على هذه التحديات. المنهجية المتبعة هي دراسة حالة نوعية حيث تم جمع البيانات من خلال الملاحظة المباشرة في البيئة المدرسية، والمقابلات العميقة مع المعلمين والأطراف المعنية. ثم تم نسخ البيانات التي تم جمعها وتحليلها بشكل منهجي للحصول على رؤى عميقة حول الظروف الموجودة في الميدان. أظهرت نتائج البحث أن معلمي اللغة الإنجليزية في المدرسة المتوسطة الأولى في رونغكونغ يواجهون تحديات متعددة. تشمل هذه التحديات القيود المتعلقة بالمنهج غير المرن، والظروف المتعلقة بالبنية التحتية، والقيود الزمنية والمؤهلات التعليمية للمعلمين، والمحدودية في استيعاب المفردات بين الطلاب، وانخفاض الدافع للتعلم، والقيود في استخدام الوسائل التعليمية المبتكرة. بالإضافة إلى ذلك، فإن الموقع الجغرافي البعيد يضيف تحديات من خلال محدودية الوصول إلى الموارد التعليمية والبنية التحتية التكنولوجية مثل الإنترنت، وكذلك الدعم المحدود من أولياء الأمور. كما وجد البحث عدة حلول حاول المعلمون من خلالها التغلب على هذه الصعوبات، ومنها استغلال الموارد المحلية كمواد تعليمية بديلة، والتعاون مع الجهات الخارجية للحصول على دعم تقني ومواد تعليمية. كما يسعى المعلمون إلى زيادة إشراك المجتمع، بما في ذلك تشجيع دعم أولياء الأمور في عملية التعليم. يُتوقع أن تساهم نتائج هذا البحث في تطوير برامج تعليمية تلبي احتياجات المدارس الريفية وتعزز جودة تدريس اللغة الإنجليزية فيها.

الكلمات المفتاحية: المناطق الريفية، تعليم اللغة الإنجليزية، تحديات المعلمين.

اللغـــة تطويـــر وحدة قبـــل من التحقـــق تـم

ABSTRAK

Siti Hardiah Nengsi, 2024. *Tantangan Guru Bahasa Inggris di Sekolah Menegah Pertama yang Berada di Daerah Pedesaan.* Tesis Program Studi Tadris Bahasa Inggris Program Pascasarjana Institut Agama Islam Negeri Palopo. Dibimbing oleh Sahraini dan Magfirah.

Penelitian ini mengkaji tantangan-tantangan yang dihadapi oleh guru bahasa Inggris di sekolah menengah pertama yang berada di daerah pedesaan, dengan fokus pada SMPN 1 Rongkong. Tujuan utama penelitian ini adalah untuk mengidentifikasi kendala-kendala yang muncul dalam proses pembelajaran bahasa Inggris dan mengeksplorasi solusi serta strategi adaptasi yang digunakan oleh para guru untuk mengatasi tantangan tersebut. Metodologi yang diterapkan adalah studi kasus kualitatif, di mana data dikumpulkan melalui observasi langsung di lingkungan sekolah serta wawancara mendalam dengan guru dan pihak terkait. Data yang terkumpul kemudian ditranskrip dan dianalisis secara sistematis untuk mendapatkan wawasan yang mendalam mengenai kondisi di lapangan. Hasil penelitian menunjukkan bahwa guru bahasa Inggris di SMPN 1 Rongkong menghadapi berbagai tantangan. Tantangan tersebut meliputi keterbatasan terkait kurikulum yang kurang fleksibel, kondisi infrastruktur, keterbatasan waktu dan kualifikasi guru, penguasaan kosakata yang minim di kalangan siswa, rendahnya motivasi belajar, dan terbatasnya penggunaan media pengajaran yang inovatif juga menjadi kendala yang sering dihadapi. Di samping itu, lokasi geografis yang terpencil menambah tantangan dengan terbatasnya akses terhadap sumber daya pendidikan, infrastruktur teknologi seperti internet, dan dukungan dari orang tua. Penelitian ini juga menemukan beberapa solusi yang telah diupayakan oleh para guru untuk mengatasi kesulitan tersebut. Solusi-solusi ini mencakup pemanfaatan sumber daya lokal sebagai bahan ajar alternatif, kolaborasi dengan pihak eksternal untuk mendapatkan dukungan teknologi dan bahan ajar. Guru-guru juga berupaya meningkatkan keterlibatan komunitas, termasuk mendorong dukungan orang tua dalam proses belajar-mengajar. Hasil penelitian ini diharapkan dapat menjadi masukan penting dan dapat merancang program yang lebih sesuai dengan kebutuhan sekolah di daerah pedesaan untuk meningkatkan kualitas pengajaran bahasa Inggris.

Kata kunci: Daerah pedesaan, Pengajaran Bahasa Inggris, Tantangan guru.

Diverifikasi oleh UPB

CHAPTER I

INTRODUCTION

A.   Background

Educating individuals in English as a second language presents considerable challenges across both rural and urban contexts. Educators must diligently address students' proficiency in reading, writing, listening, and speaking. Furthermore, they are tasked with leveraging technological resources, fostering positive attitudes and enthusiasm among students, and instilling motivation to engage with the English language. This pedagogical endeavor is particularly demanding, particularly within rural locales where communities may require additional support in grasping the significance of English language acquisition.

Teachers can face various challenges; the challenges can be met by teachers, students, parents, and the school environment. In this case, the highlight issue that becomes the researcher's main concern is less qualified teachers; most primary school English teachers need qualifications in English education.[1] Furthermore is the parents' support; they are unable to support or facilitate their children's learning continuity and language fluency at home.[2] Facilities are crucial factors because lack of facilities will impact the process of instruction and acquisition of knowledge.

---

[1]Yuwono G. & Harbon, I (2010). *English Teacher Professional development; some common issue in Indonesia.*

[2] Zaimaliza Masturi And Others, 'The Barriers In Teaching English Skills Encountered By Rural-Area Preschool Teachers : A Preliminary Study', 6.2 (2022), 4696–4703.

The distance of rural areas is isolated from growth centers or other areas due to needing more transportation facilities, thus hampering the growth or development of the region. Rural schools are delineated as educational institutions accommodating fewer than 600 students, situated at a minimum distance of five miles from urbanized regions, and exhibit greater shortcomings compared to their urban counterparts.[3] In addition, schools in rural areas face unique obstacles in teaching English subjects.[4] Rural schools face challenges in Indonesia due to the long distance between rural and urban areas, language diversity, and economic issues. Therefore, teachers who teach English in rural areas mostly need help teaching and communicating with students who do not speak English. Many people in rural areas still regard English as a foreign language and unlikely to provide direct benefits to their lives.

Another problem is a shortage of educators because rural areas are far from urban areas and need internet access or an electric network. The ongoing discourse on the importance of continuous English language learning remains pertinent, particularly in light of the prevalent need for English proficiency among students for effective communication beyond the confines of the classroom. Given that English is taught as a foreign language in Indonesia and predominantly confined to classroom settings, it is imperative to address this matter consistently. However, the predominant language in rural areas is not English, thereby

---

[3] Muthia Shahnaz, Isti Siti, and Saleha Gandana, 'Teaching English in a Rural School: How the Pandemic Affects Teachers' Beliefs and Practices', Advances in Social Science, Education and Humanities Research, 546.Conaplin 2020 (2021), 334–40.

[4] Desi Wulandari, 'Teachers' Challenges and Strategies in Teaching English in Rural Junior High Schools in Lamandau', Theis, 2019, 1.

presenting a significant obstacle for rural educators tasked with teaching and communicating with students who may lack proficiency in the English language.

Several previous studies related to this research have explored various challenges that have emerged, originating from diverse sources including students, teachers, and school facilities.[5] Students encounter difficulties stemming from inadequate mastery of vocabulary, diminished concentration, and lack of discipline, boredom, and speech-related issues. Conversely, teachers face a range of challenges, including inadequate training, difficulties with language proficiency, limitations in pedagogical techniques, unfamiliarity with information technology, and insufficient opportunities for professional development. Furthermore, they also encounter issues related to facilities, which involve deficiencies in resources and infrastructure. Another study examining the primary challenges encountered by educators in the teaching process highlights the inadequacy of support for effective education, including a scarcity of proficient teachers and challenges related to the localization and implementation of the English curriculum.[6] The third study identifies both specific and overarching factors that warrant attention for enhancing student education: inefficiencies in the formulation of educational policies, shortages in certain resources and infrastructure, insufficiencies in technological provisions, inadequacies in teacher training, and management of school administration. The school's implemented

---

[5] Aisyah Mumary Songbatumis, 'Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia', Journal of Foreign Languange Teaching and Learning, 2.2 (2017).

[6] Letasado, M. R., Suastra, I. W., & Lasmawan, I. W. (2024). Analisis Perspektif Kurikulum Merdeka Dalam Pengembangan Kreativitas Siswa Sekolah Dasar Di Daerah 3T. Mimbar PGSD Flobamorata, 2(3), 250-255. Retrieved from https://e-journal.unmuhkupang.ac.id/index.php/mpf/article/view/1642

strategies aimed at mitigating these issues contribute to enhancements in student performance.[7]

In light of these investigations, the researcher is prompted to discover deeper into the obstacles encountered by educators teaching English as a foreign language, particularly within rural settings. While some scholars have examined the difficulties of teaching English in rural areas, particularly at the elementary level, there is a shortage of research focusing on the challenges and strategies within rural junior high schools in Indonesia. As a result, this study aims to outline the challenges faced by English teachers in high schools at rural area and the strategies they use to overcome these issues. Previous research on the difficulties and approaches of English educators in this particular context is notably limited. This study aims to provide an understanding of the challenges faced by English teachers in rural areas and the methods they employ to improve the quality of English instruction, specifically in rural junior high schools.

In order to guarantee that their voices are acknowledged, it is crucial to give attention to their views and goals. In particular, parents ought to endeavor to establish an atmosphere in which their children can acquire English, exposing them to the language from a young age. Institutions of higher learning in rural areas are regarded as centers of knowledge. This suggests that colleges or schools are viewed as ideal educational environments. Furthermore, educators need to uphold these settings with a steadfast commitment to teaching and mentoring

---

[7] Cristóbal C. Ramón, Rubí S. Peniche, and Edith Cisneros-Cohernour, 'Challenges of Teachers in an Effective Rural Secondary School in Mexico', *Journal of Education and Learning*, 8.1 (2018), 143 <https://doi.org/10.5539/jel.v8n1p143>.

students. Even if the classrooms may be packed, the instructor still must make every effort to see every student and help them improve their language skills.[8]

In Rongkong district, junior high school number 1 Rongkong would be subject of this study. The researcher selected one such school to conduct interviews with teachers. The school where the research took place only has a limited number of books to support the teaching and learning process, and even then, the books are only available in the library. There is also a projector that can only be conditioned; although the furniture is still decent, there are several classes that still need cement floors, so the class becomes very dusty. Also, no language laboratory can be used by students to practice what they have learned in the class. The lack of student motivation in learning is a significant factor in the lack of students in the school, especially in English language learning; this factor is based on the parents of students who mostly do not have an excellent educational background, and even many of them do not go to school at all. It is challenging for teachers to teach English in the absence of proper facilities because of these issues. As a result, stakeholders must work together to identify the best ways to address the problems in rural areas. This school must meet the requirements and goals outlined in the 2013 Curriculum, even if it is situated in a village. The difficulties that educators face should also be thoroughly investigated.[9] Numerous factors influence the second language acquisition process, encompassing elements such as attitude, self-assurance, motivation, classroom dynamics, environmental

---

[8] Mr Rajesh and W Shrikhande, 'English Language Teaching in Indian Rural Areas: Challenges and Opportunities', 5.1 (2017), 2320–2882 <www.ijcrt.org>.
[9] Jonathan D. Linton and others, *Sustainability (Switzerland)*, 14.2 (2020), 1–4 <http://www.unpcdc.org/media/15782/sustainable procurement practice.

factors, familial context, student aptitude, and the presence of qualified instructors.

Investigating rural areas is crucial due to the distinctive challenges these regions encounter, which are not typically found in more developed areas. The scarcity of infrastructure, resources, and modern technology often obstructs both educational advancement and community well-being in these settings. Conducting research in such environments can uncover specific limitations impacting educational outcomes and quality of life, and assess potential solutions to mitigate these issues. By offering comprehensive insights into the needs and difficulties faced by remote areas, this research aids in the formulation of fairer policies and more effective intervention strategies, ultimately improving socio-economic and educational conditions in these underserved areas.

B.   Research Questions

The following are some research questions that can be used to explore these challenges and the strategies to overcome these challenges:

1.   What are the challenges that teacher face in teaching English at rural area?

2.   How do the teachers solve the problems in teaching English at rural area?

C.   Objective of the Research

The following are objective of research topics will be used to explore these challenges and the strategies to overcome them.

1.   To analyze what are the challenges that teacher face in teaching English at rural area

2.   To find out how the teacher solve the problems in teaching English at rural area

D.   Significance of the research

This study aims to offer both theoretical insights and practical applications, contributing to the advancement of understanding regarding the challenges and strategies involved in English language instruction. Theoretically, this study would help teachers identify the challenges faced in teaching English and the methods that can be used to overcome these challenges. Teachers can use the findings of this study as a reference or reflection as they work in teaching English.

This research is expected to encourage students to participate in English activities in real-life situations. In addition, this study provides information to students about the problems that may occur in English teaching and the approaches teachers use to solve them.

It is expected that the results of this study should be useful for the researcher himself as a novice researcher and provide ideas or references for other researchers who want to conduct further research on similar topics. In addition, the results will provide an overview of the best methods for learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   **Previous Study**

In rural communities, the impact of English language teaching is on teachers, schools, students, and parents. Although many previous studies have examined the challenges teachers face in teaching English in rural communities, they have not to address how the shortage of English teachers in rural areas has resulted in the underdevelopment of English in these remote areas.

The researcher took several previous studies which all used qualitative case studies. Teachers' Challenges and Strategies in Teaching English: A study in Madrasah Tsanawiyah Pondok Kubang District. The research conducted by Anandia said that Challenges encountered by teachers include issues pertaining to student motivation, instructional resources, inadequate professional development opportunities, and insufficient parental involvement.[10] Hari Widi in his research entitled Challenges Faced by English Teacher in Teaching: Case Study of Junior High School in Banjarnegara Regency, his study identifies that a major challenge is the isolation of the area, which results in a lack of government intervention.[11] Ganesh in his study Teaching English as a second language presents challenges in both rural and urban settings. This is highlighted by a research study titled "L2 Learners' Problems in Speaking English of Rural Background Engineering

---

[10] Fatmawati Soekarno Bengkulu and Anandia Erianti Zulhijjah, 'Teachers' Challenges in Teaching English at Rural Areas: A Case Study in Madrasah Tsanawiyah Pondok Kubang Sub-District', 2022.

[11] Hari Widi Utomo and others, 'Challenges Faced by English Teacher in Teaching: Case Study of Junior High School in Banjarnegara Regency', *JETL (Journal Of Education, Teaching and Learning)*, 5.1 (2020), 34 <https://doi.org/10.26737/jetl.v5i1.1689>.

Students in AP English learners in Indonesia".[12] Problems in Teaching English Speaking Skill in Large Classes of Rural Colleges in Bangladesh: A Case Study.[13] The findings indicate that English learners are not adequately prepared to apply English effectively for communication beyond the classroom environment. Additionally, a research inquiry into the difficulties encountered by English teachers at MTsN Taliwang, Indonesia, underscores the significance of teachers' roles, as they serve as primary providers and facilitators of English language proficiency due to its status as a foreign language predominantly learned within the classroom setting in Indonesia.[14]. Not all language learning processes function optimally at all times; various challenges, including language barriers due to rural dialects, limited resources, insufficient infrastructure, lack of facilities, demotivated students, and parental skepticism toward English, commonly hinder effective English instruction in rural educational institutions.[15]

Subsequently, a research investigation titled "Teachers for rural schools – a challenge for South Africa" revealed that the primary issues encompass curriculum design, students' proficiency levels, student motivation, instructional resources, teacher professional development, insufficient teacher staffing, and

---

[12] D. Ganesh, Gomatam Mohana Charyulu, and Syed Sadiq Hussain, 'L2 Learners' Problems in Speaking English of Rural Background Engineering Students in Ap', *International Journal of Recent Technology and Engineering*, 8.3 (2019), 5942–46 <https://doi.org/10.35940/ijrte.C6216.098319>.

[13] Md Morshedul Alam, 'Problems in Teaching English Speaking Skill in Large Classes of Rural Colleges in Bangladesh: A Case Study Article View Project Errors and Mistakes in the Writings Of Bangladeshi English Users View Project 26 Problems In Teaching English Speaking Skill in', International Journal of Social Sciences, 30.1 (2016), 26–38 <https://www.researchgate.net/publication/340926124>.

[14] Mumary Songbatumis.

[15] Shahnaz, Siti, and Gandana.

parental involvement.[16] Thus, these two studies; English Language Teaching in Rural Areas: a New Challenge for English Language found that Teachers in Colombia Obstacles and School Culture And Professional Development Of School Teachers From Urban And Rural Areas In China found that in the process of teaching English as a foreign language are always encountered in any school in Indonesia, especially in rural areas.[17].[18]

Drawing from preceding researcher discussed earlier, the researcher utilized various challenges faced by teachers in their instructional researcher emerging from multiple dimensions. These challenges emanate from the students themselves, the teachers, and the adequacy of school facilities. The researcher has utilized these relevant studies as foundational references for conducting the current investigation. This study aims to examine similar themes, particularly the challenges faced by English instructors, and to identify the strategies employed by teachers to overcome these obstacles. What distinguishes this research from previous studies is its focus on the significant challenge teachers' face in motivating students to engage more actively in their studies. It also explores the need for understanding students' requirements by creating more innovative teaching materials that promote active participation both in the classroom and during independent study sessions. This focus is especially crucial in light of the prevailing situation where students often lack parental support.

---

[16] Wulandari.

[17] Bertha Ramos Holguín and Jahir Aguirre Morales, 'English Language Teaching in RRamos Holguín, B., & Aguirre Morales, J. (2016). English Language Teaching in Rural Areas: A New Challenge for English Language Teachers in Colombia. Cuadernos de Lingüística Hispánica, 27, 209–222. Https://Doi.Org/10.19053/0', Cuadernos de Lingüística Hispánica, 27, 2016, 209–22.

[18] Ramos Holguín and Aguirre Morales.

B.   Some Pertinent Ideas

In his point, the researcher provides theories that are utilized to reinforce the research, intending to make people comprehend and invite the goal of making people comprehend and invite them to read.

1.   Rural Areas

In rural areas consist of definition, characteristic, student at rural area and teacher at rural area. The aim is to make it easier for the readers to understand the contents of the thesis and invite them to read.

a.   Definition

"Rural" generally pertains to regions comprising open landscapes and small settlements, yet its precise definition within policy and scholarly contexts often remains ambiguous or overlooked, presenting challenges in conceptualization. Approximately 3.3 billion individuals, nearly half of the global population, reside in rural areas, with 90% of them located in developing nations. Rural regions in these countries are characterized by their reliance on agriculture and natural resources, prevalent poverty, isolation, marginalization, and inadequate attention from policymakers, contributing to lower levels of human development. Although rural areas in developed countries exhibit similar features to a lesser extent, they also demonstrate closer interdependencies with urban areas, such as through commuting, and witness emerging land use patterns like tourism and recreational activities, which often hinge upon natural resources.[19]

---

[19] Purnamita Dasgupta and others, 'Climate Change 2014: Impacts, Adaptation, and Vulnerability. Working Group II IPCC Fifth Assessment Report', Climate Change 2014: Impacts, Adaptation, and Vulnerability. Working Group II IPCC Fifth Assessment Report, 2014, 613–57.

b.   Characteristic

Rural areas refer to regions or municipalities situated beyond the commuting radius of urban centers, typically with a population of 10,000 or more inhabitants. Despite this rural designation, the significance of English remains paramount. Consequently, English instruction is nearly ubiquitous across educational institutions in Indonesia, encompassing both urban and rural settings.[20]

Rural communities are primarily preoccupied with matters tied to their specific geographic locations, encompassing both physical and economic considerations.[21] The fundamental nature of these communities often hinges on their principal source of livelihood, which typically revolves around agriculture. Throughout history and into contemporary times, the agricultural sector has remained the primary employer within these communities, encompassing various facets such as farming, plantations, livestock rearing, and fisheries. Traditional farming methods persist in rural areas, where the majority of agricultural produce fulfills local subsistence needs. However, despite their reliance on agriculture, social dynamics within rural communities, such as those observed among farmers in Indonesia, often exhibit narrow and constrained perspectives. This limited outlook frequently impedes the recognition of opportunities for progress and development. Reluctance to embrace or generate novel ideas for progress is evident, portraying a dearth of ambition or motivation towards a brighter future.

---

[20] Priti Kool and Ch Aparna, 'A Study on Problem of Teaching English of Rural Students Through the Use of Efficient', 6.6 (2022), 5040–45.
[21] Anjali Hans, 'Teaching English in Rural Settings : Challenges and Solutions', 23.04, 45–52.

Additionally, issues stemming from trade competitiveness contribute to strained trust among farmers.[22] Another concern pertains to the detrimental impact of cultural attributes inherent to unique rural environments on student welfare. The term "rural" typically denotes expanses of open countryside and small settlements; however, its precise delineation remains nebulous within both policy-driven and academic discourse, often overlooked or ambiguously defined, leading to conceptual complexities. Furthermore, rural educational settings suffer from limited resources compared to urban counterparts, with scant supplementary materials and a dearth of educational aids available for support.[23] Some of the impediments hindering English teachers from operating effectively in rural areas include isolation, cultural adjustment, misperceptions held by rural families regarding education, motivation, infrastructure inadequacies, and instances of violence.[24]

c.   Students at rural area

The majority of rural students and their parents fail to recognize the significance of English as the primary language of communication within the high school learning environment. Many of these students lack parental support due to their parents' absence, often working outside the town or overseas, thereby hindering effective communication compared to those students whose parents reside at home. Moreover, the economic circumstances of most parents in these

---

[22] Agus Purwanto, 'The Role of the Use of Social Media and Family Environment on Entrepreneurial Interest of Private University Students', *Journal of Industrial Engineering & Management Research*, 2.6 (2021), 33–43.
[23] Nadhilla Sekar Pramesty, Ana Maghfiroh, And Diyah Atiek Mustikawati, 'Teachers ' Challenges in Teaching English to Young Learners in Rural Area at Sdn 02 Sendang
[24] Hans.

rural areas are precarious, leading to financial difficulties. Additionally, the delayed introduction of English into rural school curricula exacerbates the issue. Consequently, rural students exhibit a lack of confidence in speaking English and demonstrate poor language proficiency, primarily because they overly depend on their native language, Indonesian, for comprehension, often resorting to translation. Furthermore, the instructional approach to English learning emphasizes it as a subject rather than as a functional language, resulting in deficient vocabulary, inadequate grasp of idiomatic expressions, and subpar translation skills. Despite several years of English education, students' proficiency remains unsatisfactory.[25]

In addition to the absence of parental support, another obstacle arises from students' lack of engagement. Student learning engagement, as defined in this investigation, pertains to their active involvement in the educational process, encompassing physical, mental, and other relevant aspects. Many students exhibit passivity during classroom instruction; they refrain from posing questions to teachers or participating actively in discussions. This silence often stems from their inability to comprehend the correct responses due to inadequate study habits.[26] After school, a significant portion of students tend to prioritize leisure activities such as watching television or socializing with peers over academic pursuits. Furthermore, students harbor apprehensions about making errors when

---

[25] Amita Rawlley, 'Teaching English in Rural Colleges of Punjab: Theory and Practice Amita', *The Criterion An International Journal in English*, 5.3 (2014), 7 <www.the-criterion.com The>.

[26] Rekno Handayani and others, 'The Role of Family Education in Forming the Independent Character of Students in Elementary School', *International Journal of Elementary Education*, 5.2 (2021), 291 <https://doi.org/10.23887/ijee.v5i2.30812>.

speaking English, contributing to their reluctance to engage in verbal communication. These challenges underscore the complexity of language learning, particularly in rural contexts marked by various impediments such as linguistic barriers, limited resources, inadequate infrastructure, disengaged students, and parental skepticism toward English education.[27]

d.   Teacher in rural areas

Educators in rural educational institutions are frequently tasked with the demanding responsibility of conducting multi-grade teaching, necessitating the instruction of various subjects and diverse grade levels within a single classroom. This arrangement undoubtedly presents significant challenges for teachers, encompassing the meticulous planning of daily lessons and allocation of time across different grades, the implementation of assessment procedures for students, and the maintenance of classroom discipline. Often, teachers resort to delivering truncated curricula, seldom incorporating contextual illustrations or aligning the curriculum with local exigencies. Moreover, educators in rural settings commonly encounter limited access to support services and face fewer opportunities for professional development through in-service training programs. Additionally, there are instances where teachers encounter difficulties in accessing essential books and instructional materials necessary for effective teaching and learning.[28]

A high-quality education system is possible if schools have a good team of teachers. However, good teachers like to teach in urban schools, and most are

---

[27] Shahnaz, Siti, and Gandana.

[28] Pierre du Plessis and Raj Mestry, 'Teachers for Rural Schools – A Challenge for South Africa', *South African Journal of Education*, 39.September (2019), 1–9 <https://doi.org/10.15700/saje.v39ns1a1774>.

placed in urban areas. This is no small challenge for education policy makers, overcoming the difficulty in appointing good teachers in rural schools, education management agencies should do so significantly by providing financial incentives for good teacher significantly by providing financial incentives for good teachers. However, this government effort has not been entirely successful. Education agency Education authorities recognize that emphasis is needed should focus on teacher development.[29]

2.   Junior high school

At the junior high school level, English language teaching is given a continuation of what has been taught in elementary school with a different curriculum and method.

a.   Curriculum

The frequent alterations in curriculum requirements present significant challenges for both educators and rural educational institutions, causing them to feel inundated with the task of adhering to the latest curriculum guidelines. A notable instance is the implementation of the 2013 curriculum, which poses considerable challenges for teachers and students alike in rural schools. The 2013 curriculum emphasizes a pedagogical approach centered on scientific inquiry, prioritizing active student engagement in the learning process. However, this represents a substantial adjustment for rural students, who are accustomed to

---

[29] Elif Kemaloglu-er and Muazzez Tugce Sahin, 'Project-Based Learning in English Language Teaching at a Rural School : A Case Study from Turkey', 16.1 (2022), 34–55.

traditional teacher-centric instructional methods prevalent in their learning environments.[30]

To enhance the quality of education outlined in the 2006 Curriculum, the government has introduced the 2013 Curriculum, which has been implemented in select schools across Indonesia.[31] It is anticipated that this updated curriculum will elevate the standard of English language programs in primary schools. One participant expressed support for the government's initiative. The designation of English as a local content subject influences teachers' perspectives on its role within the educational framework. The English instructors involved in this research concluded that teaching English as a local content subject presents less favorable conditions for effective instruction compared to its treatment as a primary subject. The term "curriculum" encompasses various components, including the courses offered within a school or program, the document delineating these courses, a collection of instructional materials arranged in a structured framework, or a framework guiding the selection and organization of learning activities.[32]

The English curriculum implemented in junior high schools encompasses various components such as objectives, learning outcomes, teaching methodologies, instructional materials, and assessment criteria. Achieving

---

[30] Hariya Harlina and Fazri Nur Yusuf, 'Tantangan Belajar Bahasa Inggris Di Sekolah Pedesaan Challenges of Learning English in Rural School', 20 (2020), 325–34.

[31] Syasya Khoirin Nisa, Nono Hery Yoenanto, and Nur Ainy Fardana Nawangsari, 'Hambatan Dan Solusi Dalam Implementasi Kurikulum Merdeka Pada Jenjang Sekolah Dasar: Sebuah Kajian Literatur', *Didaktika: Jurnal Kependidikan*, 12.3 (2023), 287–98.

[32] Lantip Diat Prasojo, Udik Budi Wibowo, and Arum Dwi H, 'Manajemen Kurikulum Program Profesi Guru Untuk Curriculum Management of Teacher Professional Program for Frontier , Outermost , and Least Developed Regions', *Jurnal Pendidikan Dan Kebudayaan,* 2.1 (2017), 39–53.

effectiveness in English language education across primary to tertiary levels necessitates significant investments and resources including proficient educators, communicative teaching materials, and adequate financial, infrastructural, and managerial support. However, the availability and adequacy of these resources are not uniform across all educational institutions within the country. Urban elite schools typically have access to ample resources, enabling their students to utilize English effectively in further academic pursuits or professional endeavors. Conversely, many rural schools encounter deficiencies in one or more of these essential resources, impeding the quality of English language education they provide.[33]

b.   English learning

Junior high school students represent a unique demographic characterized by significant physiological and psychological transformations. These adolescents are particularly susceptible to external and internal influences, which can greatly impact their emotional states and behaviors. Additionally, a notable disparity exists between English instruction at the primary and junior high school levels. While primary school English education typically prioritizes cultivating interest in language acquisition, junior high school English instruction tends to diverge in focus and approach.

The issues encountered by participants were classified into categories including challenges related to productive skills, receptive skills, lecturer resources, learning strategies, vocabulary proficiency, motivation, exposure, and

---

[33]Abu Nayeem and Mohammad Salahuddin, 'Challenges of Implementing English Curriculum at Rural Primary Schools of Bangladesh', 34–51.

cultural aspects.[34] English language learning in rural high schools has not been implemented as expected. In most cases, learning English means memorizing grammar rules and even without textbook content knowledge. But unfortunately, there is discrimination between primary and urban schools in the English learning of primary school students, Students from urban areas show better ability compared to students in rural areas.[35] Hence, educators need to diversify instructional approaches and devise various activities to captivate students' interest and enhance their motivation for learning. At the junior high school level, English instruction should be systematic, with a heightened emphasis on teaching grammar rules, sentence structure, and related components. Junior high school students may encounter challenges in adapting to new subject matter and learning methodologies. As a result, the degree to which students are positively influenced will significantly affect their future academic endeavors.

3.   Teaching English

Teaching English requires a deep understanding of various aspects of language learning, such as mastery of effective teaching methods, the ability to adapt materials to the students' proficiency levels, and the implementation of strategies that support language skills like listening, speaking, reading, and writing. In addition, teachers must possess pedagogical competence, which includes effective classroom management, the ability to motivate students, and the use of engaging instructional media. In the digital age, integrating technology

---

[34] Oktari Firda Hibatullah, Oktari Firda Hibatullah, and English Faster, 'The Challenges of International EFL Students to Learn English in a Non-English Speaking Country', 4.2 (2019) .

[35] Shipra Biswas, 'Challenges of Teaching English in Rural Areas : A Study of BRAC Primary Schools in Jessore', May, 2018.

into language teaching is increasingly important for creating interactive and enjoyable learning experiences for students.

a.   Teachers' role

Teachers play an important role in fostering a student's interest in a subject or language in learning process. A teacher needs to become a learner by considering the situation and understanding various perspectives before teaching students and ensuring the material is relevant to everyday life.[36] Additionally, teaching now manifests in various forms, requiring teachers to position themselves effectively to implement successful instructional methods in the classroom.[37]

Furthermore, teachers' roles able to classified into eight categories, such as; teacher as facilitator, teachers encourage students to take responsibility for their own learning, it is mean that teachers are not in control of everything that happens in the classroom. Instead, they need to support students in their learning journey and create an optimal learning environment so that students can achieve their educational goals. Teacher as a resource, the teacher functions as a guide or resource center, available to help students with any challenges they encounter. In this role, teachers do not take an active part in students' learning unless students seek assistance or face difficulties in their studies.[38] Teacher as controlled, a

---

[36] Usha Rani Kumbakonam, S Archana, and & K Usha Rani, 'Role of a Teacher in English Language Teaching (Elt)', *International Journal of Educational Science and Research (IJESR)*, 7.1 (2017), 1–4 <www.tjprc.org>.

[37] Febriana Sulistya Pratiwi., 'No Title העינים לנגד שבאמת מה את לרעות קשה הכי', *הארץ*, 8.5.2017, 2022, 2003–5 <https://dataindonesia.id/sektor-riil/detail/angka-konsumsi-ikan-ri-naik-jadi-5648-kgkapita-pada-2022>.

[38] J Harmer, 'How to Teach English (Second Edition)', *ELT Journal*, 62.3 (2008), 313–16 <https://doi.org/10.1093/elt/ccn029>.

teacher who previously controlled all classroom activities now transitions to the role of a mediator or facilitator, requiring them to take on multiple roles in the learning process. The effectiveness of a foreign language teacher can be assessed by the extent of students' language competency development, as reflected in their listening, reading, writing, and speaking skills.[39] Other tasks that required the teacher to act as a controller included delivering explanations and lectures, structuring question-and-answer sessions, and making announcements that students were expected to follow. Teacher as a prompter, the teacher motivates students to engage and provides guidance on how to carry out an activity. The teacher should offer assistance only when it is truly necessary. If students become confused or struggle to find the right words, the teacher must step in as a prompter, offering support to help them get back on track. Teacher as a participant, the teacher need to adopt this role to actively engage in classroom activities.[40] When teachers participate in an activity, they can invigorate the group internally rather than continuously guiding or prompting from the outside. However, in doing so, teachers may unintentionally dominate the activity.[41] Teacher as tutor, the teacher takes on the role of a tutor when students are involved in project work or independent study. The teacher offers advice and guidance, while also helping students to clarify and define the scope of their tasks. Students expect the tutor to be a skilled group facilitator who will guide them in their learning while helping to maintain a positive group dynamic.

[39] Georgeta Obilișteanu and Brândușa-Oana Niculescu, 'Teacher Control In The Second Language Classes', *International Conference KNOWLEDGE-BASED ORGANIZATION*, 21.2 (2015), 618–23 <https://doi.org/10.1515/kbo-2015-0105>.

[40] J Harmer.

[41] Jeremy Harmer, 'The Practice Of', *Modern English Teacher*, 21.2 (2014).

Teacher as organizer, Teachers often engage in providing students with information, guiding them on how to complete tasks, organizing students into pairs or groups, and concluding activities when necessary. The teacher is responsible for managing all aspects of classroom activities and giving clear instructions. The effectiveness of many activities depends on how well they are organized. Teacher as an assessror, An assessor is responsible for evaluating students' performance and addressing their mistakes by offering feedback in different forms. The teacher assumes this role to gauge students' progress and achievements. Students expect feedback and correction from their teachers because it helps them understand the criteria for success, allowing them to assess their own performance later.[42]

b.   Pedagogy competence

Good language teachers should have sufficient understanding of the language as well as appealing information. They should also be motivated and passionate about teaching and be able to effectively explain the use of the language (e.g., grammar, pronunciation, and vocabulary) to the students. Competence is the ability to perform tasks that develops through the learning process.[43] During this process, stimuli interact with memory, leading to changes in capacity that facilitates action. If an individual learns to perform more complex tasks, their competence evolves. Therefore, competence can be

---

[42] Jeremy Harmer.

[43] J Harmer.

understood as a lasting ability that enables individuals to achieve specific levels of performance.[44]

Pedagogic competence in teachers is indicated by several factors, including: (a) understanding student characteristics, (b) grasping learning theories and educational principles, (c) developing curriculum, (d) conducting educational learning activities, (e) fostering students' potential, (f) effectively communicate with students, and (g) conducting assessments and evaluations.[45] Identifying the qualities of an effective language teacher is essential as it provides a framework for teachers to improve their teaching skills. The identified traits of effective language teachers that set them apart from teachers of other subjects include engaging in more classroom communication, displaying creativity, flexibility, and enthusiasm, and employing a wider range of teaching methods.[46]

Several characteristics define an ideal English language teacher, especially in the context of teaching English as a Foreign Language (EFL), including: a. a readiness to repeat explanations, b. availability to support students, c. openness to students' explanations and suggestions, d. acting as a role model, and e. treating all students equitably.[47] In other hand, the characteristics of an effective junior

---

[44] George Payerle and others, 'Scholar (3)', *Annals of Tourism Research*, 2015, 45 <http://www.ncbi.nlm.nih.gov/pubmed/25926610%5Cnhttp://www.pubmedcentral.nih.gov/articler ender.fcgi?artid=PMC4492060%0Ahttp://www.sciencedirect.com/science/article/pii/S0160738315 000444>.

[45] Ma'rifatullah Ma'rifatullah, Andi Tenri Ampa, and Awalia Azis, 'Teachers' Pedagogic Competence in Teaching English At Sman 1 Sanggar in Bima', *Exposure : Jurnal Pendidikan Bahasa Inggris*, 8.1 (2019), 90–100 <https://doi.org/10.26618/exposure.v8i1.2087>.

[46] Sokoloff D, 'Scholar (4)', 1931, pp. 167–68 <https://doi.org/10.1163/_q3_SIM_00374>.

[47] Muhammad Al-Khairi, 'Qualities of an Ideal English Language Teacher: A Gender-Based Investigation in a Saudi Context', *Journal of Education and Practice*, 6.15 (2015), 88–98.

high school English teacher vary from the perspectives of both teachers and students. From the students' viewpoint, ideal teachers are those with a positive demeanor, including qualities such as fairness, pleasantness, enthusiasm, responsibility, and cheerfulness. In contrast, teachers place greater emphasis on pedagogical and personal skills rather than solely on English proficiency. Pedagogical skills involve thorough lesson preparation, employing diverse materials and techniques, utilizing technology to enhance the learning experience, designing engaging activities, maintaining a positive classroom environment, connecting lessons to previous and future content, encouraging the use of dictionaries to foster independent learning, and providing additional examples when textbook examples are inadequate or unclear. Personal skills refer to the behavioral traits that a teacher should exhibit, such as fairness, pleasantness, cheerfulness, entertainment value, and wit.[48] According to the explanation, the researcher argues that successful English teachers are those who exhibit a deep comprehension of teaching and knowledge delivery, coupled with possessing key attributes vital for the teaching and learning process.

c.   Principle in Teaching English

Teaching English as a foreign language in Indonesia presents unique challenges for educators. To optimize classroom instruction, teachers must also understand students' learning characteristics, which will influence the teaching methods they employ.[49] There are some principle in teaching English as a foreign

---

[48] Diska Fatima Virgiyanti and others, 'Characteristics of Effective Junior High', 2016, 338–46.

[49] Iin Inawati, 'Prinsip Dan Teknik Pengajaran Bahasa Inggris Untuk Anak Usia Pra-Sekolah', *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini*, 2.1 (2018), 11–18.

language; understand your students and their reasons for learning a second language, One of the key steps is to familiarize yourself with the students you share your classroom space and time with. Understanding your students is crucial for building a strong connection and relationship with them. This insight will significantly assist educators in effectively supporting their English language learners. Foster a warm and inclusive classroom atmosphere, a crucial aspect of helping students succeed is boosting their confidence and comfort by ensuring they feel welcomed in the classroom. This approach greatly enhances their academic success by fostering positive relationships with their academic community, including teachers, peers, paraprofessionals, resource teachers, and classroom volunteers. Enhance their foundational knowledge; there is widespread agreement that background knowledge is crucial for reading comprehension. Effective teaching begins with students' current understanding and guides them toward deeper comprehension. Every learner brings prior knowledge from their education and life experiences, which teachers can build upon. Reading can be particularly challenging when students struggle to understand material due to unfamiliarity with the subject or theme being taught. Offer clear and accessible input by expanding vocabulary; introduce the upcoming topic by connecting it to students' existing experiences. Regularly incorporate opportunities for interaction and discussion, an effective teacher takes into account the unique characteristics and cultural backgrounds of students. The teacher understands the students' needs and adapts their verbal communication to be more comprehensible, considering the students' language proficiency. Utilize diverse teaching methods; a teacher

who intentionally uses a diverse array of teaching methods can achieve more than one with a narrower set of strategies. With the advent of various communication and learning platforms, new and innovative instructional methods are continually emerging. And consistently conduct reviews and assessments; assessment is a crucial part of any teaching practice for gauging its effectiveness. It should be formative and continuous rather than a one-time summative evaluation. This dual process allows teachers to engage in self-assessment, thoughtfully reflecting on their instruction, and to assess students' learning to understand their progress. It serves as an effective tool to track student development and identify necessary adjustments in teaching methods.[50]

3.   English teachers' Challenges at Rural Area

English instruction methods vary among teachers based on their individual preferences and contexts, contributing to a diverse range of approaches to teaching the language. As such, the effectiveness of English education hinges largely on the proficiency and creativity of the instructor, particularly in the case of English teachers. These educators strive to foster student interest in learning the language by employing a variety of teaching methodologies and techniques tailored to the classroom setting. However, teachers in rural areas encounter distinct challenges that may hinder their ability to deliver quality English education. The following are some of the challenges faced by English teachers in rural areas:

---

[50] Abha Gupta, 'Principles and Practices of Teaching English Language Learners', *International Education Studies*, 12.7 (2019), 49 <https://doi.org/10.5539/ies.v12n7p49>.

1)   The implementation of curriculum

Upon transitioning to Junior High School, students encounter English as a new subject. The absence of English instruction in the elementary school curriculum, as stipulated by the 2013 curriculum, poses a challenge for Junior High School English teachers. They are tasked with instructing students from the ground level of English proficiency. However, constraints such as limited time, inadequate teacher training and teaching methodologies, a shortage of qualified English educators, and insufficient resources exacerbate this challenge.[51] Since the official English language teaching curriculum in Indonesia is exclusively targeted at junior high and high school levels, teacher education programs in Indonesia are designed to prepare English teachers specifically for these levels, rather than for elementary schools. Consequently, teachers have not been adequately prepared for the implementation of the new policy.[52]

2)   Limited facilities and educational resources

Another issue pertains to the scarcity of educational facilities and resources, compounded by diminished student motivation and proficiency. One of the biggest challenges faced by rural English language teachers is the lack of resources. Facilities encompass tools essential for facilitating activities, particularly within the context of teaching and learning. Educational infrastructure comprises fundamental equipment that indirectly bolsters the educational process within schools. Educational facilities encompass all

---

[51] Ruma Mubarak, 'Pengembangan Kurikulum Sekolah Dasar', *Madrasah*, 6.2 (2016), 24 <https://doi.org/10.18860/jt.v6i2.3295>.

[52] Buyun Khulel, 'Teaching English for Young Learners in Rural Area: Teachers' Challenges', *Lingua*, 17.2 (2021), 115–30 <https://doi.org/10.34005/lingua.v17i2.1558>.

instruments, apparatus, materials, and furnishings directly utilized in educational activities within school settings.[53] The significance of learning facilities as a vital aspect of educational support, emphasizing three key components that warrant consideration: media or instructional aids, learning materials, and the learning environment itself. He underscores the interconnectedness of these components and their collective influence on the learning process. Individually and collectively, these elements play pivotal roles in facilitating and enhancing learning activities, ultimately contributing to the success of educational endeavors".[54] The fulfillment of learning facilities can help students go through every stage of learning. However, if the facilities are not fulfilled properly, learning activities tend to be hampered. Therefore, learning facilities are very important for the learning process both at school and at home because each part of the facility has a unique function to help the learning process run smoothly.[55]

3) Learning environment

The environment is also one of the things that help to speak English at home or school: low family educational background, lack of interest in improving language skills, an education system without speaking skills, no separate English speaking classes in schools, no specialized English teachers.[56]

---

[53] Barnawi dan M. Arifin, Mengelola Sekolah Berbasis Entrepreneurship, (Yogyakarta: Ar Ruzz Media, 2013), h. 49
[54] Oemar Hamalik, Proses Belajar Mengajar. (Jakarta : Bumi Aksara, 2003), h. 102
[55] Dalyono. 2001. Psikologi Pendidikan. Jakarta : Rineka Cipta
[56] Hans.

As a result, teachers are encouraged to be creative in selecting their teaching methods and limiting the use of technology.[57]

4)   Parental support

Lack of parental support can lead to a lack of students' motivation. The family environment has a significant impact on children, as it is where they first get to know life. Parents in the family have the main role in educating children, because family conditions will affect the child's condition. Children from good or harmonious families will experience positive social development, while children from poor family environments will face various obstacles and problems in their social development process.[58] Parents in rural area are did not view English language subjects as important for their children. This lack of concern from parents leads to a deficiency in motivation and support for their children's English learning. They do not really direct their children to education, especially in learning English. Therefore, many children are too lazy to study and even drop out of school because it is important for their parents that they work and earn money. In addition some students were required to work in a field or in a market and then missed class. In addition, the parents' mindset has an influence on the learning process in children. Different from parents who live in the in the cities have a higher motivation towards their children's learning than those who live in rural area.

---

[57] Herizal and others, 'Teaching English in Rural Areas: A Closer Look Into Teachers' Challenges', *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 10.2 (2023), 135–47 <http://jurnal.radenfatah.ac.id/index.php/edukas>.

[58] Suryana, D. (2016). Pendidikan Anak Usia Dini Stimulasi dan Aspek Perkembangan Anak. Jakarta: Kencana

5) Insufficient time

Teacher do not have enough time, there is a dearth of educated and competent English teacher. Most rural teachers continue to maintain tight control over the classroom, and lecturing consumes the majority of class time. Moreover, teachers give more discussion and presentation rather than explanation to their students. In this section, teachers have to manage the time well and adopt student centered teaching method.[59]

6) Lack of resources and Internet network

In rural areas, English language teaching and learning is not optimal. Schools in rural areas do not provide many opportunities for students to learn English, they learn English only at school and even then only once a week, very different from schools in urban areas, most of them learn privately, tutoring or even learning through social media. In rural area, information not available as a result, students do not know English well in daily life, leading to a lack of enthusiasm for learning the language. Even after years of study, most students do not know, avoid, or respond adequately to how to deal with the process of learning a foreign language, and few students have used various tactics, succeeded, and understood English lessons.[60] Moreover, English teachers in that school have difficulties related to the internet connection. Having a stable Internet connection can help teachers explore anything that can support

---

[59] Kool and Aparna.

[60] Sulistiyo, U. (2015). Improving English as a foreign language teacher education in Indonesia: The case of Jambi University. Unpublished Doctoral dissertation. RMIT University, Melbourne, Australia

their teaching and learning processes. In fact, the internet connection at that school was still problematic.[61]

7)   Qualified teachers

Teachers play an essential role in developing students' intellectual and social development throughout their reproductive years. One of the things that can determine the future of these students is the education they get. In this case, the teacher has a role as a facilitator or individual instruction in order to help students learn to acquire knowledge by applying concepts in the subject. [62] In addition, teachers must be qualified to teach multiple subjects, and most of the time they are qualified in just one or two of them, which does not represent a problem in urban areas, but poses a problem when the rural teacher has to manage subjects as diverse as math, sciences, arts, English as a foreign language and social sciences. Finally, the fact that in some rural communities teachers have to teach multi-level classes is not attractive to the prospective teacher, not even mentioning salaries. The previous issues were undertaken.[63]

Teachers in suburban and rural areas lack training and support. Basically, the characteristics of an ideal teacher in a rural or small area are as follows: a) Be certified and able to teach a variety of subjects. b) Capable of supervising a variety of school extracurricular activities. c) Capable of teaching students with varying levels of ability in the classroom. d) Capable of overcoming students' different cultures in a single session and increasing their awareness of the greater

[61] Herizal and others.
[62] Herizal and others.
[63] Ramos Holguín and Aguirre Morales.

community. e) Capable of adapting to the community's unique characteristics in areas such as social opportunities, daily habits, and commercial areas.[64]

8)   Students motivation

Students' motivation becomes one of the challenges in teaching English at rural area. The most difficult challenge for an English language teacher in rural Indonesia is dealing with students who don't even care, students who lack the basic knowledge skills required to begin the lesson, or students who give up and lose their attention easily.[65] attitudes, concentration, and learning habits, and external factors such as intrinsic students themselves.[66] In order to teach students successfully in a rural area, teachers need some extra strategies in the teaching process, including strategies in handling the classroom. Rural-area teachers should have good strategies to help students reduce their boredom in learning a foreign language.

9)   Isolation

Isolation, adaptation and misconception is rural area have about the education, motivation and infrastructure are some of the shortcoming which inhibit English teacher and student from working and learning in rural area. Isolation is plays an important role when choosing a place to work and study, most teachers come from urban areas and it is very difficult for them to adapt to the sometimes very isolated environment of rural areas; also, some of them will miss having stimulating academic interactions with peers. To this respect

---

[64] Wulandari.
[65] Eckert, L. S., & Alsup, J. (2014).Literacy teaching and learning in rural communities: Problematizing stereotypes, challenging myths. Routledge
[66] Roinah, R. (2019). Problematika dalam pembelajaran bahasa Inggris di Stain Bengkalis.QUALITY,7(1), 153-166. Retrieved from https://journal.iainkudus.ac.id.

Mulkeen asserts that teachers in rural areas also find cultural isolation.[67] The government finds it more difficult to provide quality education services in rural areas, and various factors undermine the quality of learning and teaching in rural areas. Firstly, teachers prefer to teach in urban areas, and as a result schools in rural areas have many vacant positions or experience long delays in filling them.[68]

4.   Teachers' solution

The teachers' role as a problem solver which is to help the community to recognize and solve problems they face, as well as help recognize the potential of natural resources that exist in the surrounding environment to be managed wisely in increase their income and welfare.[69] Different teacher skills can produce different learning outcomes. Therefore, it is expected that English teachers English teachers can have extensive knowledge in guiding students in develop their ability to learn English learning ability. Teachers are required to be able to inspire students, respect students, create a good atmosphere in teaching, provide some creative media, to liven up the classroom atmosphere, pay attention to students' needs and appreciate the efforts made by students during the teaching-learning process and also the teacher should be able to correct or criticize students without offending their feelings.[70]

---

[67] Mulkeen, A. (2005). Teachers for Rural Schools: A Challenge for Africa. Working paper. Biennale on Education in Africa (Libreville, March 27-31, 2006). Association for the Development of Education in Africa

[68] du Plessis and Mestry.

[69] 'Peran Guru di Wilayah Pesisir dan Terpencil Abdul Waqif*)', 2015, 18–27.

[70] Jeremy Harmer (2007). How to Teach English (Second). Person Education Limited . https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxzZX JzZXBvcnRmb2xpb 3xneDo1MzRmMTZkMTFlNTQ2OWEy

It could be concluded that they should receive much to allow the strategy to have the desired effect. The strategy must be accompanied by efforts to the desired effect. The strategy must be accompanied by efforts to change the social and the necessary social and institutional environment direction.

C.   Conceptual Framework

The conceptual framework underpinning the study is depicted as   follows:

```
          ┌─────────────────────────┐
         /   Teachers' challenges in  /
        /    teaching English at rural/
       └─────────────────────────┘
     ↓              ↓              ↓
┌──────────────┐            ┌──────────────┐
│              │            │              │
│  Internal    │            │  External    │
│  factors     │            │  factors     │
│              │            │              │
└──────────────┘            └──────────────┘
          └──────────┬──────────┘
                     ↓
             ┌─────────────────┐
            /                   /
           /  Teachers' solutions/
          └─────────────────┘
```

Figure 1. Conceptual framework
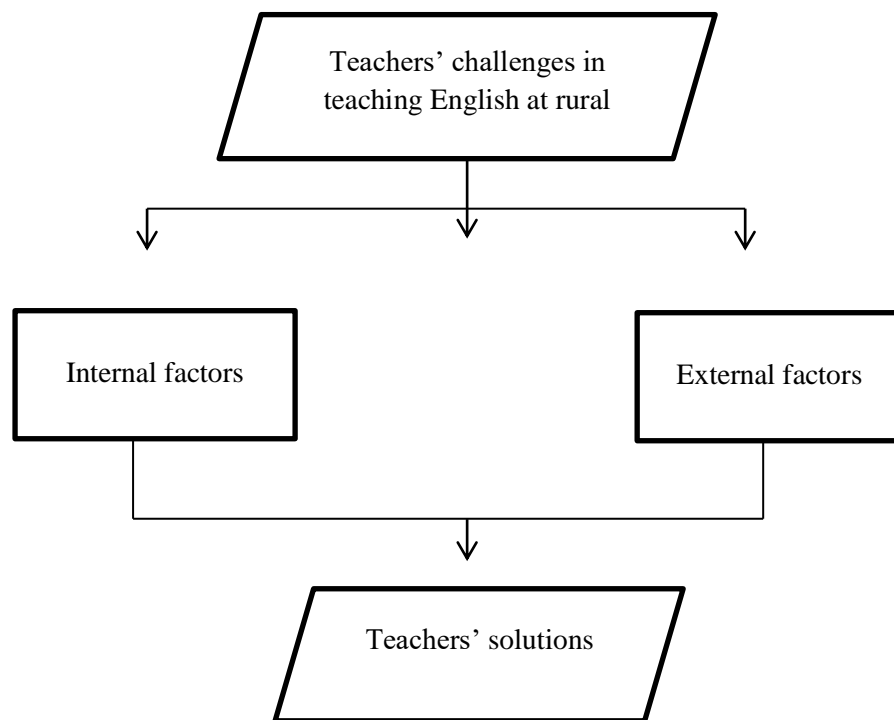
The researcher examined the activities of English language teachers in teaching English as a foreign language, assessing not only the teachers' actions but also the students' responses within the classroom. Subsequently, the researcher scrutinized the obstacles encountered by both teachers and students during the lessons, culminating in the identification of solutions to address these issues.

CHAPTER III

RESEARCH METHODOLOGY

A.   Research design

This study utilized qualitative research methodologies. Qualitative research would be using various methods to study natural settings to achieve research objectives. Qualitative techniques require descriptive data from the subject in through written, oral, or spoken words, as well as observable behavior.[71] A qualitative methodology is an investigative method that produces descriptive data obtained from individuals through written or oral communication and observable actions.[72] Qualitative research is a type of research centered on explaining and understanding real life problems. This type of research uses qualitative methods to examine how certain community conditions affect events, behavior, and meaning.

The primary focus of this research centered on employing a descriptive case study approach within a qualitative framework. The problem under investigation was thoroughly examined and elucidated through descriptive data analysis. The research framework adopted for this investigation was that of a case study. Case study methodology is utilized to delve deeply into a single instance, such as an individual, organization, or community, to gain precise insights. The defined scope of the study may be determined by temporal or spatial constraints, and the case itself may encompass diverse entities, such as programs, activities, or

---

[71] Bogdan, Robert C. & Taylor, S.J., (1973), Introduction toQualitative Research Methods A Phenomenological Approach to the Social Sciences, NewYork, John Wiley & Sons
[72] Roberth Bogdan Taylor, 'ED336921.Pdf', 1990, pp. 1–11.

individuals.[73] Empirical materials such as personal experiences, introspection, life narratives, interviews, observations, as well as historical, interactional, and visual texts, are employed in qualitative research to explore both ordinary and intricate events and meanings within individuals' lives. Case studies serve as instances of such empirical materials utilized in qualitative research.[74]

The data for this study were gathered by the researcher through field observations, interviews, and documentation pertaining to the difficulties encountered by rural teachers in teaching English at Junior High School number 1 in Rongkong district, North Luwu. Consequently, in research, a case is meticulously scrutinized by the investigator, typically representing a scenario, circumstance, behavior, process, or one or more individuals, and is applied across various domains, including evaluations and cases delineated by chronology and activities.

The research setting for this study aimed to investigate the obstacles and determinants encountered by rural educators in English instruction. To collect the necessary data, the researcher conducted interviews with three English teachers at a junior high school located in the Rongkong district of North Luwu. These teachers were specifically selected due to their roles in teaching English subjects at these schools, particularly within the Rongkong district of North Luwu.

---

[73] John W, Creswell 2016. Research design : *pendekatan metode kuantitatif, kualitatif dan campuran* . Edisi keempat (cetakan kesatu). Yogyakarta: pustaka pelajar.

[74] Aspers, P. & Corte, U. (2019). What is qualitative in qualitative research. Qualitative Sociology. (42), 139–160. Diakses dari doi:10.1007/s11133-019-9413-7

B.   Research Subject

This research constitutes the focal point of the entire study, wherein the researcher conducted interviews with three participants who provided valuable perspectives on teaching English in rural areas.. The participants comprised English educators from Junior High School 1 in Rongkong, totaling three individuals. Furthermore, the researcher enlisted several students from Junior High School number 1 in Rongkong as research participants, chosen based on recommendations provided by the aforementioned teachers.

C.   Definition of term

To get general understanding about the as of the title, the researcher explained as follow:

1.   *Teacher challenges*

Teacher challenges refer to the obstacles encountered by educators during teaching or learning process, encompassing both online and offline modalities, irrespective of whether they are in rural or urban settings.

2.   *Rural area*

Rural areas are small residential areas far from the city where rural areas are always characterized by agriculture, plantations, poverty and isolation. Besides the economy, limited facilities are also a major feature so that rural areas certainly do not have many residents.

D.   Sources of Data

The data sources for this study encompassed various components pertinent to the challenges faced by English teachers in teaching within rural areas,

specifically in Rongkong district of North Luwu. These encompassed English teachers, students, as well as learning and teaching activities both within and outside the English classroom. The researcher conducted observations of both students and teachers, documented through video or photographic evidence, as well as field notes. The observations encompassed all activities undertaken by students and instructors within and beyond the classroom, particularly those related to the English lessons. After observation, the next step is interviews, participatory observations, and document analysis was conducted. The research subjects included three English teachers at SMPN 1 Rongkong. Interviews were designed to explore the teachers' understanding of the challenges and strategies for teaching English in a rural context. Each interview lasted 60-90 minutes and was recorded with the informants' consent for analysis. This approach aids the researcher in understanding the background and context that influence the English teaching process at the school.

E.   Instrument of the Research

The instruments utilized by the researcher in this study include:

1.   Interview guide

The interview stands as one of the prevalent and fundamental techniques for gathering qualitative data, frequently employed to elicit individuals' perspectives, thoughts, and emotions regarding specific circumstances in their own expressions. Following this, the researcher integrates an additional tool, namely the interview, to comprehensively gather all pertinent information

concerning the challenges faced by rural students in learning English.[75]

Interview guides are created to prepare for an interview, contain typically asked questions, and recognize the pattern of questions typically asked during an interview. The interview guide used in this study consists of 30 questions focusing on key topics related to the challenges and strategies of teaching English in rural secondary schools. The main questions cover the teacher's background, the challenges faced in teaching, the strategies employed to overcome these obstacles, and the influence of the rural context on teaching methods. Additionally, the interviews explore how teachers interact with students, the use of resources and technology, and the evaluation of teaching effectiveness. This guide is designed to be flexible, allowing the researcher to explore additional topics that may arise during the interviews.

2.   Observation sheet

Classroom observation entails employing non-participant observation, wherein the researcher assumes the role of a mere observer and refrains from active participation in the classroom learning activities.[76] Before making observations or observations in the field, researchers prepare research observation sheets designed as many as 15 learning activity items that were useful for collecting data. The research observation sheet usually contains notes related to the object being observed or investigated. The observation focused on several key aspects, including teacher-student interaction, teaching methods employed, use of resources and technology, and student responses to the learning process. Each

---

[75] Bengkulu and Zulhijjah.
[76] Sugiyono. 2013. *Memahami penelitian kualitatif.* Bandung: Alfabeta.

observation session lasted 90 minutes. The observation sheet was designed to capture a comprehensive overview of how English teaching is conducted in a rural context and to identify the factors that influence the effectiveness of the instruction. These notes are arranged systematically, logically, objectively and also rationally. Within this sheet, the researcher checklists whether or not the learning activities are carried out which are adjusted to the design of the observation sheet that has been prepared previously.

F.   Data Collecting Technique

Data collection involves the researcher gathering information from various sources or informants. Research instruments play a pivotal role in the overall research process by furnishing the necessary data to address the research problems. In this study, researchers utilized interview guides and observation sheets to collect data. They conducted face-to-face interviews with both teachers and students to corroborate the observations and verify impressions. Data were primarily obtained through these interviews, organized systematically to elicit specific responses. Additionally, a recording device was employed to ensure no data were lost during the interviews. This device facilitated the researcher in revisiting interview findings to extract essential information, this helps reduce mistakes caused by limitations. The individuals being interviewed must also consent to the recording, photographing, and video recording.

During the observation the researcher recorded take videos and take pictures the situation and all of the process of English teaching. Commencing with salutations, leading a collective prayer, proceeding to attendance check, reviewing

prior material, imparting new content from the companion book, and engaging in group discussions to foster student discourse, culminating in a recapitulation of the lesson provided by the English instructor in the classroom interview outcomes concerning the challenges encountered by teachers were corroborated solely through observational means. The researcher monitored classroom dynamics and activities during instruction, employing non-participant observation for this study.

G.   Technique of Analyzing Data

In analyzing the data for this research, the researcher employed the interactive model of data analysis proposed by Miles and Huberman, which comprises three primary components: (1) data reduction, (2) data display, and (3) drawing and verifying conclusions. These components are elucidated in the following diagram:

Figure 2. Technique of Analyzing Data

The figure 2 above can be explained as follows:

1.   Data reduction

The following are the data reduction steps: a) Summarize data. Summarize data is the simplification and focusing of complex data to identify the most relevant information. This begins with transcribing and sorting data from interviews, observations, and documents. b) Decoding, the researcher then codes the data with labels that reflect key themes or concepts. c) Exploring the theme, irrelevant or redundant data is filtered out, and similar codes are grouped to identify patterns or main themes. d) Creating clusters, this process concludes with organizing themes for thematic analysis, which allows the researcher to develop a deep and comprehensive narrative about the studied phenomenon. Data reduction involves the systematic process of selecting, focusing, simplifying, abstracting, and transforming data derived from transcriptions or written field notes. Through data reduction, information is refined, categorized, and organized to facilitate the derivation and validation of final results.

After the research data in the field is obtained and collected, a data reduction process is carried out. The researcher selects data, namely data based on the results of collecting data through the observation method, document method and interview method. All data selected is appropriate based on the research problem. The data that will be reduced in this study is interview data conducted in the field. The data is also sorted out based on the research problem.

2.   Data display

To draw valid conclusions from the data, the researcher employs straightforward data presentation techniques, such as verbal descriptions, narrative sentences, and concise explanations displayed in a descriptive format. The data display includes information on the challenges faced by teachers in teaching English, the approaches they use to address these difficulties, and their experiences in dealing with these challenges.

Observation data records daily classroom activities, including the teaching methods applied and the interactions between teachers and students. This data encompasses key activities, interactions, and observed teaching methods, illustrating various teaching strategies and student responses recorded during observations. It highlights how these elements align with identified themes, such as teaching challenges and method adaptations.

3.   Conclusion and Verification

Drawing conclusions or verification is the phase where research outcomes are generated to address the research focus, based on the findings of data analysis. It serves as the ultimate step in data analysis, during which the researcher synthesizes the research findings and discussions. To validate the data, the outcomes of this study were compared with existing theories and previous research on the subject. The findings encompass an elucidation of the challenges faced by teachers in teaching English, along with their strategies for addressing these challenges.

The data obtained reflects the culmination of multiple stages in qualitative research, including data collection, the subsequent selection of relevant information, and its presentation. After the presentation, a concluding process takes place, resulting in the generation of research outcomes, which appear as new insights in the form of descriptive narratives. These findings illuminate previously obscured issues, providing clarification through the research process.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A.   Research Findings

The following section contains the research findings which are divided into description of the challenges that the teachers face in teaching English at rural area and the teachers' solve those problems in teaching English at rural area. This research was conducted in UPT SMP Negeri 1 Rongkong, was located at Dusun Salutallang, Limbong, Rongkong sub-district, North Luwu regency.

Before conducting interviews, the researcher first carried out classroom observation to gain a more comprehensive understanding of the field conditions. The purpose of the observation was to directly examine how the learning process took place, including teacher-student interactions, the use of teaching methods, and the challenges faced during the teaching and learning activities. The results of the observation provided important contextual data to enrich the interviews, enabling the researcher to ask more specific and relevant questions based on the findings obtained in the field. Observation also helped the researcher understand practical realities that might not be fully revealed through interviews alone, such as classroom dynamics, student participation, and the availability of resources and teaching media. The following is the table of observing the implementation of English language teaching, specifically related to the challenges faced by English teachers in rural area.

No.	Aspect of Learning	Observed Activities	Identified Challenges
1.	Opening	The teacher starts the lesson with a prayer and greets the students	Students do not respond well due to low discipline and lack of familiarity with formal routines
2.	Material delivery	The teacher explains basic English vocabulary	Students have limited understanding of English and struggle to follow the teacher's explanation
3.	The use of instructional media	The teacher uses simple pictures which they have prepared at home as teaching materials to help students learn new vocabulary	There is no access to technology such as projectors or the internet for more interactive teaching materials
4.	Students interaction	The teacher encourages students to ask questions and interact using English	Students tend to be passive due to low self-confidence and lack of practice in speaking English
5.	Assessment of Understanding	The teacher assesses understanding through oral questioning or simple tests	Students struggle to answer due to insufficient comprehension of the material

1. The challenges that the teachers face in teaching English at rural area

The challenges in teaching English at rural areas have different challenges between teaching English in urban areas. Based on the results of interviews with English teachers at SMPN 1 Rongkong, researchers found various challenges they faced. Furthermore the challenges are related to the curriculum, infrastructure school facilities, insufficient time and teacher qualified, lack of vocabulary mastery, students' motivation, teaching media, lack of resource and

internet network, the isolation and parental support. These challenges will be specifically detailed in the table below:

No.	Type of challenges	Specific challenges in the field	Overcome
1.	Curriculum	The teachers are uncertain about how to adapt the newly introduced curriculum materials to their classroom conditions, especially since they lack adequate references. Then The physical facilities at the school are often inadequate, lacking sufficient space and equipment to support activity-based learning required for the implementation of the Merdeka Curriculum.	Incorporate vocabulary into everyday activities such as farming, planting, shopping at the market, or household chores. Create bingo cards with vocabulary words and their definitions. As you call out the definitions, students mark the corresponding words on their cards. Additionally, the researcher use local folktales or traditional stories to introduce and practice vocabulary. Discuss the cultural context and the vocabulary used in these traditional narratives.
2.	School infrastructure and facilities	Classrooms with poor physical conditions, such as dusty floors due to the lack of proper tiling, significantly disrupt the learning process. The classrooms lack functional whiteboards, have broken chairs, damaged ceilings that leak when it	Use locally available books, newspapers, and magazines as teaching materials to make learning more relevant and engaging and Integrate local cultural knowledge and practices into English lessons to make learning more contextual and relatable

		rains, and old desks, some of which have been partially eaten by termites. Then the school does not have an adequate library, and the delivery of textbooks to the location is often delayed.	
3.	Insufficient time and teacher qualified	Teachers do not receive regular training in effective English teaching methods and are unable to access online practice materials due to limited internet connectivity.	Focusing on the most essential language skills listening, speaking, reading, and writing emphasizing practical language use and the communication skills students need in real-life situations.
4.	Lack of vocabulary mastery	The students use the local language in their daily lives, making it difficult for them to understand basic instructions in English because they are not accustomed to the language. English is very unfamiliar to them.	Create vocabulary cards with target words on one side and definitions, pictures, or example sentences on the other, Use songs with clear and repetitive lyrics that include new vocabulary and Integrate new vocabulary into storytelling activities. Read stories that contain target words aloud, or have students create and share their own stories using the new vocabulary
5.	Students' motivation	Students tend to be unmotivated or lack enthusiasm in English lessons. They are often unfocused,	Enhance student motivation and engagement, offer verbal praise, certificates, or small incentives to acknowledge their

		sleepy, skip class, or are frequently absent.	hard work and progress. Additionally, organize vocabulary contests where students can compete in spelling bees, word challenges, or quiz games to make learning more engaging. It is also important to maintain open communication with parents, providing updates on their children's progress and offering guidance on how they can support their children's learning at home.
6.	lack of resource, teaching media, and internet network	It is difficult to obtain English teaching materials that are appropriate for the students' proficiency level. The available textbooks are outdated or not aligned with the latest curriculum. Only a few students have cell phones, but accessing the internet is challenging due to inadequate network coverage.	Encourage teachers to develop customized teaching materials that cater to their students' specific needs, Plan outdoor lessons that allow students to experience learning in a natural or real-world setting. For example, language teachers can conduct storytelling sessions outside, using nature as inspiration, or organize scavenger hunts that require students to use target vocabulary in a practical context and promote collaborative activities such as group projects, peer teaching, or discussion-based tasks where students work together to solve problems or complete assignments

7.	The isolation	The school is located in an area with extreme natural conditions, such as mountainous regions and landslide-prone areas. Teachers are often hindered by landslides that block access to the school, especially during the rainy season. This also prevents them from having opportunities to collaborate with other teachers or participate in language teaching communities.	The learning design activities incorporate with local cultural elements. This could include using examples from students' everyday lives, regional stories, or local traditions and create a classroom atmosphere where students feel safe and encouraged to participate actively
8.	Parental support	Parents do not assist their children with English homework because they feel incapable, largely due to the fact that most parents lack a proper educational background and do not know how to motivate their children. They typically only speak the local language and have no knowledge of English. Additionally, economic limitations prevent parents from providing learning resources such as extra books or internet access. Furthermore,	Design homework tasks that encourage interaction between students and their parents, and employ innovative teaching methods that go beyond traditional techniques. This may include integrating creative storytelling or problem-solving tasks to actively engage students and develop their critical thinking skills.

		education, especially English, is often regarded as unimportant by the parents.	

Based on the table above, the researcher describes the challenges in detail, accompanied by the results of interviews with English teachers. The first challenge is the curriculum. The most significant challenge is the curriculum's importance, as it functions as a basic framework that directs the education and learning process. Below are the answers of the interview questions to the English teacher.

Respondent 1
"The biggest obstacle to using the Merdeka curriculum is inadequate infrastructure. In this remote village, internet access is very limited, making it difficult to access additional materials or use technology in teaching". (Interviewed on 04 august 2024), "Student comprehension of English also presents a significant challenge. The students here typically come from diverse backgrounds, resulting in a wide range of English proficiency levels. This variation necessitates that I adapt the teaching modules to be accessible to all students, whether they already have a strong foundation or are just beginning to learn the language" (Interviewed on 13 august 2024)

Respondent 2
"The Merdeka curriculum requires a lot of references and additional teaching materials, while our conditions do not allow for that, even our students did not learn English in elementary school before, The internet is also not always stable, making it difficult to find online materials that can be used in the classroom.". (Interviewed on 26 July 2024)

Respondent 3
"We rarely get training because of the long distance to the training center in the city. Even when there is online training, the poor internet signal means we can't follow along properly. I also rely on group discussions and collaborative learning methods to overcome resource limitations. Additionally, I continuously communicate with other teachers to share materials and ideas." (Interviewed on 04 august 2024)

The results of interview with English teachers indicate that it is evident that English teachers in remote rural schools face significant challenges in designing teaching modules for the Merdeka Curriculum. Resource limitations, such as inadequate access to teaching materials and unstable internet

connections, constitute major obstacles. Additionally, the varying levels of students' English proficiency compel teachers to tailor the modules to accommodate a wide range of abilities. Teachers also rely on creativity and innovation in their teaching methods, such as group discussions and collaborative learning, to overcome these limitations. although the Merdeka Curriculum has the potential to improve the quality of education, limited internet access significantly impacts teachers' ability to participate in online training programs organized by the government on the implementation of the Merdeka Curriculum, consequently, this limitation results in suboptimal teacher participation in these crucial training sessions, which are essential for equipping teachers with the necessary skills to implement the Merdeka Curriculum effectively. Additionally, physical resources such as books and libraries are inadequate, hindering teachers from providing sufficient materials in accordance with the curriculum. This is particularly problematic as their students require teaching methods and techniques that can enhance their interest and ability to quickly adapt to learning English.

School infrastructure and facilities are the next challenge for teachers in teaching English in rural areas, as they play an important role in supporting the learning process. Below are the answers of the interview questions to the English teacher.

Respondent 1
"We are in dire need of English textbooks. Most of the existing books are outdated and even torn and are no longer relevant to the latest curriculum. In addition, there are no additional or reference books that students can use." (Interviewed on 24 July 2024)

Respondent 2

"Of course it's still lacking, we do not have a language lab or access to technological devices such as computers and the internet. In fact, using audio-visual media can be very helpful in teaching English listening and speaking skills." (Interviewed on 26 July 2024)

Respondent 3

"During the dry season, our classroom gets dusty because the floors are still made of cement. When it rains, it sometimes gets muddy because the roof leaks. Of course, this takes away from the students' learning time since they have to clean up before starting their lessons, the support from the government to improve English learning facilities at our school is still lacking. The assistance we receive is very limited and often does not meet our needs." (Interviewed on 19 April)

The results of interviews with English teachers indicate that inadequate infrastructure and facilities are the main obstacles to learning English. Limited learning materials and resources, restricted access to technology, and insufficient supporting facilities, such as language labs, computers, and the internet, are crucial for supporting interactive and effective learning. Additionally, the lack of support from the government and community hinders efforts to improve the quality of education. This highlights the need to improve access to technology in rural schools to support English language learning.

Insufficient time and teacher qualified are also the challenges found in this research. Adequate time and qualified teachers are two key components of quality education. Without sufficient time, students do not have the opportunity to thoroughly understand and master the material. Without qualified teachers, the learning experience may be ineffective, less engaging, and unable to meet individual students' needs. Below are the answers of the interview questions to the English teacher.

Respondent 1

"They learn English twice a week, so if it is taught today for three days or next week, they will forget it again. Our students often need more time to understand the material due to their limited language practice outside of class. If learning time is limited, they don't get the chance to really understand and master the material being taught". (interviewed on 24 July 2024).

Respondent 2

 "I teach more than one subject here, starting from teaching English, Bahasa Indonesia, and history. It makes me not focus on English subjects. It is the lack of educators that has caused us to be like this. In addition, unattractive salaries and incentives also make it difficult to attract highly qualified teachers to rural areas. (interviewed on 26 July 2024).

Respondent 3

 "I am basically an English teacher who teaches at 2 schools at once in high school and here. So it is really difficult, we teachers also have very limited time to teach 2 hours of time to explain Basic English only. Especially if there are tests or exams, they tend to struggle when facing exams or when they have to speak the language. We as teachers, also find it difficult to give individual attention to each student." (Interviewed on 19 April).

The results of interviews with English teachers indicate that it is clear that insufficient time allocation is a major obstacle to English language learning in rural areas. Students need more time to practice and understand the material thoroughly. The teachers interviewed stated that the time allocated for English lessons in their schools is often insufficient to achieve the in-depth understanding and practical skills required by the students. Without adequate time, students do not have the opportunity to thoroughly understand and master the material. Meanwhile, without qualified teachers, the learning process may be ineffective, less engaging and unable to meet students' individual needs. Therefore, it is

important to increase the time allocation for English lessons and provide adequate training and incentives for teachers, especially in rural areas.

Lack of vocabulary mastery is the next difficult challenge for English teacher, mastery of vocabulary in students is very important because it plays a fundamental role in various aspects of learning and the development of language skills in students is very important because it plays a fundamental role in various aspects of learning and the development of language skills. Below are the answers of the interview questions to the English teacher.

Respondent 1
"When students do not master sufficient vocabulary, we face several major difficulties. First, students often struggle to understand the reading texts and instructions we give them. This makes it difficult for them to follow lessons and do well on assignments. Secondly, they tend to feel frustrated and demotivated because they cannot communicate fluently, both in speaking and writing. This also impacts on their participation in class discussions and interactive activities". (Interviewed on 24 July 2024).

Respondent 2
"Their vocabulary is limited to yes and no. Only 2 to 3 of them are active or curious when learning. If they want to translate, they sometimes ask me. I often have to repeat and explain new vocabulary in a more detailed way. This is time-consuming and often disrupts the prepared lesson plan." (Interviewed on 24 July 2024).

Respondent 3
"My students have very minimal vocabulary. Students who do not have a good command of vocabulary usually have difficulty in exams and assignments that require reading comprehension and proper use of language. They often score lower in English tests, causing them to fall behind their urban counterparts who have a better command of vocabulary." (Interviewed on 19 April 2024)

Interviews with English teachers in rural areas reveal that student who does not have vocabulary mastery in rural area very different from students in urban area they only know some familiar vocabulary such a: book, yes, no, go, you. English in Junior High Schools is a new subject. Students have no English foundation from elementary school, so the students' competence is very low in Junior High School especially in vocabulary.

No.	Aspect	Teacher's Observation	Students' Average Scores
1.	Motivation to Learn Vocabulary	Students show little interest in learning new vocabulary	Low participation in vocabulary tasks
2.	Basic Vocabulary Comprehension	Students often struggle to recognize basic vocabulary	Average score on basic vocabulary tests: 50/100
3.	Vocabulary Use in Writing	Students use limited vocabulary in writing assignments	Average score in writing assignments: 45/100
4.	Vocabulary Use in Speaking	Students rarely apply new vocabulary when speaking	Speaking test scores: 45/100
5.	Vocabulary Mastery	Students' vocabulary mastery is limited to simple words	Only 200-300 words mastered out of the 500-word target.

The table above illustrates the low vocabulary proficiency of students in English learning. According to teachers' observations, students show little interest in learning new vocabulary and often struggle to recognize basic vocabulary. This is reflected in the students' average scores on basic vocabulary tests, which only reached 50/100. In writing tasks, students tend to use limited vocabulary, with an average score of 45/100. The use of new vocabulary in speaking is also rare, with speaking test scores only reaching 45/100. Overall, students' vocabulary mastery is limited to around 200-300 words, well below the expected target of 500 words. These findings indicate a significant challenge for teachers in improving students' vocabulary skills, particularly in rural areas.

Student motivation in learning English is also one of the big factors in the teachers' challenges in rural area. To understand the challenges they face regarding student motivation. The following is a summary of the interview results to the English teacher.

Respondent 1
"When learning process they are more passive because I often only use the Ceramah method, sometimes some are busy by themselves, only silent if give a question there are only silent, and there are only 4 or 5 people who look attentive. I realize that because the Ceramah method like this is boring for children of their age. Unmotivated students tend to participate less in class, are reluctant to ask questions, and do not try to understand the material well. This causes their learning outcomes to be unsatisfactory and their English skills to remain low."(Interviewed on 24 July 2024).

Respondent 2

"One of the biggest challenges we face is students' low motivation to learn English. Students often feel that English is irrelevant to their daily lives in the village. They rarely hear or use the language outside of class, so they don't feel motivated to learn seriously. Some of them looks lazy, sleepy and not focus on the learning" (Interviewed on 26 July 2024).

Respondent 3

"Their motivation to learn is very lacking. Maybe because they think English is difficult to learn. They said that English is different writing, different pronunciation. I think that is a factor even more so because of the limited resources and facilities in our school. We do not have a language laboratory or adequate internet access to make learning more interactive and interesting. Students often feel bored with monotonous and less varied teaching methods". (Interviewed on 19 April 2024)

Interviews with English teachers in rural areas reveal that student motivation is a significant obstacle to learning. Factors contributing to low student motivation include a lack of exposure to English, limited resources, inadequate environmental support, and less engaging learning experiences. Unattractive teaching methods, resulting from these limitations, also play a role in diminishing student interest. Addressing these challenges requires increasing resources and facilities, providing training for teachers to employ more effective teaching methods, and securing greater support from the community and parents. By implementing these measures, student motivation can be enhanced, leading to an overall improvement in the quality of English education in rural areas.

The interviews with English teachers revealed that one of the main challenges they face is the low motivation of students in learning. Teachers reported that many students struggle and show little interest in English as a subject, leading to a lack of active participation during lessons. This issue is not only evident from the interviews but is also corroborated by the students' low

academic performance, particularly in fundamental skills such as reading comprehension, speaking, and writing. These scores reflect the students' limited understanding of the material taught, further reinforcing the finding that low motivation has a significant impact on their academic achievement. The combination of these data suggests a clear correlation between low motivation and suboptimal learning outcomes, highlighting the need for more engaging and contextually relevant teaching approaches to enhance student involvement in English learning. Below is a table from the researcher's observation results regarding the low motivation of students in learning English.

No.	Aspect	Teacher observation	Student Scores
1.	Motivation	Low motivation among students; lack of interest in English	Observed in low participation during lessons
2.	Reading skills	Students find reading tasks challenging and disengaging	Low scores in reading comprehension tests (average: 60/100)
3.	Speaking skills	Students rarely participate in speaking activities	Poor performance in speaking assessments (average: 50/100)
4.	Writing skills	Lack of enthusiasm for writing assignments	Below-average writing scores (average: 58/100
5.	Overall performance	Limited understanding of material due to low engagement	General decline in academic performance in English (average: 54/100)

The table illustrates the observation results regarding students' low motivation in learning English. Teachers noted that students were disengaged and rarely participated in lessons, which was reflected in their low scores. In reading comprehension, students struggled and achieved an average score of 60/100. In speaking skills, students seldom participated, with an average score of only 50/100. Regarding writing skills, students demonstrated a lack of enthusiasm, resulting in an average score of 58/100. Overall, students' academic performance in English declined, with an average score of 54/100, indicating limited understanding of the material due to low engagement.

The data from the observations shown a strong correlation with the findings from the interviews with teachers regarding the challenges they face in teaching English. Teachers mentioned that low student motivation is one of the primary challenges, with students often feeling disengaged and struggling to follow the lessons. This is reflected in the observational data, which indicates low student participation during lessons, particularly in speaking and writing skills

In addition to the motivation of the students themselves, the next challenge that English teachers face in rural area are the lack of resource, teaching media, and internet network. The following is a summary of the interview results to the English teacher.

Respondent 1
We don't have any media we only rely on textbooks and even then some of the books are worn out, torn and there are only a few of them. It's hard to use the internet anymore, so we just use what we have". (Interviewed on 24 July 2024).
Respondent 2

"Our students on average do not have handphone even if there is a network that does not support browsing or searching, they don't even have a dictionary, the media also sometimes only use what is available such as textbooks, if they are bored or not enthusiastic sometimes I use objects that are around to stimulate their vocabulary. The lack of teaching media greatly affects the learning process. Without access to a computer or the internet, I cannot use online learning resources or interactive applications. This makes students bored quickly because learning becomes monotonous and less interesting. Also, without enough reading books, students don't have much material to practice reading and increase their vocabulary." (Interviewed on 26 July 2024)

Respondent 3

"There is no media and internet network we are also confused to overcome it. When they are bored I ask them to read the package book only". (Interviewed on 19 April 2024).

Interviews with English teachers in rural areas revealed that the lack of teaching media is a significant challenge in the learning process. Teachers face major obstacles in providing sufficient and varied materials for students due to the limitations of textbooks, visual aids, and technological devices such as computers and internet access. This shortage of teaching media results in a monotonous and less engaging learning environment, which adversely affects students' motivation to learn. As highlighted by the interviews, the absence of adequate teaching resources makes it difficult for students to grasp language concepts deeply and practically, particularly in the absence of language laboratories for listening and speaking practice. Consequently, students tend to be passive and uninterested during lessons, leading to suboptimal learning outcomes. To address this issue, it is crucial to enhance the provision of teaching resources and offer comprehensive training for teachers to use these resources creatively. This would help create a more dynamic and engaging learning

environment, thereby improving students' motivation and the overall quality of English education in rural schools.

The isolation of a place also affects learning. Based on the findings of the researchers below are the answers of the English language teachers who have been interviewed.

Respondent 1
"Support from the government and the local community is minimal. The government rarely provides special assistance for education in remote areas, and the community also lacks awareness of the importance of English education. Many parents are more focused on their daily needs and work in the fields, so children's education is often not a priority". (Interviewed on 24 July 2024)

Respondent 2
"Our geographical isolation means we are often cut off from training and workshops organized in the city. Long distances and difficult transportation mean we are rarely able to attend trainings that can improve our teaching skills, making it difficult for us to keep up to date with new teaching methods and educational technology." (Interviewed on 26 July 2024).

Respondent 3
"Our teaching materials are lacking, facilities are also not feasible". (Interviewed on 19 April 2024).

Interviews with English teachers in rural areas revealed remote geographies hinder the ability to provide diverse and engaging learning experiences. Additionally, challenging geographical conditions exacerbate the issue by restricting access to necessary training and professional support, which are crucial for enhancing teaching methods. In addition, government assistance for rural schools is minimal and inattentive.

Due to the isolated nature of the learning environment, it will differ significantly from that of students in rural areas. Based on the findings of the

researchers below are the answers of the English language teachers who have been interviewed.

Respondent 1
"Many students have to learn without the help of technology, which is essential in this digital era". (Interviewed on 04 august 2024)
Respondent 2
"Our students often face greater challenges due to limited infrastructure and access to educational resources. They may have to travel long distances out of town to reach a public library or learning center because in our school the books are very limited". (Interviewed on 04 august 2024)
Respondent 3
"In addition to limited resources, students often face pressure to help with household chores or work to help with family finances. This can reduce the time and energy they can devote to learning." (Interviewed on 04 august 2024)

From the interviews with several English teachers, it can be concluded that students face significant challenges in an unsupported learning environment outside of school. The difference between urban and rural students is contras, with rural students often facing greater difficulties due to limited infrastructure and restricted access to educational facilities. Students in rural areas often have to travel long distances to obtain the necessary resources. In addition, the pressures of household responsibilities and the need to help with family finances also often reduce the time and energy students can devote to learning. Although students try to adapt to their situation, their level of success depends largely on personal motivation and support from family.

The last challenge is parental support. Parental support also has an influential role in the implementation of the school teaching process properly. The following is a summary of the interview results to the English teacher.

Respondent 1

"Another challenge is the lack of parental involvement in their children's learning process. Many parents in rural areas are busy with work and do not have the time or resources to support their children's education at home." (Interviewed on 04 august 2024)

Respondent 2

"Lack of support from parents often leads to a lack of motivation and learning discipline in students. They may not complete homework, under-prepare for exams and be less engaged in classroom activities. This has a negative impact on their academic performance." (Interviewed on 04 august 2024)

Respondent 3

"The difficulty is that if they are asked to bring a dictionary, they say they don't have one. Parents' concern for education is still very lacking." (Interviewed on 04 august 2024)

Based on interviews with English teachers, it can be concluded that teaching students who lack parental support in rural areas presents several significant challenges. The primary challenge is the lack of parental involvement in their children's education. Many parents in rural areas are busy with work and do not have the time or resources to support learning at home. This lack of parental support negatively impacts students' motivation and study discipline, often leading to low academic achievement. As a result, students may fail to complete homework, be underprepared for exams, and be less engaged in classroom activities. Almost all parents of students are farmers therefore most of them do not have time to teach their children at home. After school students only spend their time playing and some even have to join farming to help their parents. Their parents' awareness of the importance of English is completely ignored it is caused by life there is still a lot that has not been contaminated with the outside environment, social media, and associations outside the area.

1.   Teachers' solve the problem

Following are the findings on the challenges faced by teachers in teaching English at rural areas, the researcher also discovered that some challenges can be overcome, some can be adapted to the situation, and some remain insurmountable. The following are interviews and conclusions regarding the resolution of some of these problems.

The first challenge is implementing the Merdeka curriculum, although there is no definitive solution to this obstacle, English teachers in rural areas must adapt the curriculum to meet the needs of students in their specific environmental context.

Respondent 1
"We strive to be more flexible in our teaching approach. We incorporate vocabulary into everyday activities such as farming, planting, shopping at the market, or household chores that relevant to students' lives in the countryside, such as farming or animal husbandry into the subject matter so that students can more easily understand and apply the concepts taught. We endeavor to know each student individually and understand their needs and strengths. We use a differentiated approach, tailoring tasks and activities to each student's abilities." (Interviewed on 04 august 2024)

Respondent 2
"We usually use teaching materials that can be made by teachers and students themselves. The most common is to provide English vocabulary that is relevant to their daily lives such as, farming, gardening, playing etc."(Interviewed on 04 august 2024)

Respondent 3
"Utilizing the context of students' daily lives in their environment it is making them more relevant and easy to understand by using resources that are around them, and we creating bingo cards with vocabulary words and their definitions. As you call out the definitions, students mark the corresponding words on their cards". (Interviewed on 04 august 2024)

Based on interviews with English teachers in rural areas, it can be concluded that adapting the Merdeka Curriculum in these environments requires various creative and adaptive approaches. Teachers integrate the development of English vocabulary with daily activities relevant to the students' rural lives, such as farming and animal husbandry, into the lesson materials. They utilize local resources and implement differentiated instruction, tailoring tasks and activities to each student's abilities. Moreover, the teacher incorporating vocabulary into everyday activities such as farming, planting, shopping at the market, or household chores and also create bingo cards with vocabulary words and their definitions. As you call out the definitions, students mark the corresponding words on their cards. Additionally, the researcher use local folktales or traditional stories to introduce and practice vocabulary. Discuss the cultural context and the vocabulary used in these traditional narratives Despite facing technological limitations, these teachers remain committed to providing meaningful education through innovative collaboration between teachers and students.

The next solution that has been identified is school infrastructure and facilities that researchers found in rural area. The following interview results illustrate how the teacher addressed and overcame the problem.

Respondent 1
"We focus on creating a positive and supportive learning environment".
"(Interviewed on 04 august 2024)
Respondent 2
"Yes, the lack of technology facilities such as computers and internet access does affect the learning process. To overcome this problem, we rely on limited printed teaching materials and traditional teaching techniques."(Interviewed on 04 august 2024)

Respondent 3

"We try to maximize the use of existing space in creative ways. For example, we use the multipurpose room for various activities and organize alternating class schedules to avoid overcrowding. We also try to involve students in simple repair activities, such as painting walls and tidying up the school area."(Interviewed on 04 august 2024)

Based on the results of interviews regarding how English teachers overcome the limitations of school facilities and infrastructure the researchers found that they addressed the issue through creativity, community involvement, and the utilization of local resources. Despite facing various challenges, their dedication and innovation ensure that students continue to receive meaningful and productive learning experiences.

The third problem solving are insufficient time and teacher qualified. The following interview results illustrate how the teacher addressed and overcame the problem.

Respondent 1

"With a busy schedule and limited class time, it is difficult to cover all the material in depth. We often have to choose which topics are most important and simplify the rest of the material to ensure students understand key concepts". (Interviewed on 24 July 2024)

Respondent 2

"I incorporate project-based teaching techniques and activities that enable students to learn independently outside of class." (Interviewed on 26 July 2024)

Respondent 3

"To address this issue, we focus on more dynamic and interactive teaching strategies, such as group discussions and problem-based activities, which help student, better understand the material within a limited timeframe." (Interviewed on 19 April 2024)

Based on interviews with English teachers, it can be concluded that addressing the limitations of teaching time and teacher qualifications involves

efforts to maximize limited classroom time by focusing on essential language skills and employing more efficient teaching methods. Additionally, they acknowledge the need for continuous professional development to enhance their qualifications, expressing a desire for access to more relevant training programs.

The fourth problem solving is lack of vocabulary mastery. The following interview results illustrate how the teacher addressed and overcame the problem.

Respondent 1
"We often use word games, songs, and stories to introduce new vocabulary" (Interviewed on 24 July 2024)
Respondent 2
"We provide a weekly vocabulary list that students will memorize and recite in front of the class at each meeting" (Interviewed on 26 July 2024)
Respondent 3
"We also encourage students to create vocabulary cards and engage in pair activities to practice using the new words in sentences" (Interviewed on 19 April 2024)

Based on interviews with English teachers in rural schools, it can be concluded that the teachers use interactive teaching methods such as word games, songs, and stories to introduce new vocabulary in an engaging and enjoyable manner. They also encourage students to create vocabulary cards and engage in pair activities to practice using the new words in sentences. Although the teaching is not as comprehensive as in urban areas, the teachers hope that students will become more confident in using English both in daily conversations and written tasks. The efforts made by these teachers aim to provide students with a more comprehensive and meaningful English learning experience, despite the limited resources in rural areas.

The fifth problem solving is students' motivation. The following interview results illustrate how the teacher addressed and overcame the problem.

Respondent 1

"One effective strategy is to give rewards and praise to students for their efforts and progress."(Interviewed on 24 July 2024)

Respondent 2

"We also organize competitions, such as vocabulary contests or word games, to motivate students. Additionally, we strive to recognize and appreciate individual students' interests and relate the lesson material to those interests"(Interviewed on 26 July 2024)

Respondent 3

"I usually communicate directly with their parent s to guide them in supporting their children at home, as they all live close to my house" (Interviewed on 19 April 2024)

Based on interviews with English teachers in rural schools, it can be concluded that the lack of motivation among students to learn English requires a creative and diverse approach. Teachers implement various strategies to enhance students' interest and motivation. One effective strategy is to provide rewards and praise for students' efforts and progress. This positive reinforcement encourages students and makes them feel valued. Additionally, teachers organize competitions, such as vocabulary contests and word games, to make learning more engaging and competitive. Teachers also strive to recognize and appreciate individual students' interests, linking lesson material to these interests. Furthermore, direct communication with parents is conducted to guide them in supporting their children's learning at home.

The sixth problem solving is lack of resource, teaching media, and internet network. The following interview results illustrate how the teacher addressed and overcame the problem.

Respondent 1

"We create our own teaching materials using cardboard, pictures from old magazines, and everyday objects" (Interviewed on 24 July 2024)

Respondent 2

"We also hold outdoor learning sessions to make the learning environment more enjoyable and interactive. Additionally, we frequently organize collaborative learning activities where students can share knowledge and learn from each other" (Interviewed on 26 July 2024)

Based on interviews with English teachers in rural schools, it can be concluded that the lack of resources, teaching media, and internet access poses significant challenges. Teachers address these issues with creative solutions such as creating their own teaching materials, organizing outdoor learning sessions, and encouraging collaborative learning among students. Despite these limitations, their dedication ensures that students receive meaningful and productive English language education.

The seventh problem solving is isolation. The following interview results illustrate how the teacher addressed and overcame the problem.

Respondent 1

"We strive to establish partnerships with schools in more developed areas for knowledge and resource exchange programs. However, logistical challenges and costs often become barriers. We also rely on creativity in teaching, such as creating our own teaching materials and using more interactive teaching methods" (Interviewed on 24 July 2024)

Respondent 2

"This situation significantly affects students' motivation. They often feel left behind compared to their peers in urban areas who have better access to education and technology" (Interviewed on 26 July 2024)

Based on interviews with English teachers in rural schools, it can be concluded that situation cannot be changed they can only adapt to it. Isolation attempt to address these issues through local initiatives and creativity in teaching;

however, the limited external support makes these solutions not entirely effective. This situation negatively impacts students' motivation and performance, as they feel left behind compared to their peers in more developed areas.

The eight problem solving is learning environment. The following interview results illustrate how the teacher addressed and overcame the problem.

Respondent 1
"The method is quite simple. Outside of class hours or around my home, I casually test their vocabulary in a relaxed manner, as they rarely encounter English outside of school hours" (Interviewed on 24 July 2024)
Respondent 2
"Sometimes, students take the initiative to visit public libraries in other areas, and I always make sure to give those small rewards or praise to encourage their efforts" (Interviewed on 26 July 2024)
Respondent 3
"I also advise their parents to help educate their children in English" (Interviewed on 19 April 2024)

Based on interviews with English teachers, it can be concluded that to overcome the challenge of the learning environment for students studying English in rural areas requires creative and adaptive strategies. Teachers often create a more engaging learning atmosphere by integrating local cultural elements into lessons and utilizing interactive activities that resonate with students' everyday experiences. Additionally, teachers frequently offer small rewards for students' efforts and foster a supportive and motivating environment that encourages active participation in learning English.

The last problem solving is isolation. The following interview results illustrate how the teacher addressed and overcame the problem

Respondent 1

"Since I am very involved in the community, I often take the opportunity during events to remind parents to monitor their children's study hours at home." (Interviewed on 24 July 2024)

Respondent 2

"First, we educate their parents by highlighting the positive aspects of learning English. Additionally, given the geographical location, this school is situated in a tourist area. I emphasize that in the future, English will be crucial. For instance, now that this area has become a tourist district, many foreign tourists are visiting. Who will guide them if not the local people?" (Interviewed on 26 July 2024)

Respondent 3

"I also assign more homework so that students can study and be supervised by their parents at home" (Interviewed on 19 April 2024)

The interview results indicate that despite the limitations in parental support for learning, teachers in rural schools overcome these challenges with creative and proactive approaches. They educate parents about the importance of involvement in their children's education, assign homework that involves parental participation, and use a relaxed approach to maintain students' engagement with English outside of school hours.

B.   Discussion

Based on the research findings, there are eight (8) challenges that English teachers face in teaching English in rural areas as presented in the previous chapter. The discussion will focus on connecting these findings to the existing literature and offering insights into the implications for English language teaching in rural contexts

1.   Curriculum

The introduction of the Kurikulum Merdeka brought significant shifts in the educational landscape, emphasizing student autonomy, creativity, and

contextualized learning. However, while the curriculum's flexibility offers potential benefits, it also presents specific challenges for English teachers in rural areas which are recognized for its excellence but not for its challenges.[77] The Kurikulum Merdeka promotes contextual learning, encouraging teachers to connect their lessons to the local environment and culture. However, English teachers in rural areas face challenges in contextualizing lessons for students who may have limited exposure to English outside the classroom. These challenges highlight the various difficulties English teachers encounter in relation to the curriculum.[78]

The implementation of the Kurikulum Merdeka presents various challenges for English teachers in rural areas, primarily due to the unique conditions and limitations they face. Although the curriculum advocates for flexibility, student-centered learning, and the integration of local culture into the classroom, achieving these ideals can be difficult in rural contexts. One of the primary obstacles is the lack of adequate resources. Many rural schools are underfunded and lack essential teaching materials such as updated textbooks, digital tools, and language laboratories, which are crucial for supporting effective English language instruction. This resource gap creates a significant disparity between urban and rural schools, making it challenging for rural teachers to meet

---

[77] Dedi Jasrial, Hermawati Syarif, and Yetti Zainil, 'English Teachers' Voices on Curriculum Change and Implementation of the Merdeka Curriculum in Rural Junior High Schools in Indonesia', *Linguists*, 2023.9 (2023), 2355–2069 <https://doi.org/10.29300/ling.v9i2.12440>.

[78] Fahrani Reza, Zuliati Rohmah, and Nur Nabilah Abdullah, 'Challenges in Implementing Kurikulum Merdeka for EFL Teachers', *JEELS (Journal of English Education and Linguistics Studies)*, 10.2 (2023), 439–69 <https://doi.org/10.30762/jeels.v10i2.1899>.

the curriculum's expectations.[79] Furthermore, the limited availability of professional development opportunities exacerbates this issue. Rural teachers often receive minimal training on the pedagogical shifts required by the Kurikulum Merdeka, such as project-based learning and the use of technology in the classroom.[80] Without ongoing support and training, teachers struggle to implement these methods effectively, which can lead to a reliance on traditional, teacher-centered approaches that do not align with the curriculum's objectives.

Moreover, rural teachers face the additional burden of contextualizing English lessons for students who have limited exposure to the language. In urban areas, students may encounter English through media, technology, or extracurricular activities, but in rural settings, students' exposure to English is often confined to the classroom.[81] This lack of exposure makes it difficult for teachers to create meaningful and relevant lessons that engage students in authentic language use. The Kurikulum Merdeka encourages teachers to integrate local cultural and environmental contexts into their lessons, yet doing so in English, a foreign language for most rural students, requires creativity and additional effort. Teachers must find ways to bridge the gap between the curriculum's expectations and the realities of their students' lives, often without sufficient guidance or resources.

---

[79] Septrida Fitra and Yuli Tiarina, 'An Analysis of English Teachers' Challenges in Implementing Merdeka Curriculum at Sman 3 Solok Selatan', *Journal of English Language Teaching*, 12.3 (2023), 794–803 <https://doi.org/10.24036/jelt.v12i3.124742>.

[80] Yuli Wulandari, Rustan S, and Dodi Ilham, 'Unleashing Student Creativity', *International Journal of Asian Education*, 5.1 (2024), 21–33 <https://doi.org/10.46966/ijae.v5i1.371>.

[81] Wulandari, S, and Ilham.

In addition to these pedagogical and resource challenges, rural teachers also contend with socio-cultural barriers. The dominance of local languages and the prioritization of practical, community-centered knowledge over foreign language acquisition can make the teaching of English seem irrelevant to students' immediate needs and future aspirations. As a result, teachers may encounter resistance from both students and their families, who may not fully understand the value of learning English. This resistance can further complicate the implementation of the Kurikulum Merdeka, as teachers must not only teach the language but also foster a positive attitude toward learning it.

Finally, the workload of rural teachers often limits their ability to fully engage with the curriculum. Many rural teachers are responsible for teaching multiple subjects and extracurricular activities, in addition to administrative tasks, leaving them with little time to plan and develop lessons that align with the curriculum's principles of flexibility and creativity. The demand to tailor lessons to students' needs while also meeting the broader goals of the Kurikulum Merdeka places a heavy burden on teachers, who may feel overwhelmed by the expectations placed upon them. This combination of limited resources, inadequate training, socio-cultural challenges, and excessive workload creates a difficult environment for the successful implementation of the Kurikulum Merdeka in rural areas. To address these challenges, there must be a concerted effort from policymakers to provide rural schools with the necessary resources and support, including targeted professional development, improved access to teaching materials, and strategies to overcome socio-cultural resistance to

English language learning. Without such interventions, rural students may continue to face educational disadvantages compared to their urban peers, ultimately hindering their opportunities for future success.

2.   School infrastructure and facilities

One of the primary obstacles is the lack of adequate physical resources to support effective learning processes. The severely limited budgets directly impact the availability of essential facilities such as language laboratories, computers, and other digital tools. Without these facilities, English teachers struggle to provide interactive and diverse learning experiences that align with the curriculum's emphasis on technology and digital media.[82] For example, the absence of a well-equipped language laboratory hinders students' ability to practice speaking and listening skills in a supportive environment.

Infrastructure limitations also affect the overall quality of learning. Inadequate classroom conditions often present an additional challenge. Small classrooms and a lack of appropriate teaching aids or media make it difficult for teachers to implement innovative and engaging teaching methods. The absence of interactive whiteboards, projectors, and other supporting devices can make learning monotonous and less stimulating, ultimately reducing student motivation and engagement in the learning process.

Additionally, the availability of library facilities and access to quality reading materials is limited. Incomplete and outdated libraries reduce students'

---

[82] N Lombo and M Subban, 'Physical Infrastructure Challenges in Rural Schools', *Administratio Publica*, 32.1 (2024), 69–101.

opportunities to access up-to-date textbooks and relevant English reading materials. Without adequate reading resources, students are unable to expand their vocabulary, improve reading comprehension, or practice their English skills outside of class. This creates a significant disparity compared to urban schools that may have better access to resources and instructional materials. These facility limitations also impact teachers' professional development. Training and workshops related to technology use and pedagogical innovations are often unavailable in rural areas.[83] This deficiency prevents teachers from fully utilizing the potential of digital tools and resources, making it challenging to implement more modern and effective teaching methods. The lack of adequate training facilities exacerbates this issue, resulting in teachers feeling unprepared and less skilled in meeting the demands of a more dynamic curriculum.

Overall, the limitations in infrastructure and facilities at rural schools create significant barriers to the successful implementation of the Kurikulum Merdeka. Addressing these issues requires increased attention and support from government and related agencies to provide adequate resources and infrastructure. Investments in infrastructure improvements, provision of relevant teaching aids, and enhancement of teacher training facilities are essential steps to help bridge the gap between rural and urban schools.[84] Only by ensuring that all schools, regardless of their location, have equal access to necessary resources and facilities can we hope to achieve greater success in implementing the Kurikulum Merdeka and improving the overall quality of education.

---

[83] Ma'rifatullah, Ampa, and Azis.

[84] Daniel Showalter and others, 'Why Rural Matters 2018-2019: The Time Is Now', November 2019, 2019, 1–153 <http://www.ruraledu.org/WhyRuralMatters.pdf>.

3.   Insufficient time and teacher qualified

One of the primary challenges faced by English teachers in rural areas is the limited time available to effectively teach English materials. The findings of this study reveal that the demanding class schedules and limited time allocated for English often impede teachers' ability to deliver content in a comprehensive and structured manner. This limitation contributes to a hurried teaching approach, which in turn affects students' understanding and English language skills. A packed schedule can compel teachers to compromise the quality of instruction in order to cover the entire expected curriculum.[85] In this context, inadequate time often forces teachers to focus on basic aspects of English, such as vocabulary and basic grammar, without sufficient attention to the development of more complex communication skills, such as speaking and listening. Similarly, retention of teachers in remote areas is a must, so that they remain in the region. Teachers in remote schools often do not live well and are often not provided with proper accommodation. Enhancing English proficiency for teachers and students in rural areas is crucial not only for improving the quality of education but also for opening up more opportunities to face the challenges of globalization. Therefore, comprehensive and sustainable efforts are needed to overcome the various obstacles, by providing adequate educational resources,

---

[85] Mukrim Mukrim and others, 'Exploring Impacts of Teacher Professional Education (Ppg) on Teacher Practice: A Case of Two Eastern Indonesian Rural School Teachers', *Jurnal As-Salam*, 7.2 (2023), 264–75 <https://doi.org/10.37249/assalam.v7i2.675>.

increasing teacher capacity, and creating an environment that supports the use of English.[86]

In addition to time constraints, another challenge is the lack of adequate teacher qualifications. This study reveals that many teachers in rural areas lack appropriate qualifications or specialized training in teaching English. This issue stems from a shortage of affordable training programs and access to adequate professional development in remote areas. These findings are consistent with reports by the researcher, which indicate that rural teachers often receive insufficient support for continuing education crucial for their teaching skill development. This lack of training impacts teachers' pedagogical skills, ultimately affecting the effectiveness of their instruction. Without adequate professional development, teachers may be less adept at implementing innovative and effective teaching methods required to address the diverse learning needs of their students.[87]

The combination of time constraints and insufficient qualifications creates significant challenges in ensuring optimal English language teaching quality. Teachers who are lacking in time and training may struggle to implement approaches aligned with the Kurikulum Merdeka, which emphasizes competency-based and student-centered learning. Therefore, a comprehensive intervention from authorities is needed to provide additional time and access to relevant professional training for teachers in rural areas. Improvement in these

---

[86] Meningkatkan Kompetensi and others, 'Jurnal PEDAMAS (Pengabdian Kepada Masyarakat) Volume 2 , Nomor 3 , Mei 2024 ISSN : 2986-7819 IMPROVING ENGLISH LANGUAGE COMPETENCE FOR TEACHERS AND', 2 (2024), 729–37.

[87] Ma'rifatullah, Ampa, and Azis.

two areas is expected to significantly enhance the quality of English language teaching, providing long-term benefits for the development of students' English language skills in rural areas.

The proficiency of English teachers has a significant positive impact on the learning process in the classroom. Students who are fluent in English tend to achieve higher academic performance, have greater self-confidence, and possess better communication skills. Additionally, teachers skilled in English can create a more interactive and engaging learning environment, which enhances student participation and motivation in learning[88]

4.   Lack of vocabulary mastery

The lack of vocabulary proficiency among students is a significant challenge faced by English teachers in rural areas. This issue is exacerbated by the limited exposure to English materials and experiences outside the classroom, which are crucial for developing a robust vocabulary. The findings of this study reveal that students in rural areas often enter junior high school with a minimal foundation in English vocabulary, a situation further compounded by a shortage of resources and additional learning opportunities. This deficiency in vocabulary not only hampers students' ability to understand and interact with more complex language structures but also affects their overall language skills and academic performance.

---

[88] Mukrim and others.

The mastery of vocabulary will also affect the aspects of the four skills in English such a speaking, listening, reading, and writing.[89] Student success in learning can be determined by their motivation. Students with high learning motivation tend to achieve high performance, while students with low learning motivation tend to achieve low performance. The level of motivation able to affect the amount of effort or enthusiasm someone puts into activities, and naturally, the level of enthusiasm will determine the results obtained. Almost all experts agree that a theory of motivation is concerned with the factors that drive behavior and give direction to that behavior. Additionally, it is generally accepted that a person's motive for engaging in an activity is based on an underlying need.[90]

Research consistently indicates that a strong vocabulary foundation is essential for language acquisition and academic success. According to [Author], vocabulary knowledge directly impacts reading comprehension, writing skills, and overall language use. In rural settings, where access to diverse and enriching English language experiences is limited, students struggle to build this foundation. Teachers often have to allocate substantial time to basic vocabulary instruction, diverting attention from more advanced language skills and concepts. This challenge is further exacerbated by the reality that many teachers themselves may lack access to effective vocabulary teaching strategies and

---

[89] Al-Khairi.

[90] Dalam Meningkatkan and Hasil Belajar, 'Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar', November, 2021, 289–302.

resources, inadequate professional development opportunities hinder teachers' ability to implement innovative vocabulary teaching methods.[91]

The impact of insufficient vocabulary proficiency is particularly pronounced in the context of the Merdeka Curriculum, which emphasizes student-centered and competency-based learning approaches. Without a solid vocabulary foundation, students find it challenging to engage with and benefit from these pedagogical strategies. As a result, the effectiveness of the curriculum is diminished, and students are less likely to achieve the desired learning outcomes. Addressing this challenge requires targeted interventions, including the provision of high-quality teaching materials, professional development for teachers, and the creation of enriching language environments outside the classroom. By improving vocabulary instruction and expanding students' exposure to English, it is likely that their language skills and overall educational experience can be enhanced.

5.   Students' motivation

In rural area, students' motivation to learn English is often a significant challenge for teachers. The lack of exposure to English outside the classroom, combined with the predominance of local languages and limited access to English media, can make students view learning the language as irrelevant to their daily lives and future goals. Teachers in these regions frequently report that students struggle to see the immediate value of learning English, especially when

---

[91] Kompetensi and others.

their communities prioritize practical knowledge and skills directly related to local livelihoods.

Moreover, rural students may lack intrinsic motivation because of limited opportunities to practice English in authentic contexts. Unlike their urban counterparts, who may have access to extracurricular activities, digital resources, or interaction with English speakers, rural students often encounter English solely within the confines of the classroom.[92] This limited exposure hinders their ability to develop a meaningful connection with the language, which further diminishes their motivation.

Teachers, therefore, face the dual challenge of not only delivering English lessons but also fostering a positive attitude towards language learning. This requires creative strategies to engage students, such as incorporating local contexts into lessons, integrating culturally relevant materials, and using interactive methods that make learning English more relatable and enjoyable. Meanwhile Lack of self-confidence, difficulties in speaking English, and weak grammar comprehension are the main factors contributing to students' lack of motivation in learning English. Therefore, it is recommended that grammar be taught inductively, students be given more opportunities to practice listening and speaking skills, and teachers apply various motivational strategies to enhance students' interest in learning English at school.[93] However, the lack of resources, such as multimedia tools and engaging materials, often constrains these efforts.

---

[92] du Plessis and Mestry.

[93] Muhammad Dilshad, Munaza Nausheen, and Zia Ahmed, 'Impact of Students' Motivation for Learning English on Their Achievement at Secondary Level', *Pakistan Journal of Social Sciences (PJSS)*, 39.2 (2019), 689–96.

In summary, student motivation in rural areas is shaped by a range of factors, including limited exposure to English, socio-cultural attitudes, and the availability of engaging resources. Teachers must work to overcome these barriers by creating more meaningful, contextually relevant lessons that connect with students' lives and aspirations, though they are often hampered by a lack of adequate support and materials.

6.   Lack of resource, teaching media, and internet network

The lack of resources, teaching media, and internet connectivity presents significant challenges for teachers in rural areas. According to the research findings, many schools in these regions lack essential facilities such as textbooks, teaching aids, and access to the technology needed to support the learning process. The limited availability of teaching media, such as projectors, digital whiteboards, or other interactive learning tools, restricts teachers' ability to deliver lessons in an engaging and effective manner. Furthermore, the limited or non-existent internet access exacerbates this situation. Teachers are unable to utilize online resources or internet-based educational technologies, such as instructional videos or learning platforms, which could enhance students' learning experiences. This condition widens the gap between urban and rural education, where urban students tend to benefit more from modern teaching media and technologies.[94] To address this issue, greater investment in infrastructure in rural areas is required, along with

---

[94] Olena Budnyk, 'Preparation of Future Teachers for the Introduction of Digital Innovation in a Rural School : Problems and Preparación de Futuros Profesores Para La Introducción de La Innovaciones Digitales En Una Escuela Rural : Problemas y Perspectivas', 1–21.

teacher training on how to creatively and effectively utilize available resources despite the existing limitations.

One of the facilities related to students' interest in learning is the school building. If the state of the school building is less supportive, then the learning activities of students will be less than optimal. Besides that, a positive, orderly, and supportive classroom atmosphere is able increase student concentration and interest in learning.[95] It creates an environment where students feel safe and motivated to learn. Qualified teachers with effective teaching methods can motivate students and help them understand the subject matter better. School environment that is inclusive and supports positive interactions among students and between students and teachers helps build social and emotional skills that are important for overall development.

7. The isolation

Geographical isolation is one of the primary challenges faced by English teachers in rural areas. According to research findings, the remoteness of these locations severely limits access to adequate educational resources. Teachers in rural areas often struggle to obtain up-to-date teaching materials, such as textbooks, digital teaching media, or even professional training to improve their teaching skills. Moreover, this isolation affects teachers' interactions with colleagues or the broader educational community, reducing their access to support and opportunities for sharing experiences. The long distances from educational or training centers further restrict professional development and

---

[95] Nurul Jadid, 'No Title', 7.2 (2019), 110–24.

opportunities for collaboration with other teachers.[96] As a result, teachers must rely on their own creativity to adapt teaching methods to local conditions. This challenge is exacerbated by insufficient technological infrastructure, such as inadequate internet connectivity, making it difficult for teachers to utilize online learning resources that are increasingly important in the modern era. To address these challenges, greater support from the government and educational institutions is needed, including the provision of better infrastructure, access to regular training, and collaborative platforms that allow teachers in remote areas to share experiences and receive professional support.[97]

Geographical isolation frequently leads to logistical issues, such as difficulty in reaching participants or data collection sites. Other challenges include language barriers and cultural differences, requiring researchers to be sensitive and to develop specific strategies for building trust and rapport with local communities. The socioeconomic conditions of rural populations often affect the availability and willingness of participants, potentially reducing the representativeness and depth of the data collected. Therefore, researchers must be adaptive, resourceful, and sensitive to the local context to effectively address these challenges and ensure the success of their study.

---

[96] Dinesiriy Indiran, Hanita Hanim Ismail, and Radzuwan Ab Rashid, 'Exploring Opportunities and Challenges of Using WhatsApp in Teaching Reading: A Malaysian Rural Primary School Context', *Creative Education*, 13.05 (2022), 1689–1709 <https://doi.org/10.4236/ce.2022.135107>.

[97] Risnawati and others, 'Teachers ' Challenges in Teaching English at Rural Areas', *International Journal of Humanities and Social Science*, 12.6 (2022), 36–41 <https://doi.org/10.30845/ijhss.v12n6p5>.

8.   Parental support

Instilling the value of independence is not solely the responsibility of the school; the role of the family is also expected to shape the character of independence.[98] The role of the family environment is important in the implementation of good learning in schools for the following reasons:

Emotional and Psychological Support: Families that provide emotional support help children feel safe, accepted and motivated. This sense of security is important for concentration and readiness to learn. Study Habit Formation: Families can help children develop good study habits, such as discipline in doing assignments, reading regularly, and managing study time effectively. Values and Attitudes towards Education: Parents who value and emphasize the importance of education instill these values in their children. The positive attitude towards education instilled at home is usually reflected in the child's attitude towards learning at school. Practical Support: Families that provide educational resources such as books, stationery and access to technology give children the necessary tools to learn. In addition, parental involvement in helping with homework and school projects is essential. Motivation and Encouragement: Parents who actively provide motivation and encouragement can help children stay motivated, even when facing difficulties in learning. Positive encouragement from the family can boost a child's self-confidence. Communication with the School: Parents' involvement in school activities, such as attending parent-teacher meetings and participating in school events, helps build a strong link between home and

---

[98] Handayani and others.

school. Good communication between parents and teachers allows for better monitoring of the child's development. Model Behavior: Children tend to imitate their parents' behavior. If parents show interest and commitment to education, the child is more likely to adopt the same attitude. Social Skill Development: A family environment that supports the development of social skills such as communication, cooperation and empathy helps children interact well at school, both with peers and teachers.

Overall, a supportive family environment creates a strong foundation for children to do well in school, helping them overcome academic challenges and achieve success in education.[99] The family is the first learning environment for elementary school students. The family's role is crucial in shaping the child's character and personality. As the child's initial environment, the family serves as the primary educator, providing fundamental education across all aspects that serve as a foundation for elementary school-aged children.[100]

To overcome the challenges faced by teachers in teaching English in rural areas, particularly those related to socioeconomic background and family support requires a comprehensive approach. Teachers can serve as a bridge between the school and families by implementing parent engagement programs aimed at raising awareness of the importance of English education. Additionally, providing parents with simple guidelines on how to support learning at home, despite limited resources and English proficiency, can help create a more positive

---

[99] and assessing: A revision of Bloom's taxonomy of educational objectives. Longman. Bloom, B. S. (2010). A taxonomy for learning, teaching, 'Scholar (6)', *Instituto Universitario de Educación Física y Deporte*, 2011, 43–56 <https://revistas.udea.edu.co/index.php/viref/article/view/342196/20806106>.

[100] Handayani and others.

learning environment for students.[101] By enhancing communication between the school and families and offering appropriate support to parents, the challenges associated with socioeconomic background can be more effectively addressed, thereby enabling students to achieve better learning outcomes.[102]

When teaching English in rural areas, teachers face a variety of challenges that can be categorized into two main factors: internal and external. Internal factors refer to conditions that arise from within the teacher, such as competence, motivation, and confidence in teaching. Many teachers in rural areas struggle with limited English proficiency themselves, often due to a lack of ongoing professional development focused on enhancing both language skills and English-specific pedagogical approaches. Additionally, teachers' motivation to continue learning and developing professionally can be hindered by a lack of support from the school administration or local government. As a result, many teachers feel insecure about teaching a subject considered a "foreign language" in their region, particularly when they are required to adapt their teaching methods to align with the new Kurikulum Merdeka

On the other hand, external factors involve conditions outside of the teacher that also influence the learning process. One of the most significant external challenges is the lack of adequate facilities and resources for teaching English. In many rural schools, access to teaching materials such as textbooks,

---

[101] Fitri Nur Laila, Yeni Prastiwi, and Endang Fauziati, 'Challenges of Teaching English for Elementary School Student in Indonesian Rural Areas', *JPI (Jurnal Pendidikan Indonesia)*, 12.3 (2023), 436–43 <https://doi.org/10.23887/jpiundiksha.v12i3.57804>.

[102] Christi Agustin Malaikosa and Lita Liviani Taopan, 'Teaching English at Junior High School in Indonesian Rural Area : The Implementation of Scientific Approach', *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 10.2 (2020), 206 <https://doi.org/10.26714/lensa.10.2.2020.206-217>.

audio-visual aids, or information technology is severely limited. This makes it difficult for teachers to present material in an engaging and interactive way, which is essential for language learning. Another external challenge is the social and cultural environment. In rural areas, English is often perceived as irrelevant, as most of the community communicates using local languages in their daily lives. This creates an apathetic attitude among both students and parents, who often do not see the importance of learning English. As a result, students' motivation to learn the language is generally low, further increasing the burden on teachers to create a productive classroom atmosphere.

Moreover, many rural schools face a shortage of teachers with specialized training in English language instruction. Consequently, teachers who do not specialize in English are often required to take on this role. This adds to the challenges they face, as they are not only teaching outside their area of expertise but must also adapt to a context with limited resources. Additionally, the limited time allocated for English instruction in the curriculum often proves insufficient for thorough coverage of the material.

These internal and external factors are interconnected and contribute to the difficulties English teachers face in rural areas. Addressing these challenges requires support from various stakeholders, including the government, schools, and the community. For instance, more intensive training for teachers, the provision of adequate educational resources, and shifts in societal attitudes towards the importance of English can help alleviate some of these barriers. Ultimately, the success of English language teaching in rural areas depends on

the collaboration between teachers' internal efforts and the external support from the broader educational environment.

Researcher conducting studies in rural areas often encounter various challenges that can impact the smooth progression of their research. One of the primary difficulties is the limited access to resources, such as educational materials, technology, and adequate transportation, all of which are essential for comprehensive data collection. Additionally, geographical isolation frequently leads to logistical issues, such as difficulty in reaching participants or data collection sites. Other challenges include language barriers and cultural differences, requiring researchers to be sensitive and to develop specific strategies for building trust and rapport with local communities. The socioeconomic conditions of rural populations often affect the availability and willingness of participants, potentially reducing the representativeness and depth of the data collected. Therefore, researchers must be adaptive, resourceful, and sensitive to the local context to effectively address these challenges and ensure the success of their study.

The contrast between teaching English in rural and urban areas is marked by significant differences in resources, teacher expertise, student motivation, and the broader educational environment. In urban areas, schools often benefit from better infrastructure, including access to modern technology, a wide range of teaching materials, and well-equipped libraries. This abundance of resources allows teachers to incorporate various methods and tools to create dynamic and interactive English lessons. Additionally, teachers in urban schools generally

have greater access to professional development opportunities, enabling them to continuously update their skills and knowledge in both language proficiency and pedagogical approaches. Urban schools also tend to have more specialized English teachers, allowing for more focused and effective language instruction. The exposure to English in urban environments is often higher, with students having access to media, entertainment, and sometimes even interactions with native speakers, which further reinforces their learning.

In contrast, teaching English in rural areas presents a more challenging landscape. Schools in these regions frequently suffer from a lack of basic resources, including textbooks, teaching aids, and technological tools like computers and projectors. Teachers are often left to work with outdated or insufficient materials, making it difficult to engage students in meaningful language learning activities. Moreover, professional development opportunities are limited in rural areas, leaving many teachers with insufficient training in modern teaching techniques or English language proficiency. As a result, rural teachers often feel isolated and unprepared, further complicating their efforts to teach English effectively.

Another significant difference lies in the students' exposure to English and their motivation to learn the language. In urban areas, students are more likely to encounter English outside the classroom, whether through media, social media, or cultural exchanges. This exposure often increases their motivation to learn, as they see the practical applications of English in their everyday lives. Conversely, in rural areas, students typically have minimal exposure to English outside the

classroom. Their communities often rely on local languages, and English may be viewed as irrelevant to their daily lives, resulting in lower levels of motivation to learn. This lack of motivation, coupled with limited parental support and societal emphasis on English, poses a significant barrier to effective language acquisition in rural schools.

Furthermore, urban areas often have a more diverse and competitive environment, where the importance of English is emphasized due to its role in higher education and global job markets. In contrast, rural areas may prioritize other subjects or vocational skills that are seen as more immediately relevant to the local economy. As a result, English may be treated as a secondary subject, with less time allocated to it in the curriculum and less emphasis placed on achieving fluency.

Overall, the differences between rural and urban areas in teaching English are stark, with urban environments offering a more conducive setting for language acquisition due to better resources, training, and exposure. Meanwhile, rural teachers face numerous challenges, from a lack of support and materials to lower student motivation and societal emphasis on English. Bridging this gap requires targeted interventions, such as providing rural schools with better resources, increasing teacher training, and promoting the importance of English in rural communities to ensure that students in these areas can access the same opportunities as their urban counterparts.

Whereas, this study has successfully revealed several important findings, there are some limitations that should be acknowledged. First, the constraints of

time and resources have affected the depth of data analysis, potentially leaving some relevant aspects not thoroughly discussed. Second, despite efforts to minimize bias, the researcher's presence during the data collection process may have influenced participant responses, particularly during interviews and observations. Additionally, language barriers and cultural differences posed challenges in deeply understanding the local context, which could impact the interpretation of the research findings. These limitations should be considered when evaluating the results of this study and their implications for broader contexts.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   Conclusion

Challenges in teaching English are common and unavoidable in any English language teaching situation. Through detailed observations, interviews and document analysis, this study identified various barriers that impact on the effectiveness of English language teaching in the area.

The curriculum; the curriculum is often designed with the assumption that schools have access to a variety of educational resources. In rural areas, the curriculum not relevant to the daily lives of students in rural areas can diminish their motivation to learn. Parental support; Almost all parents of students are farmers therefore most of them do not have time to teach their children at home. After school students only spend their time playing and some even have to join farming to help their parents. Insufficient time and teacher qualified; Teachers in rural areas often face heavy workloads due to a limited number of staff. They are required to teach multiple classes with minimal time for preparation and assessment. Lack of resource, teaching media, and internet network; To tackle these challenges, it is essential for governments, non-profit organizations, and local communities to work together to ensure that schools in rural areas have the adequate resources and infrastructure needed to deliver quality education. Students' motivation; Engaging students and maintaining their motivation to learn English presents a significant challenge. Isolation; the location is far from the city makes this school less attention from the public, let alone the

government. Schools in rural areas are always isolated and underestimated. The difficulty of the terrain traveled and the long distance is quite time-consuming and energy-consuming to get to school Lack of vocabulary mastery; Students in rural areas have less exposure to a diverse range of vocabulary compared to their urban counterparts. This limited exposure is often due to fewer interactions with people who use varied and sophisticated language. Infrastructure and school facilities; Poor infrastructure in rural schools, including insufficient classroom space, inadequate lighting, and lack of basic amenities, further hampers the teaching and learning process.

Every challenge encountered by the researcher has varying degrees of resolution; some have been addressed, others merely adapted to, and some have not found solutions at all. The first challenge, related to the curriculum, was resolved by adapting it to the local environment. The second challenge, concerning the limitations of infrastructure and school facilities, was addressed by utilizing natural resources. The third challenge, involving time constraints and teacher qualifications, currently has no effective solution; educators can only hope for proper and adequate training in the future. The fourth challenge, which deals with students' vocabulary limitations, was tackled by employing interactive teaching methods such as word games, songs, and the memorization of new vocabulary. The fifth challenge, concerning student motivation, was addressed through engaging motivation strategies, word games, small rewards, and praise for students. The sixth challenge, related to the lack of resources, teaching media, and internet access, was managed by creating self-made teaching materials,

conducting outdoor learning sessions, and fostering interactive collaboration among students. The seventh challenge, the isolation of rural areas, remains unresolved, with adaptation being the only response and the hope that rural education will eventually reach the level of urban education. The eighth challenge, related to the learning environment, can only be addressed through the creativity of individual teachers in their teaching methods. Finally, the last challenge, concerning parental support, was addressed by educating parents on the importance of learning English in education, frequently assigning homework, and fostering good relationships between parents and the school.

B.   Suggestion

To overcome the challenges faced by junior high school English teachers in rural areas, several measures are recommended. First, it is essential for the government and educational institutions to provide ongoing training and professional support to enhance teachers' skills and knowledge. Second, improving access to educational resources, including teaching materials and technology, is crucial. Third, active involvement from the local community is vital in fostering a supportive learning environment. The last, adapting the curriculum to better fit the local context can help boost student motivation and comprehension.

To deepen the understanding of this issue, future researchers are advised to further explore several aspects that have not been thoroughly addressed in this study. Firstly, subsequent research could focus on comparing the challenges faced by teachers in rural versus urban areas to examine how different contexts

impact the English language learning process. Secondly, longitudinal studies could be conducted to observe how these challenges evolve or change over time, and how specific interventions might affect teaching effectiveness. Additionally, researchers may consider employing more participatory research methods that involve teachers, students, and local communities in developing more tailored solutions to address the existing challenges. With a more comprehensive approach, it is hoped that more effective strategies for supporting English language teaching in rural areas can be identified.

BIBLIOGRAPHY

Al-Khairi, Muhammad, 'Qualities of an Ideal English Language Teacher: A Gender-Based Investigation in a Saudi Context', *Journal of Education and Practice*, 6.15 (2015), 88–98

Alam, Md Morshedul, 'Problems in Teaching English Speaking Skill in Large Classes of Rural Colleges in Bangladesh: A Case Study Article View Project Errors and Mistakes In The Writings Of Bangladeshi English Users View Project 26 Problems In Teaching English Speaking Skill In', *International Journal of Social Sciences*, 30.1 (2016), 26–38 <https://www.researchgate.net/publication/340926124>

Bengkulu, Fatmawati Soekarno, and Anandia Erianti Zulhijjah, 'Teachers' Challenges in Teaching English at Rural Areas: A Case Study in Madrasah Tsanawiyah Pondok Kubang Sub- District', 2022

Biswas, Shipra, 'Challenges of Teaching English in Rural Areas : A Study of BRAC Primary Schools in Jessore', May, 2018

Bloom, B. S. (2010). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman., 'Scholar (6)', *Instituto Universitario de Educación Física y Deporte*, 2011, 43–56 <https://revistas.udea.edu.co/index.php/viref/article/view/342196/20806106>

Budnyk, Olena, 'Preparation of Future Teachers for the Introduction of Digital Innovation in a Rural School : Problems and Preparación de Futuros Profesores Para La Introducción de La Innovaciones Digitales En Una Escuela Rural : Problemas y Perspectivas', 1–21

D, Sokoloff, 'Scholar (4)', 1931, pp. 167–68 <https://doi.org/10.1163/_q3_SIM_00374>

Dasgupta, Purnamita, John Morton, David Dodman, Baris Karapinar, Francis Meza, Marta G. Rivera-Ferre, and others, 'Climate Change 2014: Impacts, Adaptation, and Vulnerability. Working Group II IPCC Fifth Assessment Report', *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Working Group II IPCC Fifth Assessment Report*, 2014, 613–57

Dilshad, Muhammad, Munaza Nausheen, and Zia Ahmed, 'Impact of Students' Motivation for Learning English on Their Achievement at Secondary Level', *Pakistan Journal of Social Sciences (PJSS)*, 39.2 (2019), 689–96

Febriana Sulistya Pratiwi., 'No Title‏הכי קשה ראותל את מה שבאמת לנגד ‏העינים', ‏הארץ, 8.5.2017, 2022, 2003–5 <https://dataindonesia.id/sektor-riil/detail/angka-konsumsi-ikan-ri-naik-jadi-5648-kgkapita-pada-2022>

Fitra, Septrida, and Yuli Tiarina, 'An Analysis of English Teachers' Challenges in Implementing Merdeka Curriculum at Sman 3 Solok Selatan', *Journal of*

English Language Teaching, 12.3 (2023), 794–803 <https://doi.org/10.24036/jelt.v12i3.124742>

Ganesh, D., Gomatam Mohana Charyulu, and Syed Sadiq Hussain, 'L2 Learners' Problems in Speaking English of Rural Background Engineering Students in Ap', *International Journal of Recent Technology and Engineering*, 8.3 (2019), 5942–46 <https://doi.org/10.35940/ijrte.C6216.098319>

Gupta, Abha, 'Principles and Practices of Teaching English Language Learners', *International Education Studies*, 12.7 (2019), 49 <https://doi.org/10.5539/ies.v12n7p49>

Handayani, Rekno, Imaniar Purbasari, Deka Setiawan, Farid Ahmadi, and Ramadhani Putri Praswanti, 'The Role of Family Education in Forming the Independent Character of Students in Elementary School', *International Journal of Elementary Education*, 5.2 (2021), 291 <https://doi.org/10.23887/ijee.v5i2.30812>

Hans, Anjali, 'Teaching English in Rural Settings : Challenges and Solutions', 23.04, 45–52

Harlina, Hariya, and Fazri Nur Yusuf, 'Tantangan Belajar Bahasa Inggris Di Sekolah Pedesaan Challenges of Learning English in Rural School', 20 (2020), 325–34

Harmer, J, 'How to Teach English (Second Edition)', *ELT Journal*, 62.3 (2008), 313–16 <https://doi.org/10.1093/elt/ccn029>

Harmer, Jeremy, 'The Practice Of', *Modern English Teacher*, 21.2 (2014)

Herizal, Lenny Marzulina, Dian Erlina, Muhamad Holandyah, Budi Arsuh Amelia, and Hikma Zalifah Putri, 'Teaching English in Rural Areas: A Closer Look Into Teachers' Challenges', *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 10.2 (2023), 135–47 <http://jurnal.radenfatah.ac.id/index.php/edukas>

Hibatullah, Oktari Firda, Oktari Firda Hibatullah, and English Faster, 'The Challenges of International EFL Students to Learn English in a Non-English Speaking Country', 4.2 (2019) <https://doi.org/10.18196/ftl.4240>

Inawati, Iin, 'Prinsip Dan Teknik Pengajaran Bahasa Inggris Untuk Anak Usia Pra-Sekolah', *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini*, 2.1 (2018), 11–18

Indiran, Dinesiriy, Hanita Hanim Ismail, and Radzuwan Ab Rashid, 'Exploring Opportunities and Challenges of Using WhatsApp in Teaching Reading: A Malaysian Rural Primary School Context', *Creative Education*, 13.05 (2022), 1689–1709 <https://doi.org/10.4236/ce.2022.135107>

Jadid, Nurul, 'No Title', 7.2 (2019), 110–24

Jasrial, Dedi, Hermawati Syarif, and Yetti Zainil, 'English Teachers' Voices on Curriculum Change and Implementation of the Merdeka Curriculum in Rural Junior High Schools in Indonesia', *Linguists*, 2023.9 (2023), 2355–2069 <https://doi.org/10.29300/ling.v9i2.12440>

Kemaloglu-er, Elif, and Muazzez Tugce Sahin, 'Project-Based Learning in English Language Teaching at a Rural School : A Case Study from Turkey', 16.1 (2022), 34–55

Khulel, Buyun, 'Teaching English for Young Learners in Rural Area: Teachers' Challenges', *Lingua*, 17.2 (2021), 115–30 <https://doi.org/10.34005/lingua.v17i2.1558>

Kompetensi, Meningkatkan, Bahasa Inggris, Bagi Guru, dan Siswa, Di Area Pedesaan, Improving English, And Others, 'Jurnal Pedamas (Pengabdian Kepada Masyarakat) Volume 2 , Nomor 3 , Mei 2024 Issn : 2986-7819 Improving English Language Competence For Teachers And', 2 (2024), 729–37

Kool, Priti, And Ch Aparna, 'A Study on Problem of Teaching English Of Rural Students Through the use Of Efficient', 6.6 (2022), 5040–45

Kumbakonam, Usha Rani, S Archana, and & K Usha Rani, 'Role of a Teacher in English Language Teaching (Elt)', *International Journal of Educational Science and Research (IJESR)*, 7.1 (2017), 1–4 <www.tjprc.org>

Laila, Fitri Nur, Yeni Prastiwi, and Endang Fauziati, 'Challenges of Teaching English for Elementary School Student in Indonesian Rural Areas', *JPI (Jurnal Pendidikan Indonesia)*, 12.3 (2023), 436–43 <https://doi.org/10.23887/jpiundiksha.v12i3.57804>

Letasado, M. R., Suastra, I. W., & Lasmawan, I. W. (2024). Analisis Perspektif Kurikulum Merdeka Dalam Pengembangan Kreativitas Siswa Sekolah Dasar Di Daerah 3T. Mimbar PGSD Flobamorata, 2(3), 250-255. Retrieved from https://e-journal.unmuhkupang.ac.id/index.php/mpf/article/view/1642

Linton, Jonathan D., Robert Klassen, Vaidyanathan Jayaraman, Helen Walker, Stephen Brammer, Rajeev Ruparathna, and others, *Sustainability (Switzerland)*, 14.2 (2020), 1–4 <http://www.unpcdc.org/media/15782/sustainable procurement practice.pdf%0Ahttps://europa.eu/capacity4dev/unep/document/briefing-note-sustainable-public-procurement%0Ahttp://www.hpw.qld.gov.au/SiteCollectionDocuments/ProcurementGuideIntegratingSustainabilit>

Lombo, N, and M Subban, 'Physical Infrastructure Challenges in Rural Schools', *Administratio Publica*, 32.1 (2024), 69–101

Ma'rifatullah, Ma'rifatullah, Andi Tenri Ampa, and Awalia Azis, 'Teachers' Pedagogic Competence in Teaching English At Sman 1 Sanggar in Bima', *Exposure : Jurnal Pendidikan Bahasa Inggris*, 8.1 (2019), 90–100 <https://doi.org/10.26618/exposure.v8i1.2087>

Malaikosa, Christi Agustin, and Lita Liviani Taopan, 'Teaching English at Junior High School in Indonesian Rural Area : The Implementation of Scientific Approach', *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 10.2 (2020), 206 <https://doi.org/10.26714/lensa.10.2.2020.206-217>

Masturi, Zaimaliza, Azlina Binti, Mohd Kosnin, and Nurul Farhana, 'The Barriers in Teaching English Skills Encountered by Rural-Area Preschool Teachers : a Preliminary Study', 6.2 (2022), 4696–4703

Meningkatkan, Dalam, and Hasil Belajar, 'Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar', November, 2021, 289–302

Mubarak, Ruma, 'Pengembangan Kurikulum Sekolah Dasar', *Madrasah*, 6.2 (2016), 24 <https://doi.org/10.18860/jt.v6i2.3295>

Mukrim, Mukrim, Moh. Abraham Akbar Einsenring, Hastini Hastini, and Zarkiani Hasyim, 'Exploring Impacts of Teacher Professional Education (Ppg) on Teacher Practice: A Case of Two Eastern Indonesian Rural School Teachers', *Jurnal As-Salam*, 7.2 (2023), 264–75 <https://doi.org/10.37249/assalam.v7i2.675>

Mumary Songbatumis, Aisyah, 'Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia', *Journal of Foreign Languange Teaching and Learning*, 2.2 (2017) <https://doi.org/10.18196/ftl.2223>

Nayeem, Abu, and Mohammad Salahuddin, 'Challenges of Implementing English Curriculum at Rural Primary Schools of Bangladesh', 34–51

Nisa, Syasya Khoirin, Nono Hery Yoenanto, and Nur Ainy Fardana Nawangsari, 'Hambatan Dan Solusi Dalam Implementasi Kurikulum Merdeka Pada Jenjang Sekolah Dasar: Sebuah Kajian Literatur', *Didaktika: Jurnal Kependidikan*, 12.3 (2023), 287–98

Obilişteanu, Georgeta, and Brânduşa-Oana Niculescu, 'Teacher Control In The Second Language Classes', *International Conference KNOWLEDGE-BASED ORGANIZATION*, 21.2 (2015), 618–23 <https://doi.org/10.1515/kbo-2015-0105>

Payerle, George, R. C. Team, George Payerle, Sokoloff D, Sara Dolnicar, Alexander Chapple, and others, 'Scholar (3)', *Annals of Tourism Research*, 2015, 45 <http://www.ncbi.nlm.nih.gov/pubmed/25926610%5Cnhttp://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC4492060%0Ahttp://www.sciencedirect.com/science/article/pii/S0160738315000444>

'PERAN GURU DI WILAYAH PESISIR DAN TERPENCIL Abdul Waqif*)', 2015, 18–27

du Plessis, Pierre, and Raj Mestry, 'Teachers for Rural Schools – A Challenge for South Africa', *South African Journal of Education*, 39.September (2019), 1–9 <https://doi.org/10.15700/saje.v39ns1a1774>

Pramesty, Nadhilla Sekar, Ana Maghfiroh, and Diyah Atiek Mustikawati, 'Teachers ' Challenges in Teaching English to Young Learners in Rural Area at Sdn 02 Sendang Abstrak It Is Important to Begin Teaching English at a Young Age . According to Cameron (2018), Beginning to Learn a Foreign Language at a Younger Age Benefits S'

Prasojo, Lantip Diat, Udik Budi Wibowo, and Arum Dwi H, 'Manajemen Kurikulum Program Profesi Guru Untuk Curriculum Management of Teacher Professional Program for Frontier , Outermost , and Least Developed Regions', *Jurnal Pendidikan Dan Kebudayaan,* 2.1 (2017), 39–53

Purwanto, Agus, 'The Role of the Use of Social Media and Family Environment on Entrepreneurial Interest of Private University Students', *Journal of Industrial Engineering & Management Research*, 2.6 (2021), 33–43

Rajesh, Mr, and W Shrikhande, 'English Language Teaching in Indian Rural Areas: Challenges and Opportunities', 5.1 (2017), 2320–2882 <www.ijcrt.org>

Ramón, Cristóbal C., Rubí S. Peniche, and Edith Cisneros-Cohernour, 'Challenges of Teachers in an Effective Rural Secondary School in Mexico', *Journal of Education and Learning*, 8.1 (2018), 143 <https://doi.org/10.5539/jel.v8n1p143>

Ramos Holguín, Bertha, and Jahir Aguirre Morales, 'English Language Teaching in RRamos Holguín, B., & Aguirre Morales, J. (2016). English Language Teaching in Rural Areas: A New Challenge for English Language Teachers in Colombia. Cuadernos de Lingüística Hispánica, 27, 209–222. Https://Doi.Org/10.19053/0', *Cuadernos de Lingüística Hispánica*, 27, 2016, 209–22

Rawlley, Amita, 'Teaching English in Rural Colleges of Punjab: Theory and Practice Amita', *The Criterion An International Journal in English*, 5.3 (2014), 7 <www.the-criterion.com The>

Reza, Fahrani, Zuliati Rohmah, and Nur Nabilah Abdullah, 'Challenges in Implementing Kurikulum Merdeka for EFL Teachers', *JEELS (Journal of English Education and Linguistics Studies)*, 10.2 (2023), 439–69 <https://doi.org/10.30762/jeels.v10i2.1899>

Risnawati, Zelvia Liska Afriani, Ernawati, and Anandia Erianti Zulhijah, 'Teachers ' Challenges in Teaching English at Rural Areas', *International*

Journal of Humanities and Social Science, 12.6 (2022), 36–41 <https://doi.org/10.30845/ijhss.v12n6p5>

'Scholar (7)'

Shahnaz, Muthia, Isti Siti, and Saleha Gandana, 'Teaching English in a Rural School: How the Pandemic Affects Teachers' Beliefs and Practices', *Advances in Social Science, Education and Humanities Research*, 546.Conaplin 2020 (2021), 334–40

Showalter, Daniel, Sara Hartman, Jerry Johnson, and Bob Klein, 'Why Rural Matters 2018-2019: The Time Is Now', November 2019, 2019, 1–153 <http://www.ruraledu.org/WhyRuralMatters.pdf>

Taylor, Roberth Bogdan, 'ED336921.Pdf', 1990, pp. 1–11

Utomo, Hari Widi, Tatsuya Kusakabe, Achmad Sultoni, and Dhina Setyowati, 'Challenges Faced by English Teacher in Teaching: Case Study of Junior High School in Banjarnegara Regency', *JETL (Journal Of Education, Teaching and Learning)*, 5.1 (2020), 34 <https://doi.org/10.26737/jetl.v5i1.1689>

Virgiyanti, Diska Fatima, Utami Widiati, Pendidikan Bahasa, and Inggris Pascasarjana-universitas Negeri, 'Characteristics of Effective Junior High', 2016, 338–46

Wulandari, Desi, 'Teachers' Challenges and Strategies in Teaching English in Rural Junior High Schools in Lamandau', *Theis*, 2019, 1

Wulandari, Yuli, Rustan S, and Dodi Ilham, 'Unleashing Student Creativity', *International Journal of Asian Education*, 5.1 (2024), 21–33 <https://doi.org/10.46966/ijae.v5i1.371>

APPENDICES: Appendix 1 Interview and Observation Sheet

No.	Aspek yang diamati	Indicator	Pertanyaan wawancara	Jawaban Interview	Observasi	Overcome
1.	Perencanaan pembelajaran	Modul ajar	Apa saja kesulitan anda dalam menyusun modul ajar?			
			Bagaimana modul ajar ini disesuaikan dengan kebutuhan siswa? Apakah ada penyesuaian khusus terkait konteks lokal, bahasa, atau budaya?			
2.	Pelaksanaan pembelajaran	Penggunaan bahasa Inggris dalam interaksi di kelas.	Apa saja kesulitan anda dalam berinteraksi di kelas.			
		Penerapan metode pembelajaran interaktif (diskusi, permainan, dll.)	Apa saja kesulitan anda dalam menerapkan metode pembelajaran interaktif (diskusi, permainan, dll.)			

		Penggunaan media pembelajaran yang tersedia.	Apa saja kesulitan anda dalam menggunakan media pembelajaran?			
		Kesulitan dalam memahami materi	Apa saja yang menyebabkan siswa anda kesulitan dalam memahami materi?			
3.	Keterlibatan siswa	Partisipasi siswa dalam pembelajaran.	Apa saja yang mempengaruhi motivasi dan partisipasi siswa dalam kelas bahasa Inggris?			
		Antusiasme siswa dalam mengikuti kegiatan belajar mengajar.	Apa saja yang mempengaruhi pemahaman siswa terhadap materi bahasa Inggris yang Anda ajarkan?			
4.	Strategi yang di gunakan	Adaptasi materi pembelajaran dengan konteks lokal.	Apa saja kesulitan siswa dalam pembelajaran konteks lokal			
		feedback antara sesama siswa dan guru	Bagaimana feedback antara sesama siswa dan guru			

		Metode pembelajaran yang bervariasi.	Bagaimana kesulitan anda menggunakan metode pembelajaran yang bervariasi.			
5.	Pengembangan Profesional dan Pengalaman Personal	Kualifikasi guru bahasa inggris	Apa saja kesulitan anda dalam meningkatkan kualitas pengajaran Anda?			
		Pengembangan Profesional dan Pengalaman Personal	Bagaimana kesulitan nda dalam menyeimbangkan tantangan pribadi dengan tuntutan profesional dalam mengajar di daerah pedesaan ini?			
6.	Dukungan dan keterlibatan	Peran keluarga	Bagaimana peran orang tua siswa dalam mendukung pembelajaran bahasa Inggris?			
		Peran dan dukungan pihak sekolah, rekan guru, atau kepala	Bagaimana dukungan yang cukup dari pihak sekolah, rekan guru, atau kepala sekolah			

		sekolah	dalam mengajar bahasa Inggris?			
7.	Lingkungan belajar dan keterbatasan waktu belajar	Pengaruh lingkungan	Bagaimana kesulitan anda mengenai pengaruh lingkungan belajar siswa anda?			
		Insufficient time	Bagaimana kesulitan anda mengelola kelas dengan jumlah waktu belajar yang sedikit			
8.	Fasilitas, bahan ajar dan Sumber daya	Internet, komputer, atau alat bantu audiovisual dalam mendukung pembelajaran bahasa Inggris	Bagaimana kesulitan anda dalam mengakses teknologi seperti internet, komputer, atau alat bantu audiovisual dalam mendukung pembelajaran bahasa Inggris?			
			Apa saja kesulitan anda mengajar dengan bahan ajar dan sarana yang kurang memadai?			

Appendix 2 the interview transcript

R1: "...kalau tantangan banyak sekali kak, mulai dari yang paling mendasar menurutku ya karna kurikulumnya. Maksudku bukan kurikulumnya yang tidak baik yah,hehe tapi karna kami di daerah yang jauh dari perkotaan begini susah sekali kalau mau ikuti kurikulum. Semenjak kurikulum berubah beberapa tahun lalu kami agak kesulitan menyesuaikan"... kurikulum itukan pake banyak referensi toh, sedangkan disini tidak memungkinkan".....dan hami hanya mencoba menyesuaikan dengan keadaan saja, misalkan kayak memberikan materi yang ada hubungannya dengan kehidupan sehari-hari mereka contohnya berkebun, bertani, beternak, vocab yang kami pake juga yah disesuaikan sama konteks disini"... ohiya kami juga berusaha mengenali kebutuhan masing-masing siswa secara individual dan haruski' paham bagaimana maunya dan apa keunggulannya hehe..oh kami juga pakai pendekatan yang berbeda dan disesuaikan tugasnya dan kegiatannya dengan kemampuan masing-masing siswa". (di interview pada tanggal 04 Agustus 2024)

R1: "..iyya, betul sekali. Disini itu kekurangan sekali buku-buku Bahasa Inggris yang sesuai untuk anak-anak. Selain itu, fasilitas , bangunan sekolah dan ruangan juga tidak seberapa. seperti laboratorium bahasa atau computer, tidak ada. Jadi kayak keterbatasan begini kami sulit sekali kami mengembangkan metode pengajaran yang emm.. yang bikin mereka antusias. Kelas kami juga sangat.. sangat apa yah namanya hehe, memprihatikanlah pokoknya. Kalau hujan palfonnya bocor, seperti yang sudah ibu liat tadi didalam ada bagian bagian palfon yang bocor parah sampai mau jebol sudah, kalau kemarau berdebu sekali.

Jadi kami biasanya menyiram pake air biar meminimalisir debunya dan itu lumayan menyita alokasi waktu mengajar kami juga"... "Nah seperti yang kita tau,kan. Kurikulum merdeka itu bagaimana. Jadi tantangan terbesarnya kalo bagi saya adalah menggunakan kurikulum yang fasilitas dan infrastruknya tidak memadai, tepatnya begitu. Untuk mengakses juga terbatas, itu yang susah juga buat kami cari materi ajar atau pakai teknologi dalam mengajar" ... jadi biasa saya cari memang referensi ajar kalau lagi dirumah dan jaringan lagi bagus jadi saya browsing dan buat materi ajar seperti card buat vocabulary game atau bacaan bergambar yang bisa bikin mereka jadi agak semangat belajarnya" (di interview pada tanggal 24 Juli 2024)

R1: "..kurang kayaknya kak, karna tidak ada kesadaran orang tua mengenai pentingnya bahasa inggris, mereka belum paham seberapa besar pengaruh bahasa inggris untuk masa depan anak-anak mereka. karna kan sudah saya sampaikan dikelas saya setiap saya mengajar itu wajib bawa kamus, tapi sampai sekarang mereka tidak ada yang dibelikan kamus, itu contoh pertama. Kedua, kalau saya kasih PR bahasa inggris selalunya disekolah baru mereka kerjakan. selain belum menyadari pentingnya bahasa inggris apakah ada factor lain yang menyebakan ini.. eee.. kurangnya support orang tua siswa?..."apa yah? sepertinya karna kebanyakan dari orang tua mereka bertani dan berkebun. Jadi tidak ada waktu juga buat mereka membimbing anaknya dirumah. Nah sedangkan siswa kami kalau pulang sekolah kebanyakan dari mereka harus membantu orang tua disawah, dikebun dll." ... apalagi kami yang sebagai guru kurang familiar sama social media dan internet, kurang pelatihan apalagi, kurang juga gabung

gabung sama guru kalo ada pertemuan bahas kurikulum merdeka, ya pokoknya kami kurang kualifikasilah begitu"...cara kami menghidupkan suasana kelas biasanya nyanyi lagu bahasa inggris, supaya bisa nambah kosa kata barunya mereka, disuruh buat ceria sesuai maunya mereka sendiri". (di interview pada tanggal 24 Juli 2024)

R2: "...kalau tantangan utama yah materi dan bahan ajar, tapikan itu semua didasari oleh tuntutan kurikulum. Kurikulum merdeka itukan pakai banyak referensi untuk bahan ajarnya. Tapi situasinya tidak memungkinkan untuk itu, bahkan siswa-siswa kami juga tidak ada dasar bahasa inggrisnya sama sekali. Karna dari SD mereka tidak belajar bahasa inggris"... jadi setiap pencapaian-pencapaian kecilnya mereka itu selalu saya hargai minimal kasi pujian atau tepuk tanganlah". (di interview pada tanggal 26 july 2024)

R2: "...kalo kurikulum sudah begitu yah harus menyesuaikan saja tentunya. Lebih berusaha untuk fleksibel saja yah hehe. Biasanya lebih ke integrasi kak. Mengintegrasi materi dengan kehidupan sehari-hari mereka di desa. Kayak bertani, berkebun, beternak, yang kayak begitu lebih mudah untuk mereka pahami dan aplikasikan di konsep pembelajaran"...sering banyak yang tidak focus, cerita sama temannya, bahkan mengantuk dikelas" (di interview pada tanggal 26 july 2024)

R2: "..ohh...apa yah.. mungkin waktu mengajar yang kurang lama. Jadi mereka kalau diajarkan hari ini, dalam tiga hari atau minggu depan mereka akan lupa lagi. Siswa kami itu to sebenarnya membutuhkan lebih banyak waktu untuk

memahami materi karena terbatas waktunya mereka dalam berlatih bahasa di luar kelas. Ditambah lagi saya sebagai guru baru tidak bisa maksimal memanage waktu karna pengalamanku masih kurang hehe… jadi waktunya harus dicukup cukupkan saja jadi kami harus memilih topik mana yang paling penting dan menyederhanakan sisa materi untuk memastikan siswa memahami konsep-konsep kunci. ..ohiya kami juga berusaha mengenali kebutuhan masing-masing siswa secara individual dan haruski' paham bagaimana maunya dan apa keunggulannya hehe..oh kami juga pakai pendekatan yang berbeda dan disesuaikan tugasnya dan kegiatannya dengan kemampuan masing-masing siswa". (di interview pada tanggal 26 july 2024)

R3: "hmm kemampuannya juga siswa, kayaknya berkaitan juga dengan antusiannya.. jadi kurang kemampuan bahasa inggrisnya, makanya malas. Atau karna malas jadi kurang kemampuannya. Saya juga kurang mengerti hehe….kemampuan bahasa inggrisnya, yang pasti kalau kurang bahasa inggris ta yah apalagi kalo bukan karna vocabulary kan?"... biasanya saya kasih word game , menyusun vocab yang saya acak atau menyusun kalimat yang sudah saya acak juga"...karna mereka kan tidak semuanya punya hp dirumah jadi susah kalo mau browsing palingan kalau punya juga belum tentu buat belajar ya kan apalagi kalo orang tunya cuek cuek saja". (di interview pada 19 April 2024)

R3: "..."kalau kurang motivasi, cenderung diam mereka, apalagi saya sering pake metode ceramah saja hehe. Kadang-kadang ada mi itu yang sibuk sendiri, diam ketika diberi pertanyaan, dan kayak 4 atau 5 orang ji memperhatikan. Tidak berpatisipasi mungkin yah bahasanya hehe.. kalau kurang aktif didalam kelas.nah

kalau masalah kosa kata, ini juga menjadi kendala sekali. Pertama, susah pahami bacaan jadi kadang susah kerjakan tugas, kedua, kadang bosan dan malas belajar susah corversationnya, menulisnya, speakingnya dll.. jadi dampaknya itumi tadi saya bilang kurang aktif hmm kurang interaktif".. ?" (di interview pada 19 April 2024)

Appendix 3 documentation

English scores of 7th grade students SMPN 1 Rongkong

No.	Name	Reading comprehension	Speaking skills	Writing skills	Listening skills	Overall average
1.	Abba Pangeran	55/100	55/100	45/100	45/100	50/100
2.	Abidzar Al-Qadri	60/100	65/100	60/100	65/100	62,5/100
3.	Dewi Malasari Pandra	60/100	60/100	70/100	70/100	65/100
4.	Dewi Darma	45/100	45/100	50/100	50/100	47,5/100
5.	Dhavian Pattimang	50/100	50/100	50/100	50/100	50/100
6.	Hanna	40/100	45/100	45/100	40/100	42,5/100
7.	Handra Nawara	60/100	70/100	60/100	70/100	65/100

8.	Jannah Nabila	50/100	40/100	40/100	45/100	43,75/100
9.	Jelita Putri Kadir	75/100	65/100	65/100	65/100	67,5/100
10.	Marwan saputra	65/100	65/100	65/100	60/100	63,75/100
11.	Ovanka Jamiluddin	65/100	60/100	60/100	60/100	62,5/100
12.	Olivia Jianna Larasati	40/100	40/100	45/100	40/100	41,25/100
13.	Paramita	45/100	45/100	45/100	45/100	45/100
14.	Rasya Bianca	55/100	45/100	45/100	55/100	50/100
15.	Raya Marakamara	65/100	65/100	65/100	65/100	65/100
16.	Titania	55/100	45/100	40/100	40/100	45/100
17.	Wandy Saputra	40/100	55/100	45/100	45/100	46,25/100
18.	Wiranto	40/100	45/100	45/100	45/100	43,75/100

No.		Reading comprehension	Speaking skills	Writing skills	Listening skills	Overall average
	Putra					
19.	Zibnu Adham Athallah	65/100	55/100	65/100	55/100	60/100

English scores of 8th grade students SMPN 1 Rongkong

No.	Name	Reading comprehension	Speaking skills	Writing skills	Listening skills	Overall average
1.	Adara Anastasyah	45/100	45/100	45/100	45/100	45/100
2.	Bintang	70/100	65/100	70/100	75/100	70/100
3.	Dewi Andriani Mahfuddin	40/100	60/100	40/100	60/100	50/100
4.	Erna Tsavanna	65/100	65/100	50/100	50/100	57,5/100
5.	Fuad Muhammad	70/100	70/100	70/100	60/100	67,5/100
6.	Gaury Mandala Arabian	50/100	55/100	55/100	60/100	55/100
7.	Iftitah Ibtidayyah	60/100	60/100	60/100	70/100	62,5/100

8.	Irandiny	40/100	40/100	40/100	45/100	41,25/100
9.	Lala Izzaty	70/100	75/100	75/100	75/100	73,75/100
10.	Muhammad Naufal	65/100	65/100	65/100	60/100	63,75/100
11.	Muhammad Alfarabi Idham	45/100	40/100	50/100	50/100	47,5/100
12.	Muhammad Sanusi	40/100	40/100	55/100	50/100	46,25/100
13.	Nia Ivanka	55/100	45/100	55/100	55/100	52,5/100
14.	Nindiya Arafah	65/100	65/100	65/100	65/100	65/100
15.	Qanita Arum	65/100	65/100	65/100	65/100	65/100
16.	Rastanti Maddi	65/100	50/100	50/100	60/100	56,25/100
17.	Riswan	70/100	65/100	65/100	65/100	67,5/100
18.	Unafa Uswatun Hasanah	45/100	45/100	45/100	40/100	43,75/100
19.	Wana	55/100	55/100	55/100	55/100	55/100

No.	Name	Reading comprehension	Speaking skills	Writing skills	Listening skills	Overall average
	Mardiyah					
20.	Wanda	55/100	55/100	65/100	65/100	60/100
21.	Yuliana Mafizah	65/100	65/100	70/100	70/100	67,5/100
22.	Yana Nurdewi	50/100	50/100	55/100	50/100	51,25/100

English scores of 9th grade students SMPN 1 Rongkong

No.	Name	Reading comprehension	Speaking skills	Writing skills	Listening skills	Overall average
1.	Atika Restiana	75/100	75/100	65/100	70/100	71,25/100
2.	Ekawati Sulaiman	70/100	65/100	70/100	70/100	68,75/100
3.	Fian Wahyudi	60/100	60/100	50/100	60/100	57,5/100
4.	Fiqa Haerudding	65/100	65/100	50/100	50/100	57,5/100
5.	Hanafi	60/100	60/100	60/100	60/100	60/100
6.	Keyla Khalisa	40/100	45/100	55/100	50/100	47,5/100
7.	Kalisya Umar	50/100	60/100	60/100	60/100	57,5/100

8.	Mahfud Abadi	60/100	60/100	50/100	65/100	58,75/100
9.	Muhaeminul Fattah	60/100	65/100	65/100	70/100	65/100
10.	Muhammad Sidiq	55/100	55/100	50/100	60/100	55/100
11.	Pitri Nandita	65/100	60/100	55/100	55/100	58,75/100
12.	Siti Aminah	40/100	40/100	55/100	50/100	46,25/100
13.	Siti Haerunnisa Mikaila	55/100	45/100	55/100	55/100	52,5/100
14.	Tama Pratama	65/100	65/100	65/100	65/100	65/100
15.	Unayah Adiba	55/100	55/100	50/100	55/100	53,75/100
16.	Umayah Adiba	55/100	50/100	50/100	50/100	51,25/100
17.	Zidane Alfurqan	60/100	65/100	65/100	65/100	63,75/100

Infrastructure Deficiencies at SMPN 1 Rongkong

No.	Infrastruktur	Kondisi saat ini	Tingkat kecukupan dan kelayakan	Deksripsi kekurangan
	Ruang kelas	Mencukupi (3 kelas)	Rendah	Ruang kelas berdebu karna belum pakai keramik, dan plafon bocor saat hujan
	Perpustakaan	Ada	Cukup	Tidak ada ruang khusus untuk buku; bahan bacaan sangat terbatas.
	Kursi dan meja	Tidak memadai (tua, rusak)	Rendah	Banyak kursi dan meja yang rusak dimakan rayap atau hilang bagiannya
	Listrik	Tidak stabil	Rendah	Pemadaman listrik, bencana alam, dan jaringan yang lemah sering mengganggu penggunaan teknologi saan UNBK
	Laboratoium	Memanfaatkan ruang kesenian, atau ruang perpustakaan	Cukup	Sering terganggu dengan kegiatan lain karna berbagi ruangan
	Pagar sekolah	Tidak lengkap (Hanya bagian depan gerbang sekolah)	Cukup	Pagar hanya sebagian; ada masalah keamanan bagi siswa.
	Fasilitas olahraga	Sangat terbatas (tidak ada lapangan olahraga)	Tidak ada	Tidak ada ruang atau lapangan khusus untuk kegiatan pendidikan

			jasmani
Teknologi pembelajaran (computer dan proyektor/lcd)	Sangat terbatas (2 komputer untuk 58 siswa)	Sangat rendah	Komputer tidak mencukupi; perangkat lunak usang; tidak ada akses internet.
Buku pelajaran	Tidak mencukupi	Rendah	Buku pelajaran harus dibagi beberapa siswa; edisi lama
Fasilitas Sanitasi	Buruk (1 toilet untuk 58 siswa)	Rendah	Toilet sering rusak
Akomodasi guru	Kurang/Tidak memadai	Rendah	Guru mengajar lebih dari satu mata pelajaran dan mengajar di sekolah lain

LEMBAR VALIDASI

LEMBAR OBSERVASI

Petunjuk:

Istilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan

5: Sangat Baik

4: Baik

3: Cukup Baik

2: Kurang Baik

1: Tidak Baik

No	Aspek yang Diamati	Kriteria	Skala Penilaian					Saran/Perbaikan
			1	2	3	4	5	
1	Kejelasan Instruksi	Instruksi mudah dipahami dan jelas dalam memberikan panduan kepada pengamat					✓	
2	Keselarasan Butir Soal	Setiap butir observasi sesuai dengan tujuan penelitian				✓		
3	Kejelasan Butir Observasi	Setiap butir observasi dinyatakan dengan jelas dan tidak ambigu				✓		

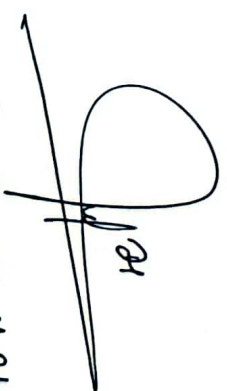| No	Aspek	Deskripsi				
4	Kesesuaian Format	Format lembar observasi konsisten dan memudahkan dalam pengisian		✓		
5	Kesesuaian Bahasa	Bahasa yang digunakan sesuai dengan subjek penelitian		✓		
6	Kelengkapan Instrumen	Semua aspek yang ingin diobservasi telah tercantum dengan lengkap		✓		
7	Validitas Isi	Isi dari instrumen sudah mencakup semua aspek yang relevan dengan penelitian			✓	
8	Reliabilitas	Instrumen dapat memberikan hasil yang konsisten jika digunakan oleh pengamat yang berbeda atau pada waktu yang terbeda			✓	
9	Kesesuaian Waktu	Waktu yang disediakan untuk pengisian lembar observasi cukup				✓
10	Kesesuaian dengan Subjek	Instrumen sesuai dengan karakteristik subjek yang diobservasi				✓

Secara umum pedoman wawancara ini:

(mohon berikan tanda centang sesuai penilaian Bapak/Ibu)

LD : Layak Digunakan	
LDR : Layak Digunakan dengan Revisi	
TLD : Tidak Layak Digunakan	✓

Palopo,   Juni 2024

Dosen Ahli,

(Dewi Furwana, M.Pd.)

A. PENILAIAN TERHADAP KONSTRUKSI PEDOMAN WAWANCARA

Istilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan

5: Sangat Baik

4: Baik

3: Cukup Baik

2: Kurang Baik

1: Tidak Baik

No	Kriteria Penilaian	Skala Penilaian					Saran/ Perbaikan
		1	2	3	4	5	
1	Pedoman wawancara dirumuskan dengan jelas					✓	
2	Pedoman wawancara mencakup aspek:						
	a. keterlaksanaan pembelajaran					✓	
	b. tantangan guru dalam mengajar Bahasa Inggris didaerah pedesaan				✓		
3	Batasan pedoman wawancara dapat menjawab tujuan peneliti					✓	

B. PENILAIAN TERHADAP PENGGUNAAN BAHASA

Istilah tabel berikut dengan memberikan tanda centang pada kolom yang disediakan

5: Sangat Baik

4: Baik

3: Cukup Baik

2: Kurang Baik

1: Tidak Baik

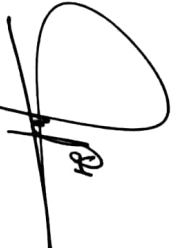| No	Kriteria Penilaian	Skala Penilaian					Saran/ Perbaikan
		1	2	3	4	5	
1	Pedoman wawancara menggunakan bahasa Indonesia yang sesuai dengan kaidah bahasa yang baik dan benar				✓		
2	Pedoman wawancara menggunakan bahasa yang mudah dipahami dan dimengerti					✓	
3	Pedoman wawancara menggunakan bahasa yang komunikatif				✓		
4	Pedoman wawancara bebas dari pernyataan yang dapat menimbulkn penafsiran ganda					✓	

Secara umum pedoman wawancara ini:

(mohon berikan tanda centang sesuai penilaian Bapak/Ibu)

LD : Layak Digunakan	
LDR : Layak Digunakan dengan Revisi	✓
TD : Tidak Layak Digunakan	

Palopo,   Juni 2024

Penilai Kelayakan

Dewi Furwana, M.Pd

SURAT KETERANGAN
No. 186/UJI-PLAGIASI/XI/2024

Yang bertanda tangan di bawah ini:

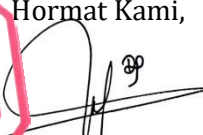|		
Nama	:	Dewi Furwana, S.Pd.I., M.Pd.
NIP	:	198708312015032006
Jabatan	:	Sekretaris Prodi Tadris Bahasa Inggris

Menerangkan bahwa naskah tesis berikut ini:

Nama	:	Siti Hardiah Nengsi
NIM	:	2205040009
Program Studi	:	Tadris Bahasa Inggris
Judul	:	**"Junior High School English Teachers' Challenges in Teaching English at Rural Area"**

Telah melalui pemeriksaan cek plagiasi (turnitin) dengan hasil 22% dan dinyatakan memenuhi ketentuan batas minimal plagiasi ($\leq$ 25%). Adapun hasil cek plagiasi terlampir.

Demikian surat pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 02 September 2024
Hormat Kami,

Dewi Furwana, S.Pd.I., M.Pd.
NIP 198708312015032006

SURAT KETERANGAN
Nomor: 400.3.5/82/UPT SMPN.1-RKG/VII/2024

Yang bertanda Tangan di bawah ini:

Nama	: **MUHASDIK, S.Pd**
NIP	: 197212312005021003
Pangkat/Gol.	: Pembina Tkt.I / IV.b
Jabatan	: Kepala UPT SMP Negeri 1 Rongkong

Dengan ini menerangkan bahwa :

Nama	: **SITI HARDIAH NENGSI**
Tempat/tanggal lahir	: Terra, 25 Oktober 1996
Jurusan Program Studi	: Tadris Bahasa Inggris

Bahwa yang bersangkutan benar-benar telah selesai mengadakan penelitian di UPT SMP Negeri 1 Rongkong pada tanggal 17 April 2024 s/d 26 Juli 2024. Dalam rangka penyusunan TESIS dengan judul: Junior High School English Teachers' Challenges in Teaching English at Rural Area.

Demikian surat keterangan ini di berikan kepada yang bersangkutan untuk digunakan sebagaimana semestinya.

Rongkong, 27 Juli 2024
Kepala UPT

MUHASDIK, S.Pd
NIP. 197212312005021003

CURRICULUM VITAE

Siti Hardiah Nengsi was born in October 25th, 1996 in Terra. Her parents' names are Nurdin and Daniati Dullah. She has one brother. She is the first child of two siblings. She began her study at Elementary school at SDN 270 Lebani in 2000 and graduated in 2016. She continued her study at SMP Negeri 4 Belopa and graduated in 2009. After that, she countinued her study at SMA Negeri 2 Belopa and graduated in 2013. Furthermore, the next year, in 2014, she continued her study at IAIN Palopo and took English Education Study Program, and graduated in 2018. She continued her postgraduate program in IAIN Palopo in 2022, majoring in English Education Study Program.