AN ANALYSIS OF THE CHALLENGES AND STRATEGIES OF ENGLISH LANGUAGE TEACHING AT UPT SMPN SATU ATAP KEBUN TINGGI, KECAMATAN KAMPAR KIRI HULU, KABUPATEN KAMPAR, PROVINSI RIAU

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ABSTRACT

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This research background discussed about the challenges faced in the English language teaching process at UPT SMPN Satu Atap Kebun Tinggi, a rural school with limited resources and access. Preliminary observations and interviews revealed that students encounter psychological barriers such as low self-confidence and lack of motivation in learning English. Many students struggle to see the relevance of English in their daily lives and often feel discouraged due to poor performance. In addition, the school suffers from inadequate facilities, such as the absence of projectors, internet access, and teaching materials. Its remote location and poor road conditions also limit student attendance, especially during the rainy season, and make it difficult to recruit qualified teachers.This study aims to analyze the challenges and strategies in English language teaching at the school. A descriptive qualitative method was used, with data collected through semi-structured interviews and observations. The participants included the English teacher, students, administrative staff, and the vice principal.The findings showed several interrelated challenges: limited infrastructure, low student confidence, geographical constraints, and teacher shortages. To address these, the school applied several strategies, such as supporting teacher professional development, adaptively using educational technology, and collaborating with the government and local communities to improve the teaching and learning environment.

Keywords: English Language Teaching, Rural Area, Challenges, Strategies

ABSTRAK

Mareti 2319086, Program Studi Pendidikan bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Agama Islam Negeri Sjech M. Djamil Djambek Buktinggi 2025M / 1447 H, An Analisys of the Challenges and Startegies of English Language Teaching at UPT SMPN Satu Atap Kebun Tinggi, Kecamatan Kampar Kiri Hulu, Kabupaten Kampar Kiri Hulu, Provinsi Riau

Latar belakang penelitian ini membahas tentang tantangan dalam proses pengajaran bahasa Inggris di UPT SMPN Satu Atap Kebun Tinggi, sebuah sekolah yang terletak di daerah pedesaan dengan keterbatasan akses dan sumber daya. Hasil observasi awal dan wawancara menunjukkan bahwa siswa mengalami hambatan psikologis seperti rendahnya rasa percaya diri dan motivasi dalam belajar bahasa Inggris. Banyak siswa merasa kesulitan memahami manfaat praktis dari bahasa Inggris dalam kehidupan sehari-hari dan merasa putus asa akibat nilai yang rendah. Selain itu, sekolah mengalami keterbatasan fasilitas seperti tidak adanya proyektor, akses internet, dan bahan ajar. Letak geografis yang terpencil serta kondisi jalan yang sulit juga menghambat kehadiran siswa, terutama saat musim hujan, serta menyulitkan dalam merekrut guru yang berkualitas.Penelitian ini bertujuan untuk menganalisis tantangan dan strategi dalam pengajaran bahasa Inggris di sekolah tersebut. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data berupa wawancara semi-terstruktur dan observasi. Subjek penelitian terdiri dari guru bahasa Inggris, siswa, staf administrasi, dan wakil kepala sekolah.Hasil penelitian menunjukkan beberapa tantangan yang saling berkaitan, yaitu keterbatasan infrastruktur, rendahnya kepercayaan diri siswa, hambatan geografis, dan kekurangan tenaga pengajar. Untuk mengatasi hal tersebut, pihak sekolah menerapkan berbagai strategi seperti mendukung pengembangan profesional guru, memanfaatkan teknologi pendidikan secara adaptif, serta menjalin kerja sama dengan pemerintah dan masyarakat setempat guna meningkatkan lingkungan pembelajaran.

Kata Kunci: Pengajaran Bahasa Inggris, Daerah Pedesaan, Tantangan Pendidikan, Strategi Pembelajaran.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Education serves as the cornerstone of human life, playing a crucial role in the development of both individuals and society as a whole. It cultivates inherent talents, shapes attitudes, and influences behaviors, thereby acting as a fundamental driver of societal progress. The significance of education is emphasized in various verses of the Al-Qur'an, in Surah Al-Alaq, verses 1-5. These verses highlight the profound importance of knowledge acquisition, underscoring that education is a divine directive and a key to human excellence. According to Tegu (2014), education functions as a conduit for human ennoblement, playing a crucial role in achieving prosperity and well-being.

The quality of a nation's education system directly influences its development. As Alba(2011) notes, a nation’s advancement, civilization, and prosperity hinge on the strength and clarity of its educational procedures. However, despite its importance, the quality of education in Indonesia, particularly in rural areas, remains a pressing concern. The Minister of Education and Culture (2018) reported that around 41,000 schools in Indonesia are still lagging significantly in educational quality. This disparity calls for urgent attention, especially in rural regions where the education system faces unique challenges. The education system in rural areas differs from that in urban centers. Schools in rural areas often struggle with inadequate resources, such as

a shortage of qualified teachers, insufficient facilities, and poor infrastructure. These deficiencies hinder the effective delivery of education, particularly in teaching English, which students often perceive as difficult. Teaching English in these contexts is further complicated by the need for complex and supportive teaching elements.

Teaching and learning English as a foreign language is inherently challenging. Patil (2008) argues that learning English involves more than just transmitting knowledge; it requires enabling students to read, speak, and write fluently. Teachers must also foster enthusiasm, positive attitudes, and motivation toward English. Alwarsde and Alzayed (2017) emphasize that learning English has become a necessity in today's globalized world. The challenges of teaching English are magnified in rural areas, where English is taught as a foreign language. Rural areas, as defined by the United Nations (2018), are regions with lower population density, limited access to educational resources, and fewer opportunities for students to engage with foreign languages in everyday settings. These areas often face challenges such as inadequate infrastructure, a shortage of qualified teachers, and limited access to teaching materials and technology. As a result, students in rural areas often encounter significant difficulties in acquiring English proficiency.

These challenges are evident in UPT SMPN Satu Atap Kebun Tinggi, the only junior high school in the rural area of Kebun Tinggi. The school, located in a remote area with limited infrastructure, struggles with inadequate resources and facilities to support effective teaching and learning. Most students must travel

long distances to reach the school, often without reliable public transportation, which further impacts their motivation and ability to learn.

When children learn English in a rural school setting like SMPN Satu Atap Kebun Tinggi, teaching English becomes increasingly challenging. It is intimately tied to a lack of resources as well as the learning environment. Rural schools, such as SMPN Satu Atap Kebun Tinggi, do not provide as many opportunities to learn English as urban schools do. There is virtually little information available about English. That's why students do not know English well in their daily lives, which leads to a lack of enthusiasm for learning English.

Based on the preliminary research conducted through observations and interviews at UPT SMPN Satu Atap Kebun Tinggi on August 23, 2024, the first problem identified is the psychological challenges faced by students in learning English. Interviews with the English teacher, Mr. Toni S.pd revealed that many students experience psychological barriers that hinder their engagement and comprehension in the subject. The teacher observed that students often do not actively participate during lessons, pay minimal attention to the material, and struggle with understanding the content presented in English. These psychological challenges significantly affect their participation and overall performance in class.

These initial impressions were further corroborated by interviews with several students, the majority of whom stated that they find English difficult and unenjoyable. Some students also expressed that they do not perceive any

practical benefits from learning English, as it is rarely used outside of the classroom. Additionally, a number of students reported that the volume of material they did not understand made learning more challenging, which further lowered their psychological engagement. Others mentioned feeling discouraged due to consistently receiving poor grades in English.

The second problem identified relates to the inadequate learning facilities at the school. Based on the results of observations, it was found that UPT SMPN SatuAtapKebunTinggi faces significant limitations in terms of resources for English language instruction. The observation revealed several issues related to the school's limited infrastructure and its difficult-to-reach location. Essential facilities such as laboratories, internet access, and an adequate library are unavailable, which negatively impacts the learning process, especially for subjects like English that require interactive media. Additionally, the school's teaching materials are very limited, making it difficult for teachers and students to access diverse learning resources.

The lastly is school's geographic location also poses a major challenge. Most students live far from the school and must travel over difficult terrain, especially during the rainy season when the roads become muddy and slippery. This often prevents students from attending school regularly, which in turn reduces their attendance and engagement in the learning process. These preliminary insights served as the basis for the main research, which further investigated the challenges and strategies in English language teaching through more comprehensive data collection and analysis.

Based on the problems above, the researcher aims to analyze the challenges and strategies related to teaching English at UPT SMPN SatuAtapKebunTinggi in a rural area. The researcher wants to explore in detail the specific challenges and the strategies they employ in teaching English at that school in rural school setting. For this reason, the researcher is interested in conducted the research entitled"**An Analysis ofthe Challenges and Strategies of the English language Teaching at UPT SMPN Satu Atap Kebun Tinggi, kecamatan Kampar kiri hulu, kabupaten Kampar, provinsi riau"**

B. Research problems

Based on preliminary research conducted on Agust, 23, 2024, the researcher identified several problems in English language teaching and learning at UPT SMPN SatuAtapKebunTinggi:.

1. Students demonstrate psychological challenges in learning English, which affects their participation and performance in class.
2. Limited teaching resources and inadequate learning facilities hinder effective English instruction.
3. The remote geographic location and difficult access to the school reduce students' attendance, particularly during the rainy season, which affects the consistency of English language learning.

C. Focus of the problems

Referring to the background along with the research problems. This study

focus to analysis challenges and strategies in English language teaching at UPT SMPN Satu Atap Kebun Tinggi in rural area.

D. Research Questions

Based on the focus of the problems the researcher have written before, the problem in this study formulated into a questions.

1. What are the challenges inEnglishlanguage teaching at SMPN Satu Atap Kebun Tinggi in rural area?
2. What are the strategies implemented to overcome the challenges?

E. Purpose of the Research

1. To identify the challenges in English language teaching at SMPN Satu Atap Kebun Tinggiin rural area
2. To explore the strategies implemented to overcome those challenges in the English teaching process at UPT SMPN SatuAtapKebunTinggi in rural area.

F. Significance of the Research

This study aims to provide valuable insights for English teachers in rural schools, future researchers, and education practitioners. The findings will offer guidance on how to improve the English learning process in rural areas, and serve as a reference for future research.

G. Definition of Key Terms

1. English Language Teaching (ELT)

   ELT is a field that encompasses everything related to the process of learning English, including methods, approaches, curriculum design, and the role of teachers as facilitators.

2. Challenge

   Refers to the difficulties or obstacles encountered in the process of teaching and learning English at SMP SatuAtapKebunTinggi, including issues related to teaching effectiveness, student motivation, and resource limitations.

3. Strategies

   Refer to the approaches, methods, or actions employed by teachers to overcome the various challenges they face in teaching English at UPT SMPN Satu Atap Kebun Tinggi in rural area.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. English Language Teaching

a. Definition

English language teaching is a field that encompasses everything related to the process of learning English, including methods, approaches, curriculum design, and the role of teachers as facilitators, and assessment. ELT includes different approaches and methods, ranging from competency-based teaching to communicative methods, all aimed at improving speaking, listening, reading, and writing skills in English.

Richards and Rodgers in elizabet (1988) describe ELT as an educational field focused on teaching English as a foreign or second language. It covers various approaches, methods, and strategies. Approaches like Communicative Language Teaching (CLT), Content-Based Instruction (CBI), and Task-Based Language Teaching (TBLT) emphasize the importance of authentic communication and real-world tasks in language learning. Methods such as the Grammar-Translation, Direct Method, and Audio-Lingual Method offer different ways to teach, from focusing on grammar to practicing speaking directly. Strategies like interactive learning, student-centered learning, and using authentic

materials aim to improve English teaching effectiveness by adjusting methods and approaches to fit the needs and context of learning.

Harmer (2007) adds that ELT involves various factors that affect teaching effectiveness, including the role of the teacher, learning materials, and the needs and motivation of students. Harmer emphasizes that teachers play a crucial role in shaping the learning environment and adapting their teaching megthods to suit the individual needs of students. English language teaching (ELT) should be adapted to the local context to achieve optimal results, taking into consideration the cultural background and language proficiency of the learners. Additionally, Harmer highlights the importance of using relevant and engaging materials that resonate with students' experiences. Harmer also suggests that understanding students' motivations can significantly enhance their engagement and progress in learning. Therefore, a flexible and student-centered approach is essential for the success of ELT.

Kumaravadivelu (2012) introduced the concept of "postmethod pedagogy," which emphasizes the importance of flexibility in English teaching. He argues that ELT should go beyond traditional approaches and consider the local needs, social context, and cultural background of students. This concept encourages teachers to move away from rigid methods and adapt their teaching strategies to fit the unique circumstances of each classroom.

Based on the discussion above, the researcher define that English Language Teaching (ELT) is an educational field focused on teaching English as a foreign or second language. According to Richards and Rodgers (1988), argue that ELT involves various approaches, methods, and strategies aimed at improving English language skills. Approaches like Communicative Language Teaching (CLT), Content-Based Instruction (CBI), and Task-Based Language Teaching (TBLT) emphasize authentic communication and real-world tasks in learning. Methods like the Grammar-Translation, Direct Method, and Audio-Lingual Method offer different ways of teaching, from focusing on grammar to directly practicing speaking. Therefore, ELT is a discipline that must adjust teaching methods and approaches to the needs and context of learning to achieve effective results.

b. English language teaching at the Junior High School Level in Indonesia

English Language Teaching (ELT) at the junior high school level in Indonesia faces several challenges. As noted by Yoga(2016) the curriculum changes since 1989 have had a significant impact. The implementation of the School-Based Curriculum (KTSP) and the 2013 Curriculum has caused confusion among teachers due to the conceptual differences. The scientific approach in the 2013 Curriculum is considered less suitable for teaching English, while the reduction in teaching hours hinders the improvement of students' language proficiency. Additionally, the limited role of teachers in developing teaching materials makes it

difficult to tailor instruction to students' needs. Moreover, Yoga also highlights how the integration of social and moral values in the 2013 Curriculum adds complexity to classroom management. In addition, Malaikosa and Taopan (2020) also discuss the ongoing evolution of English teaching in junior high schools, which continues to develop along with curriculum changes implemented by the government. The 2013 Curriculum is designed to equip students with critical, analytical, and creative thinking skills through the scientific approach, with the aim of improving the national education quality. However, the challenges raised by Yoga (2016) regarding the application of the scientific approach in teaching English remain relevant, showing that the dynamics of ELT implementation at the junior high school level continue to affect the effectiveness of learning.

Based on the explanation above, the researcher reviewed how ELT at the junior high school level in Indonesia, taking Yoga's (2016) perspective, highlights that English teaching (ELT) at the junior high school level in Indonesia faces significant challenges, especially regarding frequent curriculum changes since 1989. The implementation of both the School-Based Curriculum (KTSP) and the 2013 Curriculum has caused confusion due to their differing concepts. The scientific approach in the 2013 Curriculum is deemed less appropriate for teaching English, which requires more practical methods. The reduction in teaching hours and the limited role of teachers in material development also hinder the

effectiveness of learning. Yoga (2016)emphasizes the need to adjust the curriculum and provide greater support for teachers to overcome these challenges and improve the quality of English teaching.

2. English language teaching in Rural Area

a. Definition of rural area

Although there may be a common understanding of what a rural area is, a universally accepted definition does not exist. Different countries have different perceptions of what “rural” means, making cross-national comparisons problematic. In fact, the most common approach is not to define the term explicitly at all, but to describe its features in relation to specific national contexts.

Rural area, according to Segun Olugbenga Adedeji and Olanrewaju Olaniyan (2011), refers to a region with low population density, geographically isolated from urban centers, and highly dependent on primary production sectors such as agriculture, livestock, fisheries, and forestry. These areas are characterized by simple socio-economic conditions, close and informal social relationships, and traditional cultural values that change slowly. In many developing countries, rural areas also face serious challenges, including hunger, poverty, low literacy rates, poor educational infrastructure, and a shortage of qualified teachers.

This view aligns with the definition proposed by Like and Rebbeka (2022), who explain that rural areas are generally defined based on several

characteristics such as specific topography, limited access to urban facilities, agricultural landscapes, and low population density. Similarly, Thomas (1998) describes rural areas as small or unincorporated regions with a population density of less than 1,000 people per square mile.

Furthermore, the condition of education in rural areas tends to lag far behind that in urban areas. This is caused by a range of factors, including inadequate facilities, a lack of competent teaching personnel, poor infrastructure, and limited access to learning resources. Subijanto (2018) emphasizes that the educational underdevelopment of rural schools is influenced by teacher availability, student conditions, the sufficiency of educational infrastructure, funding support, and the geographical location of the area. In Indonesia, the 3T regions (*Tertinggal,terdepan dan terluar*) represent rural areas whose educational development remains behind due to difficult geographic conditions, limited human resources, socio-cultural barriers, and funding constraints.

Based on the integration of the above definitions and perspectives, the researcher defines rural area as a region located far from urban centers, characterized by challenging topography, limited access to modern public services, agrarian-based livelihoods, and low population density. These areas generally face complex developmental barriers especially in the field of education due to insufficient facilities, unqualified teaching staff, underdeveloped infrastructure, and both geographic and socio-cultural limitations..

b. Challenges of English language teaching in Rural Area

The meaning of the word challenge refers to an obstacle faced to stimulate the ability to carry out a task or function to achieve the stated goals. In KBBI the meaning of the word challenge is something or an object that inspires determination to increase the ability to overcome problems or difficulties which become a stimulus to work harder. According to Burcu (2019) Challenge can be categorized into different types, including creators, chooser, maintainers and avoiders, each representing different approach to dealing with difficulties. From definitions above researcher take conclusion that challenge is obstacle and difficulties that can stimulate abilities in a process.

According to Joseph(2022) said that teaching English in rural areas faces several significant challenges. These challenges can be categorized into three main areas: infrastructure, psychological factors, and geographical constraints.

1. Infrastructure Challenges.

   Effective English teaching requires adequate infrastructure to create a conducive learning environment. According to Zaky (2024), effective English teaching requires adequate infrastructure to create a conducive learning environment. Unfortunately, many rural areas face significant limitations in this regard, Rural schools are often in poor repair, poorly fasilities, poorly access(Atchoarena and Gasperini, 2003).

Which can be categorized as follows:

a. Inadequate School Buildings. Many rural schools have buildings that are cramped, damaged, or unsuitable for learning, reducing comfort and effectiveness in teaching.

b. Lack of Comfortable Classrooms. Classrooms are often overcrowded and poorly ventilated, negatively impacting students' focus and the overall learning process.

c. Absence of Well-Stocked Libraries. School libraries in rural areas often lack sufficient English-language books, limiting students' access to additional learning resources.

d. Unavailability of Language Laboratories. Language laboratories, which are essential for practicing listening and speaking skills, are rarely found in rural schools.According to anggela et al. (2024) Argue that one the challenges teaching English in rural area is lacak of fasilities such as English lab

2. Psychological challenges.

Psychological factors also play a significant role in the Difficulties encountered in teaching English in rural areas. These bellow are psychological challenges in rural areas:

a. Negative Perception of English. English is often viewed as irrelevant to students' cultural and daily contexts, making them less engaged

in learning the language.

b. Low Self-Confidence. Students from economically disadvantaged backgrounds often suffer from low self-esteem, perceiving English as a daunting subject. This is supported by findings from Soomro et al. (2023), who reported that students with rural backgrounds frequently experience anxiety and hesitation when speaking English, often leading to silence or avoidance in classroom interactions due to lack of confidence and feelings of embarrassment.

c. Limited Family Support. Families in rural areas frequently lack the means or awareness to provide adequate support for their children's learning.

3. Geographical Challenges.

The geographical isolation of rural areas also presents significant obstacles to English teaching. These challenges include:

a. Remote Locations. Rural areas are far from urban centers, making them less appealing to qualified teachers, who often prefer urban schools with better career opportunities.

b. Limited Access to Modern Learning Resources. A lack of facilities such as computers, internet access, English-language magazines, and newspapers restricts students' opportunities to improve their English skills.

c. Transportation Difficulties. Poor road conditions and long distances hinder the delivery of modern learning materials and limit teacher training programs in rural areas.

In conclusion, teaching English in rural areas is fraught with challenges that span infrastructure, psychological, and geographical factors. The lack of adequate infrastructure hampers the delivery of effective education, while psychological barriers among students limit their engagement with the language. Geographical isolation further exacerbates these challenges by limiting access to qualified teachers and modern learning resources. While Joseph (2022) focuses on the infrastructural, psychological, and geographical aspects of these challenges, other scholars have also contributed to the discussion by highlighting different dimensions of teaching English in rural settings.

Meanwhile, Joni & Ali (2024) categorize the challenges of learning English in rural areas as follows:

1. Infrastructure limitations. Poor infrastructure in remote areas reduces students' motivation and interest in learning. Many schools are inadequate, with minimal learning facilities and limited access to technology and educational resources such as:

    a. Laboratories

    b. Libraries and,

c. Basic facilities such as clean water and sanitation. These conditions cause students to fall behind those with access to better infrastructure.

2. Shortage of qualified teachers. Rural and remote areas often suffer from a shortage of qualified teachers. Experienced teachers tend to be reluctant to be posted to remote areas due to the lack of facilities, geographical isolation and limited career opportunities. As a result, these areas are often filled with inexperienced or insufficiently qualified teachers, which negatively impacts teaching quality and student academic achievement. The lack of ongoing training and professional support also exacerbates this situation.

3. Limited access to learning resources. Students in rural areas have limited access to essential learning resources, such as:

   a. Textbooks

      In rural areas, students have limited access to textbooks, making it difficult for them to complete assignments, understand lessons, and prepare for exams effectively.

   b. Technology and other teaching materials. This hinders their ability to follow lessons well.

4. Geographical Challenges. Geographical factors such as:

   a. Long distances between home and school, can hinder access to

education by increasing travel time, costs, and fatigue, especially in rural or remote areas.

b. Difficult terrain and poor road conditions are major barriers to education accessibility in remote areas. The long and dangerous journey that students have to take every day to reach school can drain their energy and time, lead to high absenteeism and dropout rates, and disrupt learning continuity.

Adedeji & Olaniyan (2011) categorize the challenges of education in rural areas as below:

1. Poor teacher's status. One of the main challenges in education is the undervaluation of teachers, particularly regarding financial compensation. Ziaul (2018) added that providing allowances can serve as a driving factor for teachers to enhance their performance and professional development. With additional income, teachers become more motivated to carry out their duties more effectively, especially in remote areas that often face various limitations.

    a. Teachers' low salaries compared to other professions with comparable levels of education and experience are one of the main challenges.

    b. Inadequate and often late salaries cause many teachers to seek additional income, which affects their performance.

2. Poor career advancement. Opportunities for career development and further study are often not available in rural areas. Delays in salary payments and lack of promotion opportunities also contribute to low teacher motivation.

3. Outright neglect of teachers in rural schools. Rural schools are often overlooked by politicians and education administrators who are more focused on problems in urban schools. Teachers being posted to rural areas are sometimes seen as a form of punishment.

4. Lack of qualified teachers in rural schools. Many rural areas experience a shortage of qualified teachers. Many teachers are reluctant to stay in rural areas due to social, professional and cultural isolation, as well as due to low salaries and lack of access to professional development opportunities.

5. Problems of recruiting and retaining teachers. Finding and retaining teachers in rural areas is particularly difficult. Teachers who have a rural background or experience in rural communities tend to survive, but many choose urban placements due to the better quality of life, access to healthcare, and more professional development opportunities in cities.

6. Poor funding in rural schools. Severe underfunding leads to a variety of problems, such as:

    a. Low student enrollment rates

b. Lack of teacher commitment

c. Low quality of learning outcomes

d. Poor maintenance of facilities and

e. Inadequate teacher salaries.

7. Poor quality of education. The quality of education in rural areas is generally low, with poor learning outcomes especially in literacy, numeracy and life skills. Schools in rural areas often lag behind urban and private schools.

8. Preparation and training of teachers. Teacher preparation and training is often inadequate. Unattractive working conditions lead to low interest in becoming a teacher, while existing training programs are unable to attract high-quality candidates. In addition, most teachers do not have a strong commitment to the profession as they see it as a temporary option.

9. Poor infrastructural facilities. Infrastructure facilities in rural schools are often in very poor condition, such as:

   a. Buildings

   b. Lack of access to clean water

   c. Sanitation and electricity, and safety concerns due to unmaintained facilities.

10. Problems of access. Access to education in rural areas is lower compared to urban areas, with many children in rural areas never attending school. Factors such as:

    a. Opportunity cost

    b. low levels of parental education and,

    c. lack of support at home contribute to low education participation in rural areas.

11. Poor monitoring of teachers. Monitoring teachers in remote areas is very difficult, which results in high teacher absenteeism. In addition, support and inspection services are often weak, so the weakest teachers get the least support.

Many schools in rural areas face a shortage of skilled and well-trained English teachers. This is compounded by the lack of effective teacher training, which impacts on the quality of teaching. In addition, the teaching methods and materials used often do not match the needs of the students, hampering the effectiveness of the learning process. Limited English lesson hours also reduce students' opportunities to practice and improve their skills. Limited pedagogical knowledge among teachers contributes to the difficulty in achieving optimal results in English language teaching(Chowdhury, 2015).

Based on the explanations from the theories above, it can be

concluded that the challenges of English language learning in remote areas include:

a) Infrastructure. Challenges in infrastructure include:

- Poor and inadequate school buildings.
- Cramped and poorly ventilated classrooms.
- Lack of clean water and sanitation.
- Libraries with limited resources.
- Lack of language laboratories.
- Limited access to electricity and technology.

b) Challenges in the psychological. Challenges in the psychological aspect include:

- Negative perception of English.
- Low self-confidence among students.
- Lack of family support can significantly affect students' motivation to learn.

c) Geographical aspect. Challenges in the geographical aspect include:

- Remote and hard-to-reach school locations.
- Difficult terrain and poor road conditions

- Limited access to modern learning resources such as the internet and English books.

d) Teaching Workforce and Educational Policies. Challenges in the teaching workforce and educational policies include:

- Shortage of qualified teachers in rural areas.
- Low salaries and incentives for teachers.
- Limited opportunities for training and professional development.
- poor funding in rural school

c. Strategies of English language teachingin in Rural schools

According to the Big Indonesian Dictionary (KBBI), strategy refers to a planned method or approach designed to achieve a specific goal or solve a particular problem. In the context of education, strategy involves structured plans, actions, or techniques that are implemented to address challenges and improve learning outcomes. These strategies can include the use of technology, innovative teaching methods, or other systematic approaches to enhance the teaching and learning process. In teaching English in rural areas, implementing effective strategies requires additional efforts to overcome challenges and ensure the learning process runs optimally. Below are some strategies proposed to improve the teaching of English in rural schools.

Adedeje & Olaniyan (2011) propose several strategies to improve

English language teaching in rural areas, which include various approaches to enhance teacher quality.

1. Improving teachers' working conditions. Ziaul (2018) suggests that improving teachers' working conditions can be achieved by:
    a. Salary increases. One strategy to improve teachers' working conditions is through salary increases, which can significantly enhance their well-being and reduce the need for additional income sources, allowing teachers to focus more on their teaching.
    b. Hardship allowances. Financial incentives, such as allowances, can serve as a motivating factor for teachers to improve their performance and professional development, especially in remote areas.
    c. Transportation benefits for teachers working in rural areas, as well as non-financial incentives such as housing and career development opportunities.
2. Development of teacher professionalism. which can be achieved by providing specialized training and further education opportunities for teachers in rural areas through:
    a. Online training programs
    b. Workshops
    c. Seminars or scholarships for teachers to pursue higher education.

3. Political commitment to rural education is crucial. Governments must show their commitment by allocating sufficient budgets, providing human and financial resources, and improving school facilities.

4. Community participation. Increase community participation in school management and recognition of the role of teachers in rural areas. Collaboration between schools and communities can help improve the quality of teaching.

5. Teacher recruitment and training. Recruit teachers from surrounding areas to teach in rural areas and provide specialized training so that they can overcome the challenges of the area. The government also needs to provide continuous training and distance education for teachers in remote areas.

6. Use of information and communication technology (ICT). Utilize ICT to expand and improve learning opportunities for students in rural areas. However, this requires adequate infrastructure, including alternative sources of electricity such as solar power or generators.

   In line with this, the use of information and communication technology (ICT) can be a solution to expand and improve learning opportunities for students in rural areas. However, utilizing ICT requires adequate infrastructure, including alternative energy sources such as solar power or generators. Moreover, providing performance-based incentives, such as bonuses for schools that significantly improve

student achievement, can encourage better teaching quality in rural schools. Equally important, addressing issues such as class size and teaching methods by providing training on multi-grade teaching techniques and adjusting school schedules to fit the needs of rural communities, especially during planting and harvesting seasons, will help improve teaching quality.

In addition to these strategies, Shan & Aziz (2022) highlight other important efforts to enhance English language teaching in rural areas. One of these efforts is providing appropriate training for English teachers to improve their competencies and skills, particularly in areas that may have limited resources. Furthermore, building positive attitudes toward English language teaching among teachers is essential. Teachers with a positive attitude are more likely to be motivated and enthusiastic, which in turn can positively impact student learning outcomes. Creating a supportive work environment and recognizing teachers' hard work can help build these positive attitudes.

Additionally, Shan & Aziz (2022) emphasize the importance of upgrading facilities, infrastructure, and teaching aids to support more effective learning. Adequate infrastructure, such as proper classrooms and access to technology, allows teachers to focus more on teaching without being distracted by technical issues or lack of tools. Furthermore, promoting effective communication between parents and teachers is vital for supporting students' learning development.

Involved parents can help reinforce what has been taught at school through regular meetings, student progress reports, and open channels of communication between teachers and parents. All these efforts complement each other and contribute significantly to improving English language teaching in rural areas.

According to Liu (2024) English language teaching strategies in rural areas are categorized into four categories:

1. Emphasis on teacher moral development. The first, teacher Ethics Education. Schools are expected to strengthen ethics education among rural teachers to ensure that they become important guides in the comprehensive and healthy development of rural students. This education includes strengthening political ideology, professional ethics, legal education, and mental health protection in pre- and post-work skills training. Second, sensitivity to teacher ethics. Amid rural revitalization, schools need to run teacher ethics education and promotion campaigns. These campaigns should include prohibitions against unethical behavior, and promote relevant policies and regulations to ensure compliance. Third, improved regulation of teacher ethics. The government is expected to formulate appropriate laws on teacher ethics and establish a long-term mechanism to ensure that teachers become transmitters of advanced socialist civilization ideas and traditional cultural education.

2. Improving the education concept of rural English teachers through enhanced learning of new curriculum standards. Rural English teachers should learn new curriculum standards and use modern methods in teaching. This includes the use of out-of-class activities that relate to real life, such as community research and the use of local resources to improve students' adaptability to society.

3. Improving the professional training of rural English teachers with the internet compulsory education support model. The government should strengthen professional training for English teachers by utilizing the internet model, which includes the construction of a synchronous online classroom network between urban and rural schools. The government should make rural teacher training a basic service system, with financial support to ensure the quality and timeliness of training. This training includes teaching new curricula, new methods and new technologies to improve practical skills in teaching.

4. Increasing the salary of rural English teachers through financial subsidies for rural teachers. The government provides financial subsidies to rural teachers to improve their welfare and stabilize the teaching force in rural areas. For example, teachers working in poor areas receive additional training subsidies. In addition, solving the problem of teacher housing. The government is expected to accelerate housing projects for teaching staff to address the housing problems experienced by rural teachers. Expanding channels to fill the need for

teachers in rural areas should also be considered. The government should expand the channels for recruiting new teachers and optimize the allocation of teacher training resources in rural schools.

In conclusion, based on the theories above the strategies for improving English Language Teaching (ELT) in rural areas can be categorized in aspects:

1) Improvement of Teacher Quality and Welfare:
    - ➤ Increasing salaries and allowances for teachers in remote areas to enhance their well-being.
    - ➤ Providing additional incentives such as hardship allowances, housing facilities, and transportation allowances.
    - ➤ Developing teacher professionalism through training, seminars, workshops, and advanced education scholarships.
2) Strengthening Infrastructure and Utilization of Technology to Support English Language Learning in Rural Areas:
    - ➤ Constructing and improving school facilities, such as proper classrooms, language laboratories, and adequate libraries.
    - ➤ Providing teaching aids, including textbooks, digital learning materials, and access to technology and the internet.
    - ➤ Developing alternative energy sources, such as solar power or

generators, to address electricity shortages in remote areas.

- Using digital technology to support learning, such as online classes, educational applications, and school networks connecting urban and rural areas.
- Providing training for teachers to effectively utilize technology in the learning process.
- Ensuring better internet access to support digital-based learning.

3) Institutional and Community Engagement in Supporting Rural Education

- Collaboration between institutional and school in allocating sufficient budgets, and
- Collaboration between schools and communities

B. Review of Related Studies

Some researchers had conducted research relatated to the challenges and solutions teaching English in rural areas.

The first is" Teaching English in Rural Areas: A Closer Look into Teachers' Challenges". This Research Was Conducted By Lenny Marzulina, Dian Erlina, MuhamadHolandyah, Budi, and Arsuh Amelia. This study aimed to explore the challenges encountered by English teachers in South Sumatera, Indonesia when teaching in such environments. The research design employed for this investigation was qualitative, utilizing a case study approach. The data collection technique is done by semi-structured interviews with open-ended questions. This research revealed six distinct challenges faced by the teachers in teaching English. These challenges include: (1) inadequate infrastructure, (2) insufficient learning facilities, (3) inadequate learning resources, (4) low proficiency in English, (5) unfavorable teaching conditions, and (6) limited opportunities for teacher development.

Second"Teaching in Rural Indonesian Schools, teachers' Challenges". This research conducted by Mia Febriana, JokoNurkamto, DewiRochsantiningsih and AnggriMuhtia. The aims of this study are to find out the challenges faced by teachers, especially English language teachers in carrying out teaching and learning activities in rural Indonesian schools. The approach used in this study is qualitative research. The data collection technique is done by open-end questionnaire and interview. The result of this study reveals that SM-3T teachers

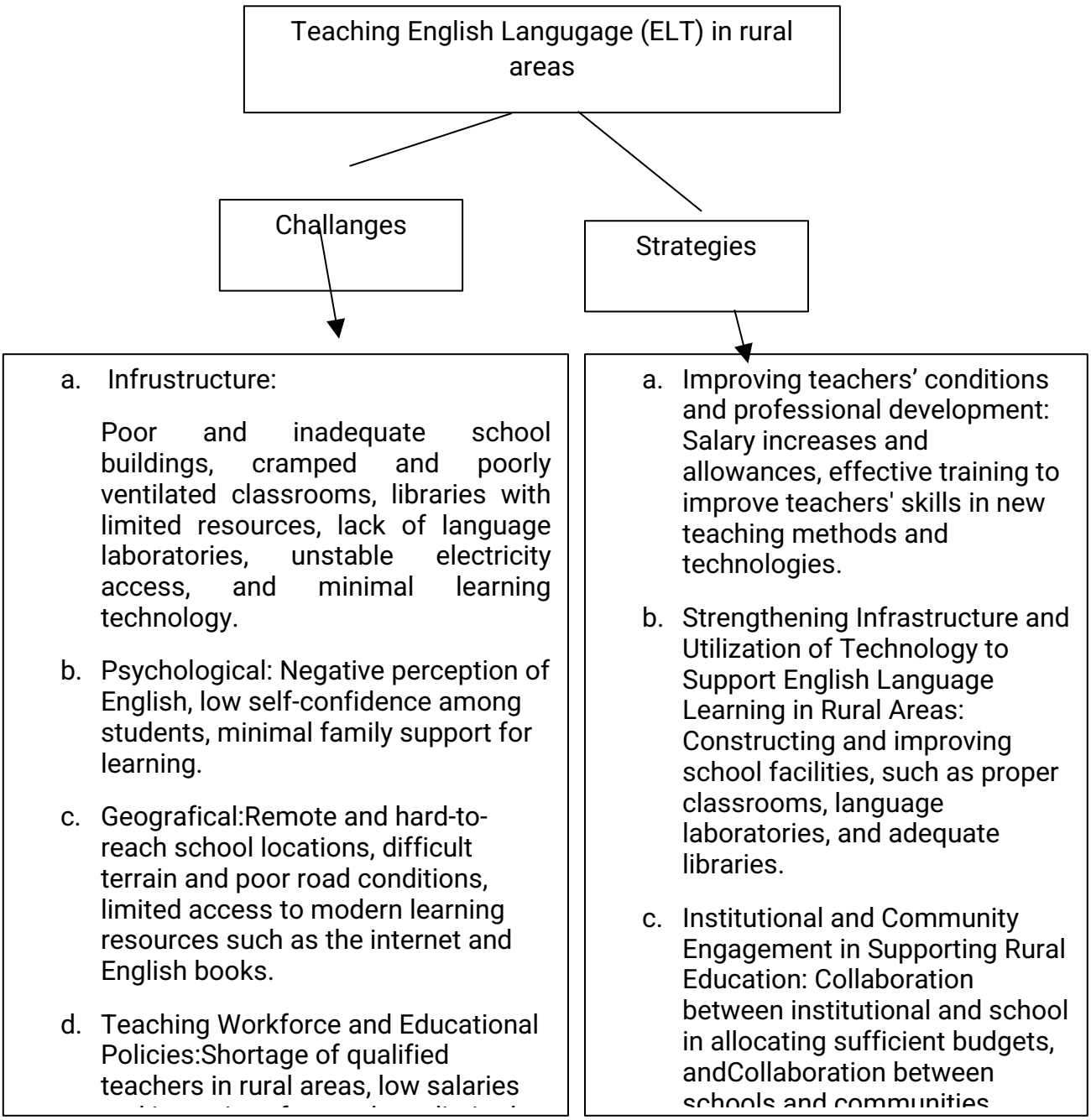
who have taught in rural Indonesian schools have experienced several challenges dealing with 1) infrastructure,2) source of learning; 3) language barrier; 4) parent mindset; 5) inadequacy of teachers; 6) student competence, and 7) student mindset.

Thirdly, "Challenges of Teaching English for Elementary School Student in Indonesian Rural Areas".Conducted by FitriNurLaila, YeniPrastiwi and EndangFauziati. The aims of this study is to analyze the challenges of teaching English for young learners in Indonesian rural area. This study employed qualitative methodology and case study was used as a research design. The data collection techniques is done by observation, semi-structure interview and documentation. This study discovered that there were five main challenges of teaching English in rural areas which were the status of English in curriculum, lack of qualified English teacher, insufficient of educational facilities, students' negative attitudes toward English and students' socio-economic background.

Every research that is carried out, both previous research and current research, of course there are similarities and differences between these research studies, as well this research, this research also has similarities and differences, among them is this research. The similarities between this research and previous research are similarities in discussing challenges and teaching variables. Meanwhile, the difference between this research and the three studies above lies in the focus point of the discussion, where the three studies above aim to find out the the challenges teaching English in rural areas. Meanwhile, this research aims to find out challenges and solutions teaching English in rural areas. The

data collection technique in the first research used semi-structure with open-ended question, the second research used open-ended questionaries and interview and the last research used observation, semi-structure interview and documentation. Meanwhile, this research uses observation and interviews to get moredetailed and specific data.

C. Conceptual Framework



CHAPTER III

RESEARCH METHOD

A. Design of the Research

This study employs a qualitative research design using a case study approach.Qualitative research method is particularly valuable for exploring and understanding the meanings associated with social or humanitarian issues (Fitria, 2024). According to Creswel(2016) said that qualitative research aims to understand the perspectives of individuals or groups regarding social or human problems.

In this context, the qualitative approach is especially relevant as it allows researchers to conduct the in-depth exploration necessary to comprehend the complexities of the issues being investigated. One of the strategies utilized within qualitative research is the case study. Creswell (2016) describes a case study as a research strategy that investigates a specific case involving an individual, organization, or community to gather unique insights. Thus, this research applies a qualitative approach through a case study to thoroughly explore the social or environmental phenomena. The study considers various factors such as place, time, and events that contribute to a deeper understanding of the subject matter. The data collected in qualitative research typically consists of words, images, and non-numerical information, allowing the researcher to provide a more holistic view of the phenomena under investigation.

In this case study, the focus is on exploring the challenges and strategies

in teaching English at UPT SMPN SatuAtapKebunTinggi, located in a rural area. The research gathers data through observation and structured interviews to gain a deep understanding of the specific challenges faced by teachers and students in this unique educational environment. The case study method allows for a detailed exploration of the characteristics, traits, and models of these phenomena, ultimately aiming to provide a complete and nuanced description of the events and issues encountered in the teaching process.

B. Research Location

This research is conducted at UPT SMPN SatuAtapKebunTinggi, kecamatan Kampar KiriHulu,kabupaten Kampar, Provinsi Riau. A school located in rural area. The reasons the researcher chose this location are firstly that there has been no similar research in the area, secondly there are problems that needed to be solved in that school and finally as the participation of the researcher as part of the school in developing something new.

C. Research Informants

Research informants are individuals or groups selected to provide relevant data and information to answer research questions. The selection of informants is based on their knowledge or experience related to the research topic, enabling the data obtained to offer deep insights and a comprehensive analysis of the issues being studied. In this research, there are two main types of informants: key informants and supporting informants, chosen to provide a holistic perspective on the challenges and strategies in English learning at SMPN Satu

Atap Kebun Tinggi.The key informants in this study are the English teachers at SMPN Satu Atap Kebun Tinggi, who serve as the primary source of information. The teachers were selected because they possess in-depth knowledge of the English learning process, the challenges encountered, and the teaching strategies and methods applied. Information from the teachers is expected to identify factors that influence the effectiveness of English teaching, especially in a rural school setting, thus providing important insights into the technical and practical aspects of English instruction at the school.In addition to key informants, there are also supporting informants who provide supplementary data to support and complement the information from the key informants. The supporting informants in this study include school management and students. School management, which consists of the principalor vice-principal, and administrative staff, offers perspectives on school policies, facility availability, and institutional support provided to facilitate English learning. They understand various external factors that can support or hinder the learning process. Meanwhile, students offer perspectives based on their experiences as learners, including their learning motivation, interests, and challenges they face in attending English classes.

D. Instrumention

Research instruments are tools used to collect data needed in research. In this study, data obtained through two main types of instruments, namely observation and interviews. These two instruments are chosen because those can provide rich and in-depth data, which is needed to answer the research

questions comprehensively. These two instruments will focus on the challenges and strategies of English language education at UPT SMPN satu atap kebun tinggi in rural areas.

a. Observation

The observation sheet used in this study includes indicators grouped into categories such as physical infrastructure, geografical, Strengthening Infrastructure and Utilization of Technology; electricity, road access. Observations will be conducted a few days in the classroom and also out of the classroom. The observation sheet employs a simple yes or no checklist to ensure clarity and consistency in data collection.

b. Interview

An interview is a conversation between an interviewer and a respondent to obtain relevant information related to the research topic. In this study, the type of interview used is semi-structured interview. A semi-structured interview combines a set of prepared questions with the flexibility to ask additional questions based on the flow of the conversation and the responses of the participants (Sugiyono, 2019). This allows the researcher to explore participants' experiences and perspectives more deeply and naturally.

Semi-structured interviews are chosen because they offer a balance between consistency and adaptability. While the main questions ensure that all important aspects of the research are covered, the flexible format enables the researcher to probe further when unexpected or insightful answers arise. This

method is particularly useful for exploring complex issues, such as the challenges in the rural education system, which may not be fully captured through structured questions alone.

In this study, the interviews aim to explore the challenges faced in the education system in rural areas, as well as gather information regarding educational facilities, access, and available support. The participants include an English teacher, the headmaster, school management staff, and several students at UPT SMPN Satu Atap Kebun Tinggi.

E. Validity

In this qualitative case study, the instruments used consist of a semi-structured interview guide and an observation sheet. To ensure that both instruments are aligned with the research focus and capable of eliciting relevant data, a content validity test was conducted prior to field data collection.

The content validity will be carried out by consulting the instruments with three experts in English Education who have adequate academic backgrounds and teaching experience. These experts will be asked to assess the relevance, clarity, and alignment of each item with the research objectives, namely to explore the challenges and strategies in English language teaching in a rural school context. Based on their suggestions, several revisions were made to improve the clarity and comprehensiveness of the instruments. This expert validation process helped ensure that the instruments adequately covered the key aspects of the study.

The results of the expert assessments were then analyzed using Aiken's V formula to determine the degree of content validity of each item, it can be seen **Appendix** .. (page..). The formula used is as follows:

Table 3.1 criteria of content validity using the AIKEN index

Index validity	Interpretation
V>0,8	Very valid
0,4<V<_0,8	Moderate valid
V_<0,4	Invalid

Source: Aiken, I. R (1985)

F. Techniques of Data Collection

In a study, data is something that is really needed by researchers, therefore to get accurate data; data collection techniques are very concerned. There are several techniques in collecting data in this research.

a. Observation

The data collection technique Will be used is non-participatory observation. In non-participatory observation, the researcher is not directly involved in the observed activities and only acts as an observer who records data without influencing the ongoing activities. The researcher will use a structured observation sheet to systematically collect information regarding challenges and strategies in teaching English. The main focus of the observation is to

capture data related to 15 sub-indicators. Steps of Observation:

The researcher conducted observation over two days. The steps were as follows:

- On the first day, the researcher observed both inside andoutside the classroom.
- Outside the classroom, the researcher examined the school environment, including the physical condition of the buildings and the availability of learning facilities.
- The researcher filled in a checklist (Yes or No) based on the observation statements regarding the school infrastructure and available resources.
- Inside the classroom, the researcher sat at the back of the class and observed the teaching and learning process(whether students were active or passive in the learning process).
- The researcher filled in a classroom observation checklist (Yes or No) according to the indicators listed in the observation sheet.
- Additional field notes and important information were written in the "Remarks" section of the observation form.
- On the following visit, the researcher continued the observation outside the classroom, including the school library and the students' daily journey to school.

- The researcher observed the geographical conditions and physical challenges (e.g., road conditions or terrain) that students face when traveling to school.

b. Interview

In this study, interviews are used as a data collection technique to obtain information directly from respondents through face-to-face interaction. Interviews are conducted in Indonesian to avoid misunderstandings and ensure more accurate results. These bellow steps of interview:

- The interviews were conducted over two days using a semi-structured interview guide.
- On the first day, the researcher interviewed the English teacher and a group of students.
- The student interviews were conducted with six participants: two students from each grade level (Grades 7 to 9), selected based on the English teacher's recommendation for their ability to communicate actively.
- The students were gathered in one room, and the researcher asked each question in turn. Follow-up or probing questions were given when answers were incomplete or unclear.
- One of the student participants helped with documenting the session.

- The interview with the English teacher was conducted individually, focusing on the challenges and strategies in teaching English in a rural context. Additional questions were asked as needed to explore deeper insights.
- On the second day, the researcher interviewed one school administrative staff member and the vice principal
- These interviews were also conducted individually and focused on institutional challenges, available support, and strategic responses related to English language teaching.
- All interviews were documented through audio recordings.

G. Data Analysis

The data will be analyzed by using several steps, as according to sugiyono as bellows:

a. Data reduction

Data reduction refers to the process of classifying relevant data and discarding irrelevant information to facilitate the drawing of conclusions. In this study, data reduction is implemented after the researchers gathered data from teachers and students at UPT SMPN Satu Atap Kebun Tinggi. The reduced data is utilized to support the research discussion. The collected

data then synthesized into conclusions, ensuring that the information presented is accountable. This process involved filtering the results of observations and interviews, ensuring that only relevant data is further analyzed to address the research objectives.

Steps of Data Reduction in This Study:

- Analyzing the checklist observation results by identifying fulfilled indicators (√) and unfulfilled indicators (×).
- Grouping observation results based on key themes, such as school facilities, teaching resources, technology, and infrastructure.
- Analyzing interview transcripts by identifying statements that support or contradict the observation findings.
- Eliminating data that is not relevant to the research focus.

b. Data display

In qualitative research, data presentation is done in the form of a brief description. The aim is to make it easier for researchers to understand what is happening and plan the next work steps based on the data obtained. Data is presented in narrative form to facilitate researchers in making conclusions.Data Display in This Study:

- Data is displayed in table presentation based on indicators. The first step was to organize the interview and observation data into tables. Each table

was arranged according to predetermined indicators, covering both challenges and strategies in English language teaching. With in each table, direct quotations from four informants (teacher, students, administrative staff, and vice principal) were presented alongside relevant observation results related to the same indicator. This arrangement aimed to present the data in a comprehensive manner and to show the alignment between sources and data collection methods.

- Narrative explanation of each table. After each table, the researcher provided a narrative description to explain the content of the table in a descriptive and objective manner. This explanation highlighted the perspectives of each informant and related field observations.

- Observation and interview data are compared using a triangulation matrix.

c. Conclusion

Conclusion is drawn after all data has been analyzed and compared using methodological triangulation. This step aims to ensure that the research findings are valid, accurate, and trustworthy. In this study, conclusions are based on the analysis of the challenges and strategies teachers use in teaching English at UPT SMPN Satu Atap Kebun Tinggi, particularly in the context of a rural area.

The steps taken in this stage include:

- Drawing conclusions based on key patterns found in observations and

interviews.

- Using methodological triangulation to ensure that data obtained from observations and interviews support each other. If discrepancies in data arise, conducting further analysis to understand the underlying factors, such as subjective bias in interviews or limitations in observations.
- Formulating the final conclusion based on the results of methodological triangulation, ensuring that the study produces more objective and comprehensive findings.

BAB IV

FINDINGS AND DISCUSSTION

A. Finding

The findings of this research are based on the results of interviews and observations conducted from March 14th to 16th, 2025. In this study, several informants were involved, including an English teacher, the vice principal, school management staff, and students. The research was conducted at UPT SMPN Satu Atap Kebun Tinggi and focused on identifying the challenges faced by English teachers in teaching English and the strategies they used to overcome those challenges.

1. Data Description

To provide a clearer picture, the findings are presented directly in tables, containing statements from the informants and the corresponding observation results.

Table 4.1 Infrastructure Challenges

Observation	There is no available language laboratory, computer units, or audio equipment, and the Wi-Fi network is inadequate. Additionally, the library is located far from the school and has a limited collection of books.
Teacher: Question:Bisakahbapak jelaskan apa saja tantangan dari segi fasilitas dalam mengajar bahasa	Tantangan dari segi fasilitas. Maklum kita di daerah pedesaan itu tentu fasilitas sangat sulit, terutama penunjangnya misalnya dalam pembelajaran bahasa Inggris itu internet sangatlah penting, kalau di kota kita lihat internet itu sangatlah lancar, namun di daerah kita ini sangatlah minim,belum maksimal, belum bisa

Inggris di sekolah ini?	dimanfaatkan dengan baik. Lalu kemudian komputer dan Labor kita juga tidak tersedia demikian juga perpustakaan kita yang buku-bukunya sangatlah terbatas. Itulah dari segi fasilitas.”
Students: Question: Apa saja fasilitas belajar di sekolah ini yang menurut kamu masih kurang, atau belum bisa mendukungmu dalam pembelajaran terutama bahasa ingris?	“Internet yang kurang, buku yang kurang, perpustakaan yang jauh dan bukunya tidak memadai bahkan tidak tersedia buku yang berbahasa Inggris.”
Administrative staff Question:Apa saja tantangan utama dalam pengelolaan sekolah ini?	“Sekolah kita terletak di daerah terpencil, kekurangan fasilitas pendidikan.Teknologi paling dibutuhkan dalam meningkatkan kualitas pendidikan seperti internet dan unit komputer. Kita memiliki jaringan internet namun belum stabil kita juga tidak memiliki unit komputer.Buku sangat terbatas di perpustakaan. Perpustakaan kita jauh dari sekolah, jadi perpustakaan hanya digunakan sebelum masuk kelas di jam literasi sekolah.”
Vice principal Question: Apa saja tantangan utama dalam meningkatkan kualitas pendidikan di sekolah ini?	“Masalah infrastruktur seperti alat penunjang, terutama di bidang Bahasa Inggris. Sebenarnya kita membutuhkan laboratorium, namun belum tersedia, buku-buku perpustakaan yang sangat minim atau tidak memadai.

Based on Table 4.1, the field observation results show that the school does not have a language laboratory, computer units, or audio equipment, and the available internet connection is unstable. In addition, the library is located

quite far from the classrooms and lacks an adequate collection of books, especially English books. This condition is supported by the interview results from the four informants. The English teacher stated that facilities such as the internet, laboratories, computers, and a well-equipped library are essential in the learning process, but they are not yet available at the school. Students also reported that the internet often experiences issues, textbooks are limited, and the library does not provide English books. The administrative staff explained that computers are not yet available, the internet network is still unstable, and the library is only used during literacy sessions due to its limited book collection and distant location. The vice principal emphasized that infrastructure problems are among the biggest challenges, particularly the absence of a language laboratory and the lack of learning materials in the library.

Table 4.3Psychological Challenges

Observation	The students appeared to be passive and showed limited engagement in class
Teacher Question:Bagaimana bapak menggambarkan kepercayaan diri siswa dalam belajar dan menggunakan bahasa Inggris? Question: bagaiamana dukungan orang tua terhadap	"Kalau bicara soal kepercayaan diri siswa dalam berbahasa Inggris, terus terang memang masih rendah, ya. Banyak dari mereka yang masih malu-malu, takut salah ngomong, takut diketawain teman. Kadang bapak ajak ngobrol pakai Bahasa Inggris di kelas pun mereka cuma senyum-senyum aja, nggak berani jawab. Apalagi disuruh ngomong di depan kelas, sangat susah sekali. Mereka sering bilang, ‘nggak bisa, Pak, takut salah. Jadi memang kepercayaan diri mereka ini jadi tantangan besar dalam proses belajar."

pembelajaran bahasa ingris?	
Students Question:Bagaimana perasaanmu saat berbicara dalam bahasa Inggris? Apakah kamu merasa percaya diri? Question: bagaiamana dukungan orang tua ananda dalam belajar bahasa ingris?	Siswa: kami tidak percaya diri karena takut salah dan juga karena kurangnya interaksi dengan teman yang bisa berbahasa ingris. " Kami susah untuk belajar sebab lingkungan kami tidak mendukung tempat bertanya tidak ada dan orang tuapun tidak bisa membatu karena tidak mengerti bahasa ingris.
Administrasi staff	-
Vice principla	-

Based on the data in Table 4.2, students' confidence in using English remains relatively low and low parental support. Observation show students appeared to be passive and showed limited engagement in class. This was evident when the teacher asked questions to the class, but most students remained silent and avoided eye contact. This situation is clear by interview with the English teacher stated that most students are reluctant to speak when invited to use English in class. They tend to feel shy, fear making mistakes, and worry

about being laughed at by their peers. Even when directly prompted by the teacher, students often respond with a smile or remain silent.

This statement is supported by students' own responses, in which they admitted to lacking confidence when required to speak in English. They mentioned that fear of making mistakes is the main reason, along with limited opportunities to interact with peers who are able to use English.

In addition, the teacher stated that students received little support from their parents in learning English, as most parents did not understand the subject. This was also confirmed by the students, who expressed the same concern.

Table 4.3 Geographical Challenges

Observation	The school is located far from the students' homes, and transportation access is very difficult.
Teacher	-
Students Question: Bagaimana transportasi dari rumah kesekolah apakah kamu mendapatkan kesulitan?	"Jalan menuju kesekolah sangatlah extrim terutama saat musim hujan dimana jalan yang dilalui licin dan berlumpur. Sebagian dari kami tidak dapat hadir kesekolah karena rumah jauh dan jalannya yang licin tidak dapat dilewati"
Administrative staff	-
Vice principal Question: Bagaiamana	"kita sering mendapatkan kesulitan dimana ketika cuaca buruk seperti hujan maka siswa tidak dapat hadir ke sekolah. Lalu ketika ada kegiatan pelatihan guru kadang kita mendapatkan halangan karena faktor cuaca, banjir dan kita jauh dari tempat

akses menuju sekolah apakah siswa sering mendapatkan kesulitan?	diadakan kegiatan tsb"

The data in Table 4.3 show that geographical factors are one of the main challenges in the implementation of education at SMPN Satu Atap Kebun Tinggi. Observation results noted that the school is located quite far from where most students live, and the road access to the school is very difficult, especially during the rainy season. This statement is supported by student responses indicating that the road to school becomes very slippery and muddy when it rains, even causing some students to be unable to attend school. This was also confirmed by the vice principal, who stated that during bad weather, student attendance is disrupted, and teacher activities, such as training or coordination outside the school, are often hindered due to the distance and poor road conditions.

Table 4.4 Educational Personnel and Policy

Observation	-
Teacher Question:Sebagai satu-satunya guru Bahasa Inggris di sekolah ini, apakah hal tersebut menjadi tantangan bagi Bapak dalam proses pembelajaran? Dan bagaimana	"kalau bapak rasa benar itu menjadi salah satu tantangan dan juga berpengaruh bagi siswa, sebab dari tahun Ketahun hari ke hari itu itu saja guru bahasa ingrisnya, terkadang mungkin siswa merasa bosan. Kalau bagi bapak itu menjadi tantangan sebab dalam mendapatkan pengalaman bapak terbatas. Tidak bisa berbagi pendapat, tidak ada teman untuk bertanya dari kekurangan kita.

dampaknya terhadap siswa?	
Students	-
Administrasi staff Question:Bagaimana sekolah dalam merekrut guru? Apakah ada tantangan dalam mendapatkan guru yang berkualifikasi?	"Tantangan tentu ada, soalnya sekolah kita sekolah terpencil dan kecil jadi guru yang baru masuk banyak yang menghindar karena susah dalam menyalurkan kemampuannya yang disebabkan oleh sarana dan prasarana"
Vice principal	-

The data in Table 4.4 show that the shortage of teaching staff and teacher recruitment policies pose a distinct challenge at SMPN Satu Atap Kebun Tinggi. The English teacher stated that being the only English teacher at the school is a major challenge. She expressed difficulty in developing professionally due to the absence of colleagues with whom she could discuss or exchange teaching experiences. This condition also affects students, who are taught by the same teacher every year, potentially leading to boredom in the learning process. A similar concern was expressed by the administrative staff, who stated that the school faces difficulties in recruiting qualified teachers. As a small school located in a remote area, many new teachers are reluctant to take assignments there, feeling unable to fully utilize their skills due to the limited facilities and infrastructure available.

Table 4.5Teacher Quality and Well-being Enhancement

Observation	-
Teacher Question: Apakah Bapak pernah mendapatkan dukungan atau fasilitas dari sekolah untuk mengikuti pelatihan, seminar, atau workshop guna meningkatkan profesionalisme?	“Ya, bapak mengikuti pelatihan yang difasilitasi oleh sekolah. Salah satu bentuk dukungan dari sekolah adalah dengan mengizinkan guru mengikuti kegiatan MGMP (Musyawarah Guru Mata Pelajaran) yang biasanya diadakan satu atau dua kali dalam setahun. Kegiatan ini tidak terjadwal secara pasti, kadang hanya satu kali setahun, kadang bisa dua kali, tergantung dari pihak penyelenggara.MGMP ini bukan hanya untuk mata pelajaran Bahasa Inggris, tapi mencakup semua mata pelajaran. Meskipun tidak rutin, kegiatan tersebut sangat membantu karena menjadi ajang untuk bertukar informasi dan strategi mengajar"
Students	-
Administrative staff Question:Bagaimana upaya sekolah dalam meningkatkan profesionalisme guru ?	"strategi sekolah dalam meningkatkan kualitas guru atau pendidik, yang pertama yaitu memberikan kesempatan kepada guru untuk mengikuti pelatihan yang berkaitan dengan profesi seperti MGMP, jadi sekolah mengutus guru yang sesuai pada bidang tersebut"
Vice principal	

The data in Table 4.5 show that the school has provided support for enhancing teacher professionalism, particularly through participation in training programs and MGMP (Subject Teacher Working Group) activities. The teacher stated that she has participated in training facilitated by the school, especially through MGMP activities, which are held approximately once or twice a year, although not on a regular schedule. According to the teacher, these activities are

very beneficial as they provide opportunities to exchange information and teaching strategies with teachers from other schools. This is also supported by the explanation from the administrative staff, who stated that the school has specific strategies to improve teacher quality by providing opportunities for teachers to attend training relevant to their subject areas.

Table 4.6 Enhancement of Infrastructure and Educational Resources

Observation	English-language textbooks are available and used as learning aids. Students have access to digital learning materials, such as instructional videos.
Teacher Question: Bagaimana Bapak menyiasati keterbatasan buku pelajaran, bahan ajar digital, serta akses teknologi dalam proses pembelajaran Bahasa Inggris di sekolah ini?	“Keterbatasan buku dan bahan ajar digital memang menjadi tantangan di sekolah ini, apalagi ditambah dengan jaringan internet yang kurang stabil dan perangkat yang terbatas. Untuk menyiasatinya, bapak sering membuat sendiri materi pembelajaran yang disesuaikan dengan kondisi siswa. Bapak juga mengunduh video pembelajaran dan bahan ajar dari internet saat berada di tempat yang ada sinyal, lalu bapak simpan di HP atau laptop pribadi dan digunakan saat mengajar"
Students Question: Apakah guru pernah menggunakan	"Ada,namun tidak sering.

video atau media digital lainnya saat mengajar Bahasa Inggris? Seberapa sering hal tersebut dilakukan di kelas?	
Administrasi staff	-
Vice principal	

Classroom observations show that the English teacher at SMPN Satu Atap Kebun Tinggi uses digital learning materials, such as instructional videos, during the teaching process. This was also explained by the teacher, who noted that the limited availability of textbooks and digital resources remains a major challenge, compounded by an unstable internet connection and the lack of technological devices. To address this, the teacher creates learning materials tailored to students' conditions and downloads digital content when in areas with internet access, saving it on a personal phone or laptop for classroom use. Student responses confirmed that the teacher has used digital media in English lessons, although only occasionally. These findings reflect the use of technology in teaching, albeit in a limited capacity.

Table 4.7 Institutional and Community Engagement in Supporting Rural Education

Observation	-
Teacher	-

Students	-
Administrative staff Question: Bagaimana bentuk kerja sama antara sekolah dan pemerintah dalam hal pengalokasian anggaran untuk mendukung peningkatan kualitas pendidikan di sekolah ini?	“Sekolah bekerja sama dengan pemerintah melalui pelaporan kebutuhan ke Dinas Pendidikan, seperti saat fasilitas pembelajaran kurang. Setelah laporan disampaikan, biasanya pemerintah daerah akan mengalokasikan anggaran melalui dana BOS atau program bantuan khusus. Misalnya, tahun lalu kami menerima bantuan untuk pengadaan proyektor, wifi dan perbaikan ruang kelas."
Vice principal Question:Strategi apa yang dilakukan sekolah untuk membangun kemitraan dengan komunitas lokal dalam rangka meningkatkan mutu pendidikan di wilayah terpencil ini?	“Kami bekerja sama dengan masyarakat melalui peran aktif komite sekolah. Komite ini selalu hadir dalam setiap rapat, memberi saran, dan memberikan motivasi kepada guru dan siswa. Kolaborasi ini sangat penting untuk mendukung mutu pendidikan di sekolah kami yang berada di daerah terpencil.”

Based on the interview with the administrative staff, it was revealed that the school has established active collaboration with the government to support the improvement of education quality, particularly in terms of budget allocation. This collaboration is carried out through a reporting mechanism in which the school submits its needs to the Department of Education, especially regarding the shortage of learning facilities. After the report is submitted, the local government usually responds by providing assistance through the BOS (School Operational Assistance) fund or other special aid programs. For example, the school has received support in the form of a projector, Wi-Fi network, and classroom renovations. This reflects a synergy between the school and the government in addressing infrastructure challenges in remote areas.

3. Data analysis

With the data from classroom observations and interviews systematically collected and analyzed, the following findings outline the core challenges faced in English language teaching at UPT SMPN Satu Atap Kebun Tinggi.

2.1 Challenges of English Language Teaching at UPT SMPN Satu Atap Kebun Tinggi.

The teaching of English at UPT SMPN Satu Atap Kebun Tinggi faces various interrelated challenges. Based on the results of observations and interviews, these challenges can be outlined as follows:

a. Limited of facilities.

This finding indicates that limited facilities not only affect access to learning resources but also hinder the implementation of more interactive and technology-based methods in English language instruction. The lack of facilities support reflects a predominantly conventional learning process that fails to provide a rich language-learning environment. Specifically, the school lacks essential infrastructures such as a language laboratory, internet access that supports digital learning, and sufficient English reading materials in the school library. The absence of these facilities limits both the teacher's ability to deliver varied instructional methods and the students' opportunity to engage with the language in diverse formats. This condition illustrates the systemic limitations faced by schools in remote areas, which directly impact the quality of teaching and students' motivation to learn and master English.

b. Low Self-Confidence and Lack of Parental Support

This finding shows that students' confidence in using English is very low and constitutes one of the main psychological barriers in the learning process. Many students feel embarrassed, afraid of making mistakes, and anxious about being judged by their classmates when asked to speak English, either individually or in front of the class. This anxiety is particularly evident during oral tasks such as answering

questions, reading aloud, or participating in group discussions. Several students reported experiencing nervousness and mental blocks when they are expected to speak English spontaneously.

The lack of courage to communicate is also influenced by the absence of supportive peer models and limited exposure to English both in and outside the classroom. Most students rarely hear English being used by their classmates, teachers, or in their home environment, which weakens their familiarity with the language and further increases their fear of speaking. As a result, students tend to remain passive, avoid participation in speaking activities, and rely solely on written or rote-based tasks. This situation significantly affects their overall engagement in English language learning and delays the development of communicative competence, which is crucial for mastering the language.

c. Geographical Barriers and Limited Access

This finding indicates that geographical challenges, such as the school's remote location and poor transportation accessparticularly during the rainy seasondirectly affect student participation and the smooth implementation of school activities. When heavy rain occurs, the roads leading to the school become slippery, muddy, and in some cases impassable. This condition often leads to student absenteeism and late arrivals, which disrupt the consistency of learning and reduce

overall instructional time.

In addition to students, teachers also face significant difficulties in accessing the school during bad weather, which can delay or cancel lessons entirely. Some teachers are required to travel considerable distances and live separately from their families during weekdays in order to fulfill their teaching duties. This situation not only causes physical and emotional fatigue but also affects the regularity and focus of instructional activities. The school lacks alternative access routes or transportation support, making mobility highly dependent on natural conditions.

d. Lack of Peer Collaboration in English Language Teaching and Recruitment Challenge.

This finding indicates that the absence of peer colleagues in the same subject area, particularly English, presents a significant obstacle to the development of learning at SMPN Satu Atap Kebun Tinggi. At the time of the research, the school relied on a single English teacher who was responsible for multiple grade levels without the support of colleagues in the same subject area. This situation forced the teacher to manage several classes simultaneously, making it difficult to allocate sufficient time, energy, and attention to each class. The absence of fellow teachers also limited opportunities for sharing ideas and trying varied instructional strategies. Moreover, with all teaching responsibilities

carried out alone, the teacher found it difficult to innovate or enrich learning materials effectively.

The shortage of teachers in remote areas is a direct consequence of the difficulties in recruiting those willing to work in such locations. Recruitment challenges are strongly tied to the school's geographical isolation and the lack of basic support facilities such as housing, transportation, and opportunities for professional development. Qualified candidates are often reluctant to accept placements in these areas due to personal, family-related, and consideration of transportasi access. Some teachers, particularly those from urban backgrounds, perceive remote assignments as a setback to their career advancement.

2.2 Strategies of the English Language Teaching At UPT SMPN Satu Atap Kebun Tinggi.

In facing these various challenges, teachers, school management, and relevant parties have implemented several strategies as efforts to improve the quality of English learning in the school environment, including:

a. School Support for Teacher Professional Development

This finding indicates that the school has provided support for teacher professional development, although its implementation has not yet been carried out on a regular or structured schedule. One

notable form of support is the opportunity for teachers to participate in the Subject Teacher Working Group (Musyawarah Guru Mata Pelajaran or MGMP), which serves as a valuable platform for exchanging ideas, updating instructional methods, and building professional collaboration. Through this activity, teachers gain new insights and are encouraged to reflect on their teaching practices.

Although the school is located in a remote area, the administration actively encourages teachers to participate in external development activities. The principal allows teachers to leave their classroom duties when MGMP meetings are scheduled outside the school. In addition, teachers are encouraged to document and share the results of these trainings with their colleagues as a form of peer knowledge exchange.

This strategy reflects the school's commitment to improving teaching quality through professional development, even in the face of limited resources and geographic constraints. The support provided shows that teacher competence remains a priority despite the challenging rural context.

b. Adaptive Use of Educational Technology

The English teacher at SMPN Satu Atap Kebun Tinggi has adopted adaptive strategies to overcome limitations in educational

infrastructure, particularly in terms of digital learning materials and access to technology. By using personal devices and downloading materials from outside the school, the teacher is still able to deliver technology-based learning in a simple manner. Although its use is not yet consistent, this effort reflects a contextual approach to utilizing technology amidst limited facilities and connectivity in a remote school environment.

c. School Collaboration with Government and Local Community in Supporting Education in Remote Areas.

SMPN Satu Atap Kebun Tinggi implements a collaborative strategy to improve the quality of education in remote areas through partnerships with the government and the local community. The school actively reports its needs to the local Education Office and has successfully obtained support in the form of learning facilities. On the other hand, the presence of the school committee serves as a bridge between the school and the community, providing moral, social, and participatory support for educational activities.

B. Discussion

This study aims to describe the challenges faced by teachers in teaching English at UPT SMPN Satu Atap Kebun Tinggi, a school located in a rural area, and the strategies used to overcome those challenges. Data were collected through interviews and observations involving the English teacher, the vice

principal, schooladministrative staff, and students. Based on the research focus, the discussion is divided into two main parts: the challenges in teaching English and the strategies used to handle those challenges.

First, the school lacks important facilities. The results of observation and interviews revealed that limited learning facilities are among the major challenges in the English teaching process at UPT SMPN Satu Atap Kebun Tinggi. The absence of essential resources such as a language laboratory, computer units, English textbooks, and reliable internet access has significantly impacted the effectiveness of English instruction. These limitations hinder the development of students' skills in listening, speaking, reading, and writing.

This condition is consistent with the findings of Permana et al. (2023), who stated that inadequate educational facilities and infrastructure remain a serious problem in many schools in Indonesia, particularly at the elementary and junior high school levels. Facilities and infrastructure play a vital role in supporting the teaching and learning process. When these resources are lacking, the learning environment becomes less effective and often results in reduced student engagement and performance. According to Mulyasa, educational facilities include tools and materials directly used in the learning process, while infrastructure includes supporting elements such as school buildings and utilities. Therefore, proper planning, provision, and management of school facilities are essential to improve the quality of English education and ensure that students are able to learn in an environment that supports

skill development and academic success.

When schools do not have enough resources, teachers cannot use interesting teaching methods like videos, online exercises, or audio tools that can make English learning more fun and effective.In addition, students also have fewer opportunities to explore English outside of class. For example, without computers or internet access, they cannot watch English videos, use online dictionaries, or practice using learning apps. This shows that good facilities are very important to help students learn English better in today's digital era.Therefore, having complete and proper facilities is essential to improve the quality of English language teaching.

Second, low self-confidance and parental support. The findings of this study reveal that students at UPT SMPN Satu Atap Kebun Tinggi experience significant psychological challenges in learning English, particularly in the areas of low self-confidence and limited parental support. These two interconnected factors substantially hinder students' engagement and progress in English language acquisition.

First, many students display low self-confidence, especially during speaking activities. This is evident through their reluctance to participate in class discussions, visible anxiety when asked to speak, and hesitation in expressing themselves in English. Students frequently expressed fear of making mistakes, being laughed at, and feeling ashamed in front of their peers. These emotional reactions function as internal psychological barriers

that reduce their willingness to actively engage in communicative practices—an essential component of second language development.

This phenomenon aligns with Stephen Krashen’s Affective Filter Hypothesis (1982), which suggests that emotional variablessuch as motivation, confidence, and anxietyplay a significant role in second language acquisition. A high affective filter, triggered by negative emotions like fear and low confidence, obstructs the processing and internalization of language input. In this context, students' fear of failure and negative evaluation serves to elevate the affective filter, thereby diminishing their capacity to absorb English language input effectively.

In addition, this situation reflects Bandura’s concept of self-efficacy within the Social Cognitive Theory (1997), which emphasizes that learners' beliefs in their own abilities significantly affect their performance. Students with low self-efficacy tend to avoid challenging tasks and withdraw from learning opportunities. In the classroom, this manifests as low participation and a tendency to disengage from English-speaking activities, creating a cycle of poor performance and further decline in self-confidence.

Compounding this issue is the lack of parental support, which serves as an external psychological factor that exacerbates students’ emotional challenges. Many students reported that their parents were unable to assist them in learning English due to their own lack of knowledge and educational background. This leaves students without academic guidance or

encouragement at home, which can reinforce feelings of discouragement, isolation, and helplessness in facing language difficulties.

This finding is supported by Mulkeen's research (2005), which highlights that in many rural areas, parents often lack the educational resources and language proficiency needed to support their children's academic growth. The absence of parental involvement, especially in subjects perceived as difficult or unfamiliarsuch as Englishlimits students' emotional support systems and contributes to lower motivation and reduced persistence in learning.

Taken together, the interaction between internal factors (self-confidence, anxiety) and external conditions (parental support) forms a complex psychological barrier in English language learning. Addressing these challenges requires a holistic pedagogical approach. Teachers are encouraged to build a non-threatening, supportive classroom climate by using student-centered activities such as role plays, peer collaboration, and structured oral practice. Additionally, positive reinforcement, acknowledgement of effort, and the establishment of school-parent communication channels can help strengthen students' emotional security both at school and at home.

Third, Geographical Barriers and Limited Access as Educational Challenges. This finding reveals that the remote location of the school and poor transportation infrastructureespecially during the rainy seasonpose serious challenges to the effective delivery of education at UPT SMPN Satu

Atap Kebun Tinggi. Increased student absenteeism due to muddy, impassable roads and the difficulty teachers face in reaching the school have direct impacts on the continuity and quality of learning. These issues demonstrate that geographic conditions are not merely technical obstacles but significant external factors that influence educational participation and outcomes.

This is consistent with UNESCO (2015) in its Education for All: Achievements and Challenges report, which highlights that children living in remote and hard-to-reach areas are significantly more likely to be out of school or to drop out due to the lack of physical access to education facilities. Globally, geographical barriers have been identified as a key contributor to educational inequality, especially in rural and underserved regions.

Furthermore, the UNESCO Global Education Monitoring Report (2017–2018), particularly under Target 4.a, emphasizes the critical role of safe, inclusive, and accessible educational infrastructure. The report points out that physical access to schools significantly affects student attendance, teacher retention, and instructional quality in geographically isolated communities. Without adequate roads, reliable transportation, and protection from environmental risks such as flooding, the learning process is continuously disrupted, widening the education gap.

Therefore, the geographical barriers experienced by SMPN Satu Atap Kebun Tinggi reflect broader structural challenges that require cross-sectoral

solutions. Improving physical infrastructuresuch as building and maintaining access roads, providing school transport, and integrating education planning with geographic realities, is essential to ensuring educational equity. Such interventions are crucial to ensuring that education is not only a right in principle, but a reality in practice, for students in remote and disadvantaged areas.

Fourth, Lack of Peer Collaboration in English Language Teaching and Recruitment Challenges in Remote Schools.The shortage of qualified teachers, particularly in specialized subjects such as English, remains a significant challenge at UPT SMPN Satu Atap Kebun Tinggi. The lack of sufficient teaching staff not only reduces the diversity of instructional strategies but also limits professional development due to the absence of peer collaboration. These issues are compounded by recruitment difficulties, which stem from the school's remote location, poor infrastructure, and the lack of adequate living and working conditions for teachers.

This condition is strongly supported by Mulkeen (2006), who, in his study on rural schools, concluded that teacher shortages in remote areas are rarely due to the overall scarcity of trained teachers, but rather to inequitable teacher distribution, weak deployment systems, and the reluctance of teachers to accept rural postings because of poor housing, isolation, lack of professional support, and limited career advancement opportunities. He

further emphasizes the role of policy: improving rural teacher supply requires not only financial and non-financial incentives but also access to mentoring, in-service training, and clear career progression pathways.

This is also in line with Monk (2007) who highlights that in rural schools, teachers are often required to teach multiple subjects sometimes outside their expertise because of limited staffing, thereby reducing the likelihood of being highly qualified in all content areas. In small schools, a single teacher vacancy can affect multiple courses, making teacher placement even more critical.

Meanwhile, Liu and Johnson (2006) found that new teachers often accept rural positions without adequate information regarding the job, environment, and challenges, leading to unmet expectations and eventual dissatisfaction or turnover. They emphasized the importance of realistic job previews and informed recruitment processes to avoid high early-stage attrition.

Strengthening this perspective, Barley and Brigham (2008) argue that rural schools face major barriers to recruiting and retaining qualified teachers due to low salaries, social and professional isolation, multitasking across grades or subjects, and the lack of familiarity with rural school culture and communities. These combined factors not only discourage teacher candidates from accepting rural assignments but also cause early attrition among those who initially accept such positions.

Therefore, this finding reflects a broader, systemic issue that demands

policy-level intervention. It reveals that the issue is not only about availability of teachers, but also about how education systems prepare, support, and incentivize teacher placement and retention in remote, disadvantaged areas.

As an effort to minimize the various challenges faced at UPT SMPN Satu Atap Kebun Tinggi, the school has implemented several strategies, including the following:

First, School Support for Teacher Professional Development. The findings show that UPT SMPN Satu Atap Kebun Tinggi has provided support for teacher professional development, particularly through participation in the Musyawarah Guru Mata Pelajaran (MGMP), or Subject Teacher Working Group. Although this activity is not yet conducted regularly, teacher involvement in MGMP reflects the school's effort to enhance the quality of teaching through strategy enrichment, experience sharing, and the building of professional networks among teachers.

According to VillegasReimers (2003), teacher professional development is no longer viewed as a one-time training or short-term formal activity, but rather as a long-term, continuous process that is contextual and directly linked to real classroom practice. She emphasizes that professional learning experiences include not only formal training, but also informal activities such as reflective discussions with colleagues, reading instructional resources, and designing teaching strategies based on each classroom situation. In this context, *MGMP* functions as a collaborative and reflective platform aligned

with modern, effective models of teacher development.

Furthermore, Villegas-Reimers asserts that high-quality professional development has a tangible impact on changes in teaching practices, improvement in instructional quality, and student learning achievement. Its effectiveness increases when teachers have clear goals, work in an environment that fosters collaboration, and are given opportunities to observe the real effects of the changes they apply in their classrooms.

This aligns with the idea of Guskey (2002), who states that changes in teachers' attitudes and beliefs about instructional strategies often occur after they see improvements in student learning. His model of teacher change places successful classroom implementation as the main trigger for professional belief transformation. At SMPN Satu Atap Kebun Tinggi, simple experiencessuch as students showing better understanding after teachers apply strategies learned through *MGMP*strengthen teachers' confidence in their instructional practices.

Therefore, the school's strategy of supporting teacher professional development reflects the characteristics of an effective professional development model as described by Villegas-Reimers. It also demonstrates that even in geographically and resource-limited contexts, teachers can continue to grow professionally through collaborative and reflective experiences, driven by the tangible outcomes they witness in their classrooms. Such a model not only sustains instructional quality, but also

fosters a culture of learning among teachers in the face of limitations.

In conclusion, the school's support for teacher professional development through participation in MGMP represents a relevant and effective strategy within the context of remote schools. This approach aligns with the principles of professional development that emphasize collaboration, continuity, and classroom-based practices, as highlighted by Villegas-Reimers (2003). Despite geographical and infrastructural limitations, teachers can continue to grow professionally and improve the quality of instruction through reflective experiences and tangible outcomes in the classroom.

Second, adaptive used of educational technology. In the era of the Fourth Industrial Revolution, technology has become a key element in transforming global education. UNESCO (2015) emphasizes that Information and Communication Technology (ICT) can significantly contribute to improving access to education, enhancing the quality of learning and teaching, supporting teacher professional development, and promoting more efficient governance and management in the education sector. This highlights that technology is not merely a complementary tool, but a strategic instrument for building a more inclusive and relevant education system. In line with this, Selwyn (2012) stresses that digital technology lies at the heart of contemporary education and that its success depends on how meaningfully it is integrated into teaching and learning practices.

However, the reality in remote schools such as UPT SMPN Satu Atap

Kebun Tinggi shows that limited infrastructuresuch as the absence of computer labs, unstable internet connections, and restricted access to digital learning materials poses major challenges for the integration of technology into classroom instruction. In such contexts, teachers are not only expected to understand the importance of technology, but also to adapt its use in ways that suit the actual conditions on the ground.

This study found that the English teacher at the school implemented an adaptive strategy in using educational technology. One concrete form of this strategy involved downloading educational videos when in areas with internet access and saving them on a personal mobile device for later use in the classroom. Although this method is simple and not yet regularly implemented, it demonstrates a practical and contextual approach to delivering technology-enhanced learning in a resource-constrained environment.

This adaptive use of technology aligns with the TPACK framework (Technological Pedagogical Content Knowledge) developed by Mishra and Koehler (2006), which emphasizes that effective technology integration is not merely about access to tools, but about the teacher's ability to combine technology, pedagogy, and content in meaningful ways. In schools with limited resources, as in this case, the emphasis lies on flexibility and creativityhow well a teacher can adapt the available technology to the needs of students and the goals of language learning. The teacher's initiative to use personal devices and pre-downloaded materials demonstrates this integration in a low-tech, yet pedagogically meaningful way.

Furthermore, this strategy reflects the idea of teachers as active agents of innovation, as proposed by Selwyn (2012), who are capable of navigating systemic constraints and still creating engaging learning experiences. It also aligns with Villegas-Reimers (2003), who argues that teacher professional development is not limited to formal workshops, but also occurs informally through reflective practice and adaptive teaching in everyday classroom realities. The teacher's efforts here can thus be viewed as a form of informal professional growth, rooted in problem-solving and responsiveness to students' learning needs.

In conclusion, the adaptive use of educational technology by the English teacher at UPT SMPN Satu Atap Kebun Tinggi is a practical example of context-based innovation. It illustrates how meaningful technology integration is possible even in low-resource environments, provided that teachers possess the pedagogical sensitivity and professional commitment to adjust their strategies. Supported by the TPACK framework, this case shows that successful technology use in education is not about sophistication, but about relevance, adaptability, and purposeful application in the classroom.

Third, School Collaboration with Government and Local Community. The collaborative strategy implemented by UPT SMPN Satu Atap Kebun Tinggi highlights the importance of multi-stakeholder cooperation in improving the quality of education in remote areas. The school actively communicates its needs to the local Education Office and has successfully received support in the form of essential learning facilities. At the same time, community

involvement through the school committee has become a key element in strengthening local participation in education, providing moral, social, and participatory support in school activities and decision-making.

In this context, Mark Bray (2000) emphasizes that partnerships between schools and communities play a strategic role in strengthening education systems, especially in resource-limited settings. He classifies community participation into three main categories: moral support, material support, and decision-making participation. These forms of participation are clearly evident in this school through the active role of the school committee, which contributes input and encourages involvement from parents and local residents in educational programs.

Bray further explains that effective community participation can help bridge the gap between national education policies and local realities. In remote school settings such as this, collaboration serves as an essential mechanism to ensure that the contextual needs of the school are addressed promptly and appropriately. Thus, the partnership established by the school with government and local communities is not merely administrative, but represents a collective effort to overcome geographical and structural barriers to education.Such collaboration also fosters a shared sense of ownership over the educational process. When the community is actively involved not only as beneficiaries but also as decision-makers, the school becomes more responsive to local challenges.

CHAPTHER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to investigate the

This research was conducted to analyze the challenges and strategies of English language teaching at UPT SMPN Satu Atap Kebun Tinggi, a school located in a rural area with limited resources and access. The study involved interviews and observations with various stakeholders, including the English teacher, students, school staff, and leadership.

The findings revealed several interrelated challenges in the English teaching process. These include limited educational facilities, students' low self-confidence and low of parental support in speaking English, geographical barriers such as poor road access especially during the rainy season, and a shortage of qualified English teachers due to recruitment difficulties. These challenges collectively affect the quality and consistency of English teaching and learning in the rural school context.

In response to these challenges, a number of strategies have been implemented by the school community. These include support for the professional development of teachers through participation in subject teacher forums (*MGMP*), adaptive use of technology despite

infrastructure limitations, and collaboration with local government and community stakeholders to improve school facilities and support educational activities.

Overall, the study highlights that while teaching English in rural schools presents significant challenges, a combination of teacher initiative and institutional support can contribute to improving the effectiveness of English education, even in remote and under-resourced settings.

B. Suggestion

Based on the research findings regarding the challenges and strategies in teaching English at UPT SMPN Satu Atap Kebun Tinggi, several suggestions are proposed as follows:

1. For Teachers and School Management

   It is recommended that English teachers continue to seek professional development opportunities through training, workshops, or teacher forums (*MGMP*) to enhance instructional skills. The school management is also encouraged to support these efforts consistently and to improve internal coordination in overcoming infrastructural limitations. A stronger collaboration between teaching and administrative staff can create a more supportive environment for English learning.

2. For the Local Government and Stakeholders

The local education office and relevant authorities should pay closer attention to the needs of rural schools, especially in terms of infrastructure, access to learning resources, and teacher recruitment. Increased investment in facilities such as internet connectivity, libraries, and laboratories can significantly enhance students' learning experiences. Additionally, policies should be considered to attract qualified teachers to remote areas.

3. For Future Researchers

Future studies are encouraged to explore similar topics in other rural schools to gain broader insights and comparisons. It is also recommended to involve more diverse participants, such as parents or community leaders, to examine the wider social and cultural factors influencing English education in rural contexts

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