

**AN UNDERGRADUATE THESIS**

**ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING ENGLISH**

**IN RURAL SCHOOL AT THE SMKN 9 MAJENE**



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## APPROVAL SHEET

### ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING ENGLISH IN RURAL SCHOOL AT THE SMKN 9 MAJENE

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Herlina

## ABSTRAK

**HERLINA:** Analisis Tantangan Guru Dalam Mengajar Bahasa Inggris di Sekolah Pedesaan di SMKN 9 Majene. **Skripsi. Majene: Fakultas Keguruan dan Ilmu pendidikan, Universitas Sulawesi Barat.**

Penelitian ini bertujuan untuk menganalisis tantangan yang dihadapi oleh guru dalam mengajar bahasa Inggris di SMKN 9 Majene, sebuah sekolah pedesaan yang terletak di Kabupaten Majene, Sulawesi Barat. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi, melibatkan 2 informan yang merupakan guru bahasa Inggris di sekolah tersebut. Hasil penelitian menunjukkan beberapa tantangan utama, yaitu kondisi akses jalan yang buruk, fasilitas sekolah yang minim seperti perpustakaan dan akses internet, jumlah guru yang terbatas, rendahnya motivasi siswa dalam belajar bahasa Inggris, perubahan kurikulum, serta kompetensi dasar siswa yang masih rendah. Dampak dari tantangan ini meliputi keterbatasan waktu belajar yang efektif, kualitas pengajaran yang kurang optimal, serta kesulitan dalam mencapai tujuan pembelajaran. Guru mengatasi tantangan ini dengan berinovasi dalam metode pengajaran, memanfaatkan sumber daya yang tersedia, berkolaborasi dengan sesama guru, dan memberikan perhatian lebih pada motivasi serta kebutuhan siswa. Penelitian ini memberikan wawasan penting untuk meningkatkan kualitas pengajaran bahasa Inggris di sekolah pedesaan dan dapat menjadi referensi bagi pembuat kebijakan pendidikan.

**Kata kunci:** tantangan guru, pengajaran bahasa Inggris, sekolah pedesaan, SMKN 9 Majene.

## **ABSTRACT**

**HERLINA:** Analysis of Teachers' Challenges in Teaching English in Rural School at the SMKN 9 Majene. **Undergraduate Thesis. Majene: Faculty of Teacher Training and Education, University of Sulawesi Barat.**

This study aims to analyze the challenges faced by teachers in teaching English at SMKN 9 Majene, a rural school located in Majene Regency, West Sulawesi. The research employs a qualitative method with a phenomenological approach, involving 2 informants who are English teachers at the school. The findings reveal several major challenges, including poor road access, inadequate school facilities such as libraries and internet access, limited number of teachers, low student motivation in learning English, curriculum changes, and low student competencies. These challenges impact the teaching process, resulting in limited effective learning time, suboptimal teaching quality, and difficulties in achieving learning objectives. Teachers address these challenges by innovating teaching methods, utilizing available resources, collaborating with colleagues, and paying special attention to motivating and meeting students' needs. This study provides valuable insights for improving the quality of English teaching in rural schools and can serve as a reference for education policymakers.

**Keywords:** teacher challenges, English teaching, rural school, SMKN 9 Majene.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

English is now widely spoken and continues to develop, making it a crucial global language. People in developing countries, including Indonesia, recognize the increasing role of English in global communication. Most scientific and technological information worldwide is presented in English, making proficiency in the language essential for effective communication and access to valuable resources available in various print and electronic media. Fitriana (2012) states that English is not only beneficial in education but also in various professional sectors, providing individuals with greater job opportunities and competitiveness in the global labor market. This underscores the necessity of learning and mastering English in the modern era.

Despite being taught from elementary school to university, many students in Indonesia still struggle to master English. Andika & Mardiana (2023) argue that one of the main reasons for this difficulty is English's status as a foreign language in Indonesia, meaning it is not widely used in daily communication. Most Indonesians primarily use their local languages or Bahasa Indonesia, limiting their exposure to English outside the classroom. This lack of exposure makes learning English even more challenging, particularly for students in rural areas, where access to English-speaking environments and interactive learning materials is more restricted.

Access to quality English education is also not evenly distributed across Indonesia. Students in urban areas benefit from modern educational facilities, better-trained teachers, and strong support from both the government and parents. These advantages allow them to receive a better education, with access to various learning materials, technology, and extracurricular activities that enhance their English proficiency. In contrast, students in rural areas face many limitations. Studies indicate that schools in remote areas often lack qualified teachers, adequate facilities, and access to modern learning resources (Howley & Howley, 2010; Luschei & Zubaidah, 2012). This gap is caused by structural barriers,

including a shortage of teaching staff, poor infrastructure, and limited government support.

The challenges of teaching English in rural schools have been widely discussed in educational research. Several studies suggest that teacher shortages are a common issue in remote schools, where finding qualified English teachers is difficult (Luschei & Zubaidah, 2012; Milon, 2016). Many rural schools have to rely on teachers who may not have a strong background in English education, leading to less effective instructional practices. Additionally, limited infrastructure and inadequate facilities make it difficult for teachers to implement interactive and engaging teaching methods. Brown (2000) states that effective language learning requires access to various media, including language laboratories, audiovisual tools, and digital learning resources, yet many rural schools lack these essential facilities.

Another frequently observed issue in rural education is difficult geographical accessibility. Schools in remote areas often experience poor road conditions, making it difficult for students and teachers to arrive at school on time. Teevo (2011) highlights that geographical challenges contribute to high teacher turnover rates, as many teachers assigned to remote areas eventually request transfers to more accessible locations. This frequent turnover disrupts the learning process and negatively affects students' academic progress.

Student motivation is also a crucial factor influencing English learning success. Research by Rahayu (2017) shows that students in rural areas generally have lower motivation to learn English compared to their urban counterparts, as they rarely encounter the language in their daily lives. Self-Determination Theory by Deci & Ryan (1985) explains that students are more likely to engage in learning when they understand its relevance to their personal and professional goals. However, in rural areas, students often fail to see how English proficiency can benefit their future, leading to lower motivation in learning.

Additionally, frequent curriculum changes also pose challenges for teachers. Luschei & Zubaidah (2012) emphasize that adapting to new curricula requires proper training and access to updated teaching materials, which are often lacking in rural schools. Many teachers in remote areas struggle to implement new

education policies effectively due to limited professional development opportunities and inadequate support from educational authorities.

Based on these challenges, the researcher has chosen the title "*Analysis of Teachers' Challenges in Teaching English in Rural School at SMKN 9 Majene.*" This study aims to explore in-depth the challenges faced by English teachers at SMKN 9 Majene. By analyzing these barriers, this research seeks to provide insights into how these challenges affect teaching effectiveness and examine the strategies teachers employ to overcome them. The findings of this study are expected to contribute to the development of more effective educational policies and improved teaching approaches for English teachers in rural schools.

## **B. Problem Identification**

Based on the background description above, the problems of this study can be identified as follows:

1. The school is located in a remote rural area, far from the city centre.
2. The school faces several challenges, including bad roads and is located in a forested area, which creates difficult topographical conditions.
3. Access to information technology services is very limited due to the lack of internet connectivity.
4. The school also has inadequate facilities and a shortage of teachers.

## **C. Research Focus**

Based on this background, the researcher formulated the problem as follows:

1. What are the challenges for teachers in teaching English in rural areas?
2. How do these challenges impact on the quality of English language teaching at the high school level?
3. How do English teachers overcome or deal with these challenges in the learning process at the high school level?



#### **D. Scope of Problem**

The problems in this research were limited to:

1. This research was conducted only to identify challenges in teaching English in rural areas.
2. It focused on English teachers in high schools.
3. There were only five informants, including two English teachers.

#### **E. Research Purposes**

Based on the research problems above, the objectives of this research are:

1. To find out the challenges of teachers in teaching English in rural areas.
2. To determine the impact of these challenges on the quality of English language teaching.
3. To find out the strategies of English teachers to overcome or face these challenges in the learning process at the high school level.

#### **F. Benefits of research**

This research was concerned with the challenges teachers experienced in teaching English in rural areas and had the following benefits:

1. It contributed to the field of research, serving as a reference for future researchers.
2. It provided a better understanding of teachers' problems and challenges in teaching. This offered positive suggestions for educators regarding suitable techniques and methods in the English language learning process in rural areas to enhance students' abilities.
3. It provided an overview of the needs of students and teachers for a more effective teaching and learning process.
4. It provided information for policymakers (government) in evaluating and improving the quality of English language teaching, especially in rural schools.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Related Studies**

First, previous research that is relevant to this research is research conducted by Veronica Widya Tri Rahayu (2017) with the title *"Teachers' Challenges in Teaching English to Young Learners in Rural Primary Schools"*. The design of this research is a semi-structured interview with a qualitative approach. The data sources in this research were obtained from eight teachers as participants from eight selected elementary schools in four sub-districts (Argomulyo, Tingkir, Sidorejo, and Sidomukti) in Salatiga. During the research, the researcher encountered three challenges, namely: the status of English as a local content subject created conditions that were less supportive for teachers to teach English, most of the teachers came from abroad. English educational background that influences their competence in teaching English and the socio-economic status of parents played a major role in students' motivation and achievement in learning English. Thus, the research I will be conducting is related to previous research in that it both examines teachers' challenges in teaching English in rural areas. However, there is a difference between the previous research and my research. The previous study was limited to finding the challenges faced by teachers in teaching English in rural public primary schools in Salatiga, while my study will focus on English teachers in rural senior high schools. Therefore, the results may differ depending on the school level and research location.

Second, research conducted by Harlina & Yusuf (2020) with the title *"Challenges of Learning English in Rural School"*. The research used a qualitative method with two English teachers as informants from different schools. The results of the study show that there were still many obstacles encountered in learning English in rural schools. English learning is difficult for several reasons, namely students' interest in English lessons, lack of support for English learning such as support from parents and the neighbourhood, and the quality of English teachers which is considered low. Thus, the research that I will do and the previous research have a connection,

namely, both researching in rural areas. However, the difference is that the previous research focuses on the challenges of learning English while my research focuses on the challenges experienced by teachers in teaching English.

Finally, research conducted by Md. Mahroof Hossain (2016) entitled *"English Language Teaching in Rural Areas: A Scenario and Problems and Prospects in Context of Bangladesh"*. The research design was qualitative and collected through interviews, observations and questionnaires. The results revealed that students were highly motivated to learn English for future expectations such as local and international communication, academic progress and job prospects. It also provides the scenario of English language teaching system in rural areas of Bangladesh as well as the problems and prospects of English language in Bangladeshi perspective. Thus, my research and the previous research are related in that they both explore the English language teaching system in rural areas. However, the difference is that the previous study focused on examining the factors affecting students' performance in learning English, identifying the differences in facilities and teaching systems between urban and rural areas while my research focuses more on exploring the challenges faced by English teachers in rural schools at the high school level. In addition, the previous study sought extensive information of rural students' English achievement, relying on first-hand evidence, 300 secondary level students, 30 English subject teachers, 50 guardians as well as other documentary evidence whereas my study has only one teacher and one student representative.

## **B. Theoretical Framework**

### **1. Teaching English**

#### **a. Definition of Teaching**

Teaching is defined as "to give instruction to somebody to know or be able to do something: give to somebody knowledge, skills, etc." in *Oxford Advance Learner's Dictionary of Current English*. (Page 886, Hornby, 2010). Teaching, according to Brown (Brown, 2000, p.10), is "showing or helping someone to learn how to do something, giving

instruction, guiding in the study of something, providing with knowledge, causing to know or understand." Brown goes on to say that learning and teaching are inextricably linked. Teaching is putting the circumstances for learning in place by assisting and guiding the learner. The philosophy, strategy, method, and classroom techniques of a teacher are contingent upon their comprehension of the learner's mode of learning. (Page 7 of Brown, 2000). These definitions indicate that the teacher's role in the teaching process includes not just providing the students with the knowledge they need to succeed, but also mentoring, inspiring, and coaching them along the way.

Furthermore, Gana et al. (2018) also argue that providing information to students is the process of teaching. As a result, during the process of teaching, teachers provide information, messages, or skills to students and also engage with them. Burbules & Harsen (2018) add that teaching is an essential, unique, and unpredictable human endeavor. Considering all the effort and consideration that goes into teaching, this suggests that the process is quite valuable. Thus, it can be said that teaching is the act of being aware of the needs, experiences, and emotions of others and stepping in to help them acquire new skills and go beyond what is required of them.

b. Terms in Teaching English

The interpretation of teaching English has varied widely, as the importance of the language varies among nations according to the political environment and its adoption by individuals with different characteristics and skills (Lin & Chien, 2010). Teaching English can be characterized in three ways, according to Lin & Chien (2010):

1) Teaching English as a Second Language (TESL)

Teaching English as a second language means that the country uses English as the official language of its organizations, societies and communities. English is taught to non-native speakers in an English-speaking environment. According to Napitupulu & Kisno (2014), TESL is used in a large number of English colonized

regions. It is also widely used in countries with large immigrant populations. Countries where English is used as a second language include the Netherlands, Denmark, Sweden, Norway, Finland, and Singapore.

## 2) Teaching English as a Foreign Language (EFL)

Teaching English as a Foreign Language (EFL) is the study of English by non-native speakers in places where English is not the primary language. Among the countries where English is taught as a foreign language is Indonesia. According to Napitupulu & Kisno (2014), TEFL is useless in their own nations. It indicates that the language is not used as an official or primary language of instruction, but only as a medium of communication between nations worldwide.

## 3) Teaching English to Speakers of Other Languages (TESOL)

The methods and procedures used to teach English to non-native speakers, or ESL speakers, are the focus of TESOL. It is widely used by language learning organizations for ESL learners, teacher training institutions, and teacher education programs for English language teachers (Lin & Chien, 2010).

### c. Types in Teaching English

The classification of types of language teaching by different approaches and methods of language teaching has been made by many experts. Whatever form the classification takes, it is intended to find an effective approach to improve learners' English language skills. Some types of language teaching that are commonly used in the process of teaching and learning English according to Yanti (2017) are:

#### 1. Grammar Translation Method (GMT)

In the field of foreign language learning, one of the oldest and best-known approaches is the Grammar Translation Method (GMT). This GTM approach is still used in the teaching of English in Indonesia. The GMT technique emphasizes grammar. Not only

can translation be used to teach grammar, but it is also often used to teach vocabulary. When teaching reading, writing and vocabulary in English, teachers will first use translation to teach the grammar material using formulas.

## 2. Audio Lingual Method (ALM)

A method of teaching foreign languages that emphasizes speaking and listening over reading and writing is called the Audio Lingual Method (ALM). The native or first language is used as the primary teaching method in the classroom, and dialog is the primary means of presenting the language. This American-developed approach is used in foreign language training for military personnel. The goal of the program is to improve conversational skills in a variety of foreign languages.

## 3. Communicative Language Teaching

A method of teaching foreign languages that places a strong emphasis on interaction in both the process and the goal of learning is called communicative language teaching, or CLT. CLT emerged in the past from the audio-lingual method (ALM), which was considered unsuitable for language learning.

This approach rejects the idea that language is merely a system of rules rather than a tool for communication. As a result, language teaching should follow this notion, which holds that learning a language is about learning how to use it, not about studying it.

The integration of linguistic structural and functional elements is the primary feature of CLT. While CLT places more emphasis structurally on the rules or language system, it places more emphasis functionally on how the language is used. In practice, however, the functional component outweighs the structural component because language rules are learned through implicit instruction rather than explicit instruction.

## **2. Rural School**

### **a. Definition of rural area**

Howley and Howley (2010) state that place-based issues pertaining to the physical, economic, social, and cultural characteristics of the distinct location or environment are of concern to rural communities (Starrett et al., 2021). Another researcher claims that the term "rural" refers to areas of open countryside and small settlements; however, the definition of "rural areas" is often difficult to define and is often taken for granted in both policy-oriented and scholarly literature (IFAD, 2010 in Dasgupta et al., 2015).

According to Law Number 26 of 2007 about Spatial Planning and Law Number 6 of 2014 about Villages (Desa), there are two terms in Indonesia related to rural areas (area, rural) and villages (Desa). According to Mulyana (2014), a rural area is one in which agriculture predominates as a means of subsistence and includes natural resource management. It also serves as a functional area for rural communities, the government, social services, and economic activity. According to Lingam (2012) and Heeralal (2014), rural is defined as a place that is characterized by isolation in multiple aspects, such as a considerable distance from cities and services and a low population density. According to Effiong (2020), "rural" is defined by Aziz (2011) as an area outside of a city with a low population density.

Furthermore, according to UNESCO 2005, du Plessis (2014) lists a number of regional characteristics of rural areas, including generally far-flung rural locations from urban centers; unfavorable topographical conditions, such as poor road conditions, bridges, and so on; extremely limited access to various information technologies; and transportation infrastructures, like buses and taxis; access to services and facilities, like electricity, water, sanitation, health, and education. In addition, access to rural locations is not always easy because of rocky, sandy, and bushy terrain that makes mobility difficult. Rural regions are also physically isolated from large urban areas and cities.

Teachers are less likely to interact with other educators with whom they could share international best practices and instructional resources due to the isolation that comes with living in remote areas (Shikalepo, 2020).

Common lifestyles, living situations, and cultural trends set rural areas apart. A highly urbanized, contemporary society is inheriting the qualities (natural and cultural heritage) that have been preserved with such care in rural areas. Because of this, people in metropolitan areas are finding rural areas to be more and more desirable places to live (Perpar, 2007). Living far from cities and adhering to traditional farming practices are two other attributes that define rural areas. Difficult access to high-quality healthcare, education, and other essential services becomes an unresolved problem when thinking about rural development (Dewi, 2020).

Furthermore, a population in the village are those whose sociocultural structures support a lifestyle that mostly consists of farming, fishing, gardening, or a combination of these. Among the traits of village communities is the general way of life akin to an ethnic and tribal grouping. Society is uniform in terms of way of life, religion, and customs (Yahya & Yahya, 2020).

More educational study on rural children, including the difficulties they encounter in learning, particularly in the area of English acquisition, and their success or lack thereof once they are enrolled in school, is necessary in light of the increased focus on rural regions around the country. The first feature at the micro level is the rural area. Because it's located outside of a major city, this location has a different demographic than other areas. Rural areas may be isolated from other places in terms of geography, culture, society, psychology, and employment (Jurnal et al., 2021).

Generally speaking, rural communities are small and family-focused, with the majority of residents knowing one another, if not all of them (Morton et al., 2018 in Stone & Evora, 2021). The following



criteria have been established for rural settings, according to The National Center for Education Statistics (2006) and the United States Census Bureau: fringe is defined as less than or equal to five miles from an urbanized area, distant is defined as more than five miles but less than 25 miles from an urbanized area, and remote is defined as more than 25 miles from an urbanized area. While these guidelines are designed to facilitate cross-regional comparisons, they also provide challenges for researchers and educators. For instance, all three groups may coexist within a single school district, contingent upon the school's proximity to a location with a high population density (Coady, 2020).

In addition, problems with infrastructure, teachers, and students are common in rural areas. Acquiring vocabulary, paying attention, parental support, discipline, boredom, and speaking abilities are among the problems that students face. The use of IT in the teaching-learning process, instructional techniques, and teacher training are some of the challenges faced by educators. The facility considerations are time constraints and facilities. In certain regions, the rural economy is growing quickly, but in others, it is still struggling. According to Endriyati et al. (2019), it is the outcome of the absence of infrastructure in rural areas, such as computer equipment and school buildings.

Environmental concerns are not reflected in the content of textbooks used in rural schools. Because of this, pupils in rural areas will know less English than students in urban areas (Damuri & Wahyuni, 2021). Similar to this, rural school districts are unable to pay for a full-time or part-time school psychologist, thus they usually work through educational cooperatives. Because of this, school psychologists may work at multiple schools, which limits their ability to build strong relationships with teachers, parents, and kids at their schools and forces them to concentrate their services on evaluation rather than intervention (Nichols et al., 2018).

b. Characteristic of Indonesian Rural Area

Effendi Andoko (2019) lists a number of traits that define rural places, including:

1) Characteristics of the Economy

The Directorate General of Village Development reports that the people-to-land ratio is very high, which suggests that there is still a lot of land in rural areas relative to the population, which leads to low population density and a reliance on agriculture as a source of employment.

Agriculture is the main source of income for the town, which may reveal something about its fundamental character. The bulk of people have been employed in the agricultural sector historically (agriculture, plantations, livestock, and fisheries). Farming is still done the old-fashioned way in rural communities, where most of the produce is consumed for daily needs (subsistence farming).

2) Characteristics of Society

Because Indonesian farmers have a limited and constrained viewpoint, opportunities for growth and good things are consistently obstructed. They refuse to adopt or produce novel concepts for progress. It may also be seen as a lack of desire or ambition for a better future. There are limitations on mutual trust among farmers as a result of trade competition. Communities are distrustful of one another because of conflicts over scarcities (natural resources being the primary economic resource).

3) Characteristics of Geography

Geographically, Indonesian rural areas are primarily found in the following areas: a. highlands or mountainous areas, scattered in groups; b. rivers, extending with the current; c. sloping coastal areas, where villages are found almost all the way along Indonesia's coast; d. highlands (infertile soil), where villages are

mostly found in calcareous areas, karst hills, or mountainous areas;  
e. villages located (only in Java and Sumatra).

c. Rural School Conditions

Due to their geographic dispersion across states and countries, rural schools and students are usually ignored by education policy, making it challenging to target and successfully improve their learning environments. The typical student population in several of the sub-rural district's schools is comparatively small less than 500 students. In places where they make up less than 25% (or, in some cases, less than 15%) of the entire student body, the great majority of rural children attend schools (Johnson et al., 2021).

The biggest obstacle to Indonesia's education system is the large number of rural areas and the vast geography. The geographical distance between regions makes equitable distribution of educational facilities difficult to achieve (Luschei & Zubaidah, 2012, as cited in Febriana et al., 2018). Rural schools are distinguished by the fact that the number of students in each class is often smaller, and they are located far from urban areas (McCracken et al., 1991).

According to Greenough and Nelson (2015), compared to non-rural schools, rural schools represent environments with different difficulties and opportunities. They also differ in terms of student requirements, resources, and demography. A rural school is one with fewer than 2,500 students that can be found inside or outside of a metropolitan area, according to Johnson and Strange (2005).

According to Rich & Evans (2009), rural school class sizes are usually limited to no more than 30 students. Rural schools often use the concept of schools located in agricultural areas, which are often associated with the economic level of the lower middle class (Bonnano, 2014, as cited in Biddle & Azano, 2016).

One of the effects of the inadequate educational system in the school is that rural schools are unable to keep up with the fast urbanization of the surrounding area. In rural schools, academic

advancement is frequently not adapted to the needs of the community. The fact that curriculum creation and preparation are commonly conflated in city schools is even more concerning. Because of this, it is challenging for schools in rural areas to adjust to regional issues and employment opportunities (Drain, 2017).

Concerns over educating teachers to work in remote schools have been voiced by numerous nations. On the other hand, offering remote teachers professional development opportunities might be a difficult task. Moreover, rural families might not offer their kids the right kind of literacy support and activities (Kusuma, 2022). One of the problematic conditions' several causes.

### **3. Challenges in Teaching English**

#### **a. Definitions of challenges**

According to the Oxford English Dictionary, a challenge is a difficult task or problem that tests a person's abilities, or something new and difficult that requires great effort and determination to deal with. The Oxford Learner's Dictionary also defines a challenge as a demanding or stimulating situation that requires skill, effort, and determination to overcome. From the above definitions, it can be concluded that challenges in this context are defined as barriers and difficulties that teachers encounter when trying to solve problems in teaching students in the classroom.

#### **b. Challenges on teachers**

Nath (2016) lists illiterate teachers, overcrowded classrooms, inadequate curricula and syllabi, unconventional textbooks, local language interference and lack of innovative teaching techniques as challenges in teaching English. Mudra (2018) reported that classroom management, learning materials/resources, teaching materials, teaching methods, English students' skills, language choice, slow internet connection, student motivation, research process, and parental support are some of the challenges faced by pre-service teachers of English as a foreign language. According to Teevno (2011), the curriculum was

not developed with students' needs in mind, facilities were inadequate and teachers lacked the necessary training to teach English. Teevno (2011) posits that the curriculum was not student-centred and that teachers lacked the requisite training to teach English. Furthermore, the requisite facilities were also lacking. Evue (2013) identifies several issues contributing to the poor use of English, including poor student behaviour management, ineffective teaching by teachers, and inadequate course material.

As reported by Joyce (2014), teachers encountered difficulties in large classrooms, in training, and in classroom management. Teachers of multiple grades indicated that classroom management was their primary concern. Regarding the second issue, educators stated that during their initial teacher training, they did not receive any instruction on how to teach students across multiple grades. In the third issue, which pertained to large classes, teachers expressed that the sheer volume of students in their classes was overwhelming. It can be inferred from the findings of numerous academics that there are eight obstacles associated with instructors. These issues include poorly qualified instructors, inadequate lesson plans and content, classroom management, a dearth of innovative teaching strategies, interference from the local language, teaching materials, and big class sizes.

According to Adediji and Olaniyan (2011), teaching in rural schools was fraught with numerous problems. These difficulties included inadequate funding for rural schools, low literacy rates, lack of support and training for teachers, inadequate infrastructure, problems of access to rural schools, lack of teacher supervision, a failing rural school system, administrative constraints, and the inability of the academic calendar. Teachers who teach English in Indonesian classrooms confront a variety of problems, according to Febriana, Nurkamto, Rochsantiningsih, and Muhtia (2018). These challenges include limited resources, educational resources, language hurdles, parents' attitudes, teacher shortages, student skill levels, and student

perspectives. According to Biswas (2018), this study examined several obstacles to the successful implementation of English language instruction in rural locations, including inadequate teacher preparation and a dearth of resources for language acquisition.

According to Endriyati, Prabowo, Abasa, and Akmal (2019), there are distinct difficulties in teaching English in rural and urban schools. Issues related to educators include inadequate training and ignorance of information technology. Songbatumis (2017) found that there were a number of difficulties related to students, teachers and resources. Teachers experienced a number of difficulties, including inadequate training, language barriers, unfamiliarity with teaching strategies, low computer literacy, and lack of professional development. Arroji (2016) outlines some of the factors that made teaching English to students in rural schools challenging. These included large classrooms, lack of enthusiasm, lack of teaching materials and appropriate equipment, lack of understanding of objectives, lack of exposure to foreign languages, lack of a clear framework, and lack of experienced teachers.

Teachers in remote schools faced difficulty when teaching English due to a variety of variables, as demonstrated by Halik and Nusrath (2020). These included low levels of English proficiency, poor families, improper motivation and direction, unfavorable attitudes of parents and kids in the learning environment, a shortage of academic literature and teaching resources in schools, and a lack of parental support. As per Widyaanggara, Tanduklangi, and Siam (2020), educators face several challenges, such as insufficient parental drive for their offspring, insufficient student proficiency, and an excessive workload. Based on the research conducted by the aforementioned researchers, it can be inferred that English teachers in rural schools face the following 13 challenges: inadequate training for teachers, inadequate teaching aids and equipment, inadequate motivation,

inadequate guidance, parents' mindsets, lack of parental support, and a lack of language proficiency.

c. Challenges on Student

According to Mudra (2018), ESL teachers faced challenges in their training related to students' English proficiency, the language they chose to use, student motivation, assessment techniques, and parental support. According to Tariq, Bilal, and friends (2013), these challenges included limited vocabulary, poor listening skills, low levels of family education, lack of motivation to improve language skills, and a shortage of qualified English teachers. Teachers reported issues with large classrooms, training and classroom management, according to Joyce (2019). First, classroom management was found to be a challenge for teachers who teach many grades. In the second, even during their initial teacher training, teachers claimed to have received no guidance on how to teach many grades. In the third, related to large classes, teachers expressed that they felt overwhelmed by the large number of students.

The biggest obstacle, according to Shahnaz & Gandana (2021), was the pupils' lack of enthusiasm for learning English. Because they believed English to be a challenging subject, they had no interest in learning it. The absence of parental support was the second issue mentioned by the teachers. Instead of sending their kids to school, the parents of the students prefer that they work as farmers. In addition, the teachers had to deal with other issues including broken roads and a shortage of equipment, but they did not perceive these as being more challenging than the other two. It can be inferred from the findings of numerous researchers that there are seven issues pertaining to pupils. Other problems included low parental support, low family education, low vocabulary, low student enthusiasm, overcrowded classrooms and a shortage of qualified English teachers.

Mulkeen and Chen (2008) point out that there were a variety of reasons why school attendance was lower in rural than in urban areas.

The reasons were that parents in rural areas typically had lower levels of education and that children in those places were not interested in attending school. To put it briefly, teaching kids in rural regions was challenging. According to Halik and Nusrath (2020), a number of variables contributed to the difficulties faced by English teachers in remote schools. These included low levels of English proficiency, poor families, a shortage of academic literature or teaching materials in schools, negative attitudes from parents and kids in the classroom, a lack of sufficient motivation and direction, and a lack of desire in learning the language. Hossain (2016) asserts that a variety of factors played a role in the variations in English proficiency between pupils in rural and urban areas. Family matters were associated with their parents' educational attainment, and young people's desire to pursue their studies is mostly influenced by their parents' expectations. Due to financial constraints, many rural kids originate from low-income families and do not have access to enough educational resources. Student English competency was negatively impacted by inadequate logistical obligassistance, underqualified teachers, and a shortage of qualified and experienced English teachers in rural schools.

According to Widyaanggara, Tanduklangi, and Siam (2020), teachers face a variety of problems, including unmotivated parents, underqualified students, and an overwhelming number of responsibilities. According to Febriana, Nurkamto, Rochsantiningasih, and Muhtia (2018), English teachers in rural schools in Indonesia faced a variety of difficulties. These difficulties included teacher shortages, parents' attitudes, language barriers, educational resources, and students' skills and opinions. According to Endriyati, Prabowo, Abasa, and Akmal (2019), different obstacles arose when teaching English in rural and urban schools. The challenges faced by educators included inadequate training and a lack of understanding of technology.

These difficulties included a variety of issues with relation to students, teachers, and resources, according to Songbatumis (2017).



Teachers experienced a number of difficulties, including inadequate training, issues with language proficiency, unfamiliarity with instructional strategies, low computer literacy, and a lack of professional development. The two biggest issues facing EFL teachers in rural locations, according to Saiful and Triyono (2018), were poor student motivation for English language competency and a lack of learning resources and facilities. The aforementioned findings from numerous researchers lead to the conclusion that there are twelve issues pertaining to students, including low motivation, poor parental support, low vocabulary mastery, low level of basic English knowledge, low interest in attending school, low family educational background, poor learning environment, lack of focus and discipline, low English language proficiency, and mindsets of both students and parents.

d. Challenges on Facilities

According to Themane & Thobejane (2019), Mudra (2018), Nath (2016), Teevno (2011) and Shahnaz & Gandana (2021), there were problems with facilities. The problem was that there weren't enough physical resources such as classrooms, chairs and teaching aids to promote inclusive practices. The learning environment also needs to have adequate facilities such as classrooms, libraries, schools, electricity and access to clean toilets and books.

According to Milon (2016), the most significant contributing reasons were the large number of students and teachers, tiny classes, inadequate teaching aids, lack of topic training, lack of study manuals, absence of language laboratories, and incapacity to pick up language skills. A clean restroom, power, libraries, classrooms, and access to literature were other essential components of a conducive learning environment. Teaching in rural schools was linked to numerous problems, as reported by Odedeji and Olaniyan (2011). These difficulties included a lack of funding for rural schools, low literacy rates, a lack of teacher preparation, inadequate infrastructure, issues

with access, a lack of teacher supervision, a failing rural school system, administrative limitations, and the incapacity of the academic calendar. According to Raggl (2015), the two most significant results were the absence of teacher preparation for teaching in multi-grade classes and the requirement for thorough learning resources and textbooks. According to Plessis and Mestry (2019), many rural schools lacked electricity, running water, or sanitary facilities, and their classrooms were in disrepair. These issues have a significant impact on how well students are taught and trained.

Biswas (2018) addresses a few of the difficulties in putting English language instruction into practice in rural areas, including the major obstacle to successful implementation being a shortage of language learning resources. Saiful and triyono (2018) find that the biggest issues faced by EFL teachers in rural locations were a lack of resources and learning spaces, as well as low student motivation for English language competency. According to Hossain (2016), a variety of factors were involved in the variations in English proficiency between pupils in rural and urban areas. Family issues had to do with their parents' educational background. Young people's decision to pursue their education is primarily influenced by their parents' expectations. Due to financial constraints, many rural kids originate from low-income families and do not have access to enough educational resources. Lack of skilled and experienced English teachers in rural areas had a negative impact on students' English proficiency. Educational institutions in rural areas also lacked adequate logistical assistance.

According to Shadreck (2012), a number of obstacles made it difficult to provide high-quality education, including the situation of the economy, a lack of facilities for instruction, the difficulty of recruiting and retaining teachers in remote areas, and a lack of funding. Inadequate housing, low levels of teaching services, low teacher pay, a lack of opportunities for professional growth and employment, and

unfavorable working conditions were also mentioned as obstacles to high-quality and productive teaching. Rahmadi, Istiqomah, and Adriyanto (2016) state that in order to improve education in rural areas, extra financial efforts were needed. For example, transportation and communication infrastructure was lacking, a teacher shortage occurred, and very little money was allocated to training new teachers. There were infrastructure problems, according to Songbatumis (2017), including a shortage of PCs, LCD panels, and offices. In light of the findings of numerous researchers, it is possible to draw conclusions about ten facility-related challenges, including inadequate teaching equipment, a lack of subject teaching, a lack of teaching manuals, a lack of language labs, offices, computers, and LCD screens, poor infrastructure, and access issues.

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

#### **A. Conclusion**

Based on the findings, English teachers at SMKN 9 Majene face various challenges that significantly impact the quality of teaching. The primary challenges include poor road access, inadequate school facilities, a shortage of teachers, low student motivation, curriculum changes, and students' limited competencies.

Poor road conditions often result in delays for both students and teachers, reducing effective teaching hours and affecting the consistency of learning schedules. Inadequate facilities such as a poorly functioning library, lack of internet access, and insufficient modern teaching tools limit the ability to innovate and conduct effective lessons. The shortage of teachers with only two English teachers, one with a non-English background and additional administrative duties, also affects the teaching quality. Low student motivation further exacerbates the situation as many students find English difficult and irrelevant to their daily lives. Students' limited competencies in basic English skills including vocabulary, grammar, and simple sentence structures hinder the achievement of learning objectives. Furthermore, the transition to the Merdeka Curriculum presents challenges due to limited resources and the need for teachers to adapt to a more student-centered approach.

The impacts of these challenges are evident in various aspects of teaching and learning. Delays caused by poor road access and low motivation reduce effective learning time while inadequate facilities hinder the use of technology or interactive media in teaching. The shortage of teachers creates imbalanced workloads, limiting the preparation and focus on teaching materials. Additionally, curriculum changes and students' limited basic competencies require teachers to frequently revisit foundational materials, making it challenging to meet higher learning targets.

Despite these obstacles, teachers at SMKN 9 Majene have implemented several strategies to address these challenges. Teachers adjust

learning schedules to ensure adequate teaching time despite access barriers. They make use of personal resources such as books and online materials and rely on traditional methods like chalkboards to compensate for limited facilities. To address the shortage of teachers they collaborate by sharing ideas and materials. Creative teaching approaches including games, group discussions, and interactive activities are used to boost student motivation and make learning more engaging. In addressing curriculum changes, teachers combine elements of the 2013 Curriculum with the Merdeka Curriculum and provide additional support to help students gradually adapt.

These dedicated efforts reflect the teachers' commitment to maintaining the quality of English education despite significant challenges. However, ongoing improvements in infrastructure, educational resources, and teacher support are necessary to enhance the learning environment in rural schools.

## **B. Suggestions**

### **1. For Researchers**

Future researchers are encouraged to conduct more in-depth studies on the effectiveness of solutions implemented by teachers to overcome challenges in teaching English in rural areas. Further investigation into the impact of curriculum changes on student outcomes is also essential, with a focus on identifying suitable teaching approaches in resource-constrained environments. Expanding research to include other rural schools can provide broader insights into common or unique challenges, which could serve as valuable references for the development of more effective educational policies.

### **2. For School**

Schools should strive to improve their facilities, such as equipping libraries with updated books, providing internet access, and establishing language labs to support learning. Organizing internal training or workshops for teachers is also important to enhance their ability to apply creative and interactive teaching methods. Additionally, schools should collaborate with the local community to support student accessibility, for

instance, by providing transportation options or involving volunteers to assist students who live far from school.

3. For Teachers

Teachers should continuously enhance their creativity in teaching by utilizing interactive approaches, such as games, group discussions, and contextual methods that make English lessons more engaging. Pursuing professional development through formal or informal training is essential to improve teaching strategies and competencies. Teachers are also encouraged to utilize available resources, such as online materials and reference books, to complement limited school facilities, while fostering collaboration with colleagues to share effective teaching practices and provide mutual support.

4. For the Policy Government

The government should prioritize improving infrastructure, particularly roads leading to rural schools, to ensure smoother access for students and teachers. Specialized training programs for teachers should be provided to address challenges in implementing the Merdeka Curriculum in rural areas. Increasing budget allocations to improve school facilities, such as equipping language labs and providing educational technology tools, is also critical. Furthermore, assigning more qualified teachers to rural areas will help reduce the workload on existing staff and ensure students receive adequate attention and quality learning experiences.

Through the collaboration of all stakeholders, these challenges in teaching English in rural schools can be effectively addressed, paving the way for improved educational outcomes and opportunities.

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