

## CHALLENGES IN TEACHING ENGLISH IN INDONESIAN RURAL SCHOOLS: ISSUES AND SOLUTION

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Article Info	Abstract
<b>Article History</b> Received: November 2024 Revised: April 2025 Published: July 2025	<i>The disparity in educational quality between urban and rural areas in Indonesia significantly impacts English language learning in remote schools. This study explores the key challenges English teachers face in rural settings and the pedagogical strategies they employ to overcome them. Using a qualitative research design with semi-structured interviews, five English teachers from various rural schools in Nusa Tenggara Barat were interviewed. Thematic analysis revealed several core challenges, including inadequate infrastructure, limited internet connectivity, a shortage of qualified teachers, and insufficient supervision and motivation. Despite these issues, teachers have adopted strategies such as understanding local community needs, applying inclusive teaching methods, leveraging limited technology, and engaging in professional development. These findings highlight the urgent need for targeted policy intervention to improve English instruction in rural areas. The study provides valuable insights for educators, policymakers, and researchers interested in equitable education reform. Therefore, the researcher believed that this study is beneficial for future researchers and readers, particularly in educational contexts.</i>
<b>Keywords</b> Teaching English issues; Teaching challenges; Rural schools; Teaching skills;	
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### INTRODUCTION

Education is the deliberate acquisition of knowledge and skills through formal instruction and exposure to the social environment (Lestari & Margana, 2024). Ivaldi et al, (2021) suggests that education is a socially governed and regulated process of continuously transferring socially significant experiences from one generation to the next. Education is typically associated with the imparting of skills, the spreading of knowledge, and the assimilation of values (Surendranath et al., 2021). Education should be considered a fundamental element in our society that has the potential to shape our generation. Therefore, education is considered one of the most potent tools we possess to transform the world and enhance our own knowledge and understanding (Rachmad & Edhie, 2022). Education undoubtedly plays a crucial part in enabling individuals to fulfill their aspirations and secure a promising future. It is widely seen as a vital feature in numerous countries worldwide.

However, Among the most pressing challenges is the teaching of English as a foreign language in rural areas, where students often encounter limited resources, underqualified teachers, and a lack of exposure to the language in daily life. However, English is taught as a foreign language in Indonesia. Indonesian students consider this language really foreign as they only acquire it in an academic setting and do not employ it in their everyday lives. However, English is taught in classrooms universally. Throughout the nation. While it may not be often used for everyday conversation, it holds a distinct position as a foreign language that is taught

in educational institutions. According to Zein et al. (2020), non-English speaking individuals were identified. Among the world's main countries, Indonesia has gained significant importance as a market for English language training. Rose et al, (2021) argued that the demand for English learning has increased in tandem with the global spread of English, providing evidence of its global usage. In summary, while English is not extensively utilized as the primary language in everyday situations, it continues to be employed in Indonesian educational settings, highlighting its worldwide importance and the increasing need for English fluency worldwide either in rural or urban areas.

While English is a mandatory subject in the Indonesian education curriculum, its instruction in rural settings is fraught with difficulties. Students in these areas typically acquire English only in the classroom and seldom use it outside school, resulting in minimal language immersion. This limited engagement significantly impacts student motivation and learning outcomes. Furthermore, educators in rural schools often face infrastructural constraints, limited technological integration, and a shortage of professional development opportunities, all of which compound the challenges of delivering effective English language instruction. A rural area, or countryside, is a geographical region situated beyond urban centers and municipalities (Malaikosa & Taopan, 2020). Rural areas generally exhibit a sparse concentration of inhabitants and are characterized by small villages. These locations frequently showcase agricultural regions, forestry, and other sectors that are dependent on land. Rural communities exhibit distinct economic and social dynamics as a result of their connection to sectors reliant on land (Cuong, 2021). These areas are susceptible to fluctuations in economic activity and adverse weather conditions. Consequently, the general public perceives rural schools to have inferior education compared to metropolitan schools (Shikalepo, 2020).

However, in the education context, Rural schools are characterized by having a student population of less than 600, being situated at a minimum distance of five miles from an urbanized area, and exhibiting a higher number of shortcomings compared to urban schools (Downes & Roberts, 2018). Rural schools are well-known for the distinct challenges they have when it comes to instructing the English language (Sahnaz & Gandana, 2021). Indonesia has over 700 native languages, leading to a significant number of bilingual or multilingual individuals within the Indonesian community (Nur & Jamilah, 2022). Nevertheless, English is not included in this list of languages. The rural schooling milieu differs in several significant areas. Education in rural areas is influenced by social, economic, and cultural factors (Fang & Abdullah, 2024). If no proactive measures are taken, rural populations will significantly lag, leading to an exacerbation of the economic disparity between rural and urban areas, as indicated by Fitria and Dewi (2020). English language education in rural areas should prioritize functional competency as a crucial component of their efforts, as many students in these areas only acquire English to meet the requirements of the national examination (Nxumalo, 2023).

Meanwhile, English teachers exacerbate the economic disparity between rural and urban areas, as Fitria and Dewi (2020) indicated rural areas, who receive meager wages, opt to avoid excessive contemplation regarding their teaching methods. (Habiba & Roy, 2023) These figures demonstrate that education in rural areas, particularly remote ones, continues to fall below the national educational norm. English has emerged as the global language in contemporary culture, being extensively employed worldwide in the period of globalization (Houaria & Fatiha, 2021). Given the increasing significance of the English language, it is imperative to acquire English skills to expand one's global knowledge and enhance one's abilities in the globalized world (Downes & Roberts, 2004). Hence, learners or students must recognize the importance of acquiring and becoming proficient in the language of global communication to access a wider range of possibilities, strengthen their ability to move up in society, and increase their competitiveness in the context of globalization (Mncube et al., 2021). Additionally, rural educators who primarily instruct English have a hindrance when it comes to educating and

interacting with rural pupils who lack proficiency in the English language (Sekar Pramesty et al., 2022). English is still regarded as a foreign language by many individuals living in rural areas, and they may not see it as providing immediate advantages to their lives (Rahman Nur, 2022). Consequently, rural students often lack the incentive to acquire proficiency in English due to infrequent usage of the language in their daily interactions.

Furthermore, students residing in rural areas sometimes exhibit a lack of motivation due to familial circumstances and their financial situation. Hossain (2016) suggests that the performance of children in learning something is influenced by the family aspect. The academic performance of pupils residing in rural areas is significantly lower in the subject of English when compared to their urban counterparts, primarily due to the influence of their parent's level of education (Anggela et al., 2024). Primarily, the parents exhibit a lack of concern for their children's education due to their little understanding of the subject. He includes the socio-economic component of their family as one of the factors that influence their performance in learning English. The issue concerns the availability of sufficient educational materials, which come at a significant expense for the learning process.

Implementing efficient teaching methods in English as a foreign language is currently a significant difficulty for teachers in Indonesia. In 2019, the Teacher Competency Test (UKG) results in Indonesia revealed that, a total of six districts/cities situated on Timor Island achieved an average Pedagogy and Professional score below 50. This was observed specifically in the province of East Nusa Tenggara, on the island of Timor in particular. This suggests that there is a lack of scientific and professional expertise among the instructors. English educators, specifically, have encountered difficulties in imparting knowledge efficiently (Munandar & Srimurni, 2021). Consequently, even devoting numerous years to the study of English, students continue to encounter challenges in attaining proficiency in the language's various skills.

Nevertheless, the issue lies in the fact that English is seldom taught as a foundational language skill in rural schools, despite the paramount importance of swift language acquisition and the global status of English as an international language (Chunningham & Little, 2022). This is attributed to a deficiency in understanding suitable English learning methodologies for enhancing English speaking proficiency. Teachers must demonstrate creativity and ingenuity in their approach to learning (Mokoena, 2023), including the selection and implementation of learning methods, learning media, learning types and formats systems, and evaluation strategy. English is a widely spoken language worldwide, serving as a first, second, or foreign language for many individuals (Anditasari & Sitompul, 2022). It is widely acknowledged that English has traditionally held a global status. As per the Merdeka Curriculum, it is recommended to introduce the teaching of the English language at the elementary school level (Wilson & Nurkhamidah, 2023). ESL instructors encounter several challenges when endeavoring to educate English. Specifically, educators in rural schools encounter numerous challenges and barriers while fulfilling their responsibilities (Sekar Pramesty et al., 2022).

Although past studies have discussed challenges in rural education, there remains a gap in the literature regarding practical pedagogical strategies that teachers use to adapt to these conditions. Additionally, emerging digital tools such as virtual reality (VR), adaptive learning platforms, and mobile-assisted language learning (MALL) remain underexplored in the context of rural Indonesian schools. This research seeks to bridge that gap by examining both the obstacles and innovative strategies employed by English teachers in rural areas. The significance of this study lies in its potential to inform educational stakeholders—policymakers, teacher trainers, and curriculum developers—about the real-world struggles and solutions identified by teachers themselves. Unlike previous works that often emphasize either urban settings or general policy-level analysis, this study focuses on the lived experiences of teachers in remote regions, providing grounded insights for future improvements.

This paper addresses two main research questions: (1) What are the primary challenges faced by teachers in teaching English in rural schools? and (2) What pedagogical strategies are employed to overcome these challenges? By adopting a qualitative approach, this study contributes to a more nuanced understanding of rural English education in Indonesia and provides actionable insights to support inclusive and effective language teaching across diverse educational landscapes.

## RESEARCH METHOD

### Research Design

This study employed a qualitative research design to explore the challenges and pedagogical strategies used by English teachers in rural areas. A qualitative approach was deemed most suitable due to its ability to capture in-depth perspectives and lived experiences of participants—insights that may not emerge through quantitative methods. Interviews were chosen over classroom observations or mixed-methods approaches primarily due to logistical constraints in accessing remote schools and the goal of focusing on teacher narratives rather than classroom behaviors. Additionally, interviews allowed for flexibility and depth, enabling teachers to elaborate on their unique challenges and adaptive strategies.

To enhance the credibility of the research, several strategies were employed to ensure reliability and validity. These included consistent use of semi-structured interview protocols, audio recording of all interviews, and verbatim transcription of responses. Member checking was conducted by returning transcripts to participants for verification. Although full triangulation through classroom observation was not possible due to geographic limitations, triangulation was partially achieved by comparing responses across teachers with different backgrounds and school contexts, and by cross-referencing teacher accounts with available institutional records when possible.

### Research Participants

Five English teachers from five different rural schools in Nusa Tenggara Barat province were selected as participants. The schools were chosen based on their geographic isolation, limited infrastructure, and varying levels of resource availability to ensure representation of typical rural school conditions. Two schools were located in Central Lombok, while the others were from East Lombok, West Lombok, and Bima.

The selection criteria were designed to capture a diverse range of experiences. The researcher aimed to include teachers with varying lengths of teaching experience, from both junior and senior high schools, and from schools with differing levels of access to teaching materials and technological resources. This diversity was intended to ensure a more comprehensive understanding of the broader challenges faced in rural education and to identify potentially varied strategies employed across different contexts.

Table 1  
Research Participants Information

No	Teachers	Location
1	First Teacher	Central Lombok
2	Second teacher	East Lombok
3	Third teacher	West Lombok
4	Fourth teacher	Central Lombok
5	Fifth teacher	Bima

## Instruments

Data were collected using semi-structured interviews conducted via WhatsApp due to participant availability and geographic limitations. The interviews were guided by a set of open-ended questions designed to elicit detailed responses about teaching challenges, strategies, and personal experiences in rural school settings. The list of questions is presented in Table 2.

Table 2  
List of Interview Questions

No	Questions
1	At which educational institution do you teach?
2	Which grade level do you teach?
4	Do you have any challenges while teaching the English language in a rural area?
4	How do you overcome the challenges?
5	What are your sentiments regarding the instruction of the English language in remote regions?

The interview was designed based on the research question that the researcher formulated. Therefore, Due to the participants' busy schedules, three of them were questioned simultaneously, while the remaining two were interviewed individually at separate times. To obtain related answers from each teacher, the first question that the researcher delivered was about the location of their school and the class level that they teach. After that, the researcher asked about the challenges during the teaching and learning process in rural areas and the problem-solving of the challenges. And the last, the researcher asked about their thoughts since they teach in rural areas.

## Data Analysis

The data analysis in this study was carried out using a qualitative thematic analysis approach, which is particularly effective for interpreting rich, descriptive data from interviews. The process began with a meticulous transcription of the interviews conducted with five teachers who teach English in rural areas. Each transcript was carefully read and coded, with specific attention paid to recurring themes and phrases that revealed the teachers' instructional challenges, coping mechanisms, and contextual constraints. These codes were then examined to identify patterns, which were subsequently grouped into broader thematic categories aligned with the study's research questions. This analytical method offered an in-depth and interpretive lens into the lived experiences of participants, allowing the researcher to discern both shared and distinctive narratives across diverse rural school settings. In doing so, the analysis did not only focus on the frequency of themes but also the significance of particular responses in context. Overall, the qualitative data derived from the interviews served as the primary source of evidence. The examination involved a systematic process of data cleaning, organizing, and interpreting, which enabled the researcher to extract meaningful insights. These insights ultimately contribute to a deeper understanding of the educational realities faced by rural English language teachers and inform future pedagogical and policy interventions.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

In this part, the author presented the findings sequentially from the challenge of teaching the English Language in rural areas faced by the teacher to the solution that they provided.

### *The Challenges in Teaching English in Rural Areas*

In answering the research question number one "What are the challenges that the teachers faced in teaching English in rural areas?". The researcher then provides the result of an interview with those five teachers.

Table 3.  
Main challenges of teaching english in rural area

No	Challenges	Frequency (out of 5 teachers)	Sample quotes
1	Inadequate infrastructure	4	Our school was built in 2015 and much of the building is already damaged
2	Lack of internet access and ICT resources	3	We only use basic ICT, like LCD projector or Whatsapp group
3	Shortage of qualified teacher	3	Some english teacher are not trained in ELT and only teach from experience
4	Insufficient supervision and motivation	2	We feel left behind with curriculum updates due to lack of communication

Firstly, inadequate school infrastructure is a significant obstacle to effective learning. The unsuitable teaching and learning environment hinders teachers from effectively imparting knowledge, while also making it challenging for students to absorb information in such conditions. The first, the second, and the fourth teachers highlighted the significance of a favorable atmosphere in fostering student motivation during the learning process. they said that “a teacher should provide evidence to improve the social skills, physical skills, the mental, and emotional well-being of students, the teacher should know the importance of creating a conducive environment in the teaching and learning process”. Thus, they teaches in a small village that is far from the city and this school was built in 2015 so a lot of the infrastructure has been damaged, it took a long process to have a renovation since they are in a small village. This problem makes the teacher have some barriers in teaching the students. So, she said that in order to establish an education system that is fair and equal, legislators, educational institutions, and communities need to work together and give importance to the development of infrastructure. Proposed solutions entail enhancing the physical structures of schools, classrooms, and general infrastructure to ensure a secure, conducive, and comfortable learning environment for every student.

However, both English Language teachers and students in rural school settings often face significant and ongoing problems such as the school buildings and infrastructure being in poor shape, which hinders the creation of a suitable and helpful learning environment, insufficient infrastructure and facilities, including the limitation of connection with ICT tools, have posed obstacles to the implementation of effective teaching and learning in rural schools. English Language teachers said that the absence of internet connectivity hindered their ability to utilize engaging online teaching and learning resources, such as online videos and images, within their class activity. Secondly, the absence of internet connectivity has posed challenges in accessing diverse educational resources and materials for English Language classes. Most rural schools are not equipped with essential ICT resources required for the teaching and learning process. The second and the fifth teacher said “Regarding the usage of ICT in the classroom, sometimes they use it but only a basic ICT such as LCD or WhatsApp group between the teacher and the students. They also adds the information and communication technology (ICT) resources in rural schools are inadequate and inadequately tended, or dysfunctional. As a result, English Language teachers and students in rural schools have restricted availability of ICT facilities, leading to reduced motivation among teachers to instruct and students to acquire knowledge.

Thirdly, Shortage of qualified and adequate teachers are categorized as the challenge in teaching the English language in rural areas. Due to the scarcity of educators in rural schools, numerous teachers in rural areas are compelled to instruct in disciplines for which they have not received proper training, leading to subpar academic achievement among rural pupils. The

shortage of English language instructors continues to be the primary issue in rural schools across numerous countries when it comes to English language education.

As a result of the scarcity of English Language instructors, educators with non-English educational backgrounds are often compelled to teach English, even if they lack pedagogical knowledge, competence, and abilities in the topic. According to the third and fourth teachers, rural schools in Indonesia frequently face a shortage of competent English teachers who possess the necessary expertise to effectively utilize diverse teaching methods and strategies to adequately instruct their students in English. Moreover, the third teacher said, in their school, there are two English teachers for 6 classes, 3 classes for junior high school and 3 classes for senior high school. One of the teachers has not graduated from the education of the English language majority. She teaches the students based on her knowledge during her course. The fourth teacher also said that she knows some English teachers who teach their students based on their experience without knowing the relevant pedagogy of the teaching and learning process.

Lastly, Inadequate supervision and motivation of the teacher is also one of the challenges. Lack of proper oversight and encouragement of educators in remote regions can result in substantial detrimental impacts on the standard of education and the ability to retain teachers. The fifth teacher said that the provision of guidance and assistance from school administrators can result in a decrease in teacher motivation and effectiveness. Insufficient oversight and encouragement can result in ineffective teaching methods, subpar instructional techniques, and a dearth of opportunities for professional growth among educators.

However, the teachers emphasized that all teachers in rural areas need guidance from the government about the educational policy. Since many teachers in rural areas lack knowledge about technology, they left behind the educational problem, such as the curriculum change or the new policy for the teacher. This problem makes the teacher lose their motivation in teaching because there are a lot of matters that they do not know since they are in rural areas with lack of technology knowledge.

### ***Teaching Method in Rural Areas***

Teaching in remote regions poses distinct problems and prospects for English teachers. To teach effectively in a rural school, the teacher can utilize diverse strategies to cater to the distinct requirements and situations of their students and community. Here are some strategies that answering the research question number 2 according to the five teachers that has been interviewed by the researcher:

Table 4  
List of Interview Results

No	Strategy	Sample quotes
1	Understanding the community	Knowing the students background helps me choose relevant material in class
2	Inclusive teaching strategy	I adjust my activities so all stdents feel involved, even those with low proficiency
3	Integrating available technology	We can't advanced teach, but simple videos via phones really help
4	Professional development	Whenever there is a workshop, i consider to joint either online or offline

The first is, understanding the community, it means creating rural field experiences for novice teachers to engage with students, families, and community members can enhance their comprehension of the intricacies of the locale and enable them to envision themselves as professionals in rural educational institutions. The community environment plays a crucial role in teacher retention. The establishment of a "professional family" among instructors in a

rural school serves as a counterbalance to the challenges of teaching in a rural area. The presence of a "school community" had a crucial role in reducing the high turnover rates often observed in rural schools. The second is inclusive teaching strategy: Adopting targeted approaches for teaching, evaluating, and working together will improve the effective execution of inclusive education in remote schools. To enhance the effectiveness of the learning process, the teacher can propose incorporating many ideas and ways to cultivate the learner's enthusiasm for acquiring the English language.

The third is using technology in the classroom: By incorporating technology into the classroom, students in rural areas can enhance their capabilities and surpass their expectations. Educators can demonstrate to students how the skills they are being taught can be directly applied to local issues and industries. Furthermore, technology has the potential to effectively engage students and foster motivation throughout the teaching and learning process. That is the important factor why technology should be distributed to all the school both rural and urban. The fourth is ongoing professional development: Offering continuous support and professional development opportunities to teachers in their place of work can aid in the implementation of inclusive teaching practices and facilitate their adjustment to the unique obstacles faced in rural schools. One of the teachers asserts that the efficacy of the teaching and learning process hinges on the teacher's competence. Consequently, the teacher should augment their knowledge to ensure the success of the learning process.

The last question was about the teacher's thoughts during the teaching and learning process in rural areas, five of them had similar opinions, they said teaching in rural areas is not as difficult as the other thing. Although there are a lot of challenges during the teaching and learning process, they can handle it because they are used to it. They hope the government will give more interest to schools that are in rural areas. However, the finding of this research indicated that the rural area teacher faced some challenges in teaching english. But, each teacher has their own way in overcoming those problems. So, those challenges did not really hinder the learning process. because, by employing those strategies, the teachers may effectively impact the teaching learning process of rural schools and establish a learning environment that is both inclusive and supportive.

## **Discussion**

This study was conducted with the aim of investigating two central research questions: (1) What are the challenges faced by English teachers in rural schools? and (2) What pedagogical strategies are employed to overcome these challenges? These questions are fundamental to understanding the broader dynamics of rural education and have been addressed through a structured discussion that not only presents findings from this study but also integrates them with established literature. This dual approach allows for both validation of results and a more nuanced interpretation of the rural teaching context.

The data collected through interviews with English teachers in rural areas revealed four major challenges: inadequate infrastructure, limited internet access, a shortage of qualified teachers, and insufficient supervision and motivation. These challenges are not isolated incidents but are representative of broader systemic issues affecting rural education across many regions. The findings resonate with prior studies that have consistently pointed to significant disparities in educational resources and conditions between rural and urban settings. Shikalepo (2020) and Hossain (2016) emphasize that rural schools often struggle with limited access to basic facilities such as classrooms, libraries, and teaching materials, which severely affects the quality of instruction.

Participants in the current study echoed these concerns, highlighting how geographic isolation further complicates access to logistical support and educational development programs. This mirrors the observations made by Luschei and Zubaidah (2012), who argue that



physical distance from urban centers not only hinders the delivery of educational resources but also demotivates teachers due to the lack of external support networks.

Of particular concern is the lack of technological infrastructure, especially stable internet connectivity. In today's digitized educational landscape, internet access has become an essential tool for lesson planning, professional development, and student engagement. However, many rural schools lack even basic internet services, rendering the integration of digital learning tools difficult, if not impossible. This aligns with Hasin and Nasir's (2021) findings, which indicate that inadequate ICT resources are a major barrier to effective online and blended learning, especially in developing countries. Nxumalo (2023) also stresses that the digital divide exacerbates existing educational inequities, further marginalizing rural students and teachers.

Another critical issue identified in this study is the shortage of qualified English teachers in rural areas. This concern is not new and has been widely acknowledged as a national challenge in many countries, including Indonesia. Zein et al. (2020) noted that disparities in teacher distribution, limited professional training opportunities, and inadequate incentives for rural postings contribute to this persistent gap. The shortage of qualified personnel not only affects the delivery of curriculum but also impacts student motivation and academic outcomes in English language learning.

Despite facing these considerable challenges, teachers demonstrated remarkable resilience and creativity by adopting a set of pedagogical strategies aimed at mitigating the barriers to effective teaching. The study identified four core strategies: (1) understanding and engaging with the local community, (2) adopting inclusive teaching methods, (3) integrating whatever technological tools were available, and (4) participating in continuous professional development activities. Understanding the local community was a foundational strategy for most teachers. By building strong relationships with students, parents, and community leaders, teachers were better able to contextualize their lessons and respond to the specific needs of their learners. This approach is consistent with the findings of Hardré et al. (2008), who argue that community engagement is essential for fostering meaningful and culturally relevant education in rural areas. A teacher who knows the local context can use familiar examples, adjust language use, and even incorporate indigenous knowledge into lessons, which helps bridge cultural and linguistic gaps in the classroom.

Inclusive teaching strategies were also widely used to address the varying needs and abilities of students. This often involved differentiated instruction, flexible assessment methods, and culturally responsive pedagogy. As Mokoena (2023) and Rahmawati et al. (2024) suggest, such strategies are vital in resource-constrained settings where one-size-fits-all models are ineffective. Teachers often employed cooperative learning techniques and peer tutoring to promote engagement and support for students who were struggling. In terms of technology, although access was limited, teachers showed initiative in utilizing whatever digital tools were available—ranging from mobile phones to offline educational software. Even sporadic access to internet-enabled devices was leveraged creatively for instructional purposes. This demonstrates the importance of adaptability and problem-solving in rural education contexts. These findings further support the work of Mokoena (2023), who highlighted the importance of teacher innovation in overcoming resource shortages.

Professional development was also emphasized as a key strategy. Teachers reported actively seeking opportunities to improve their teaching through workshops, online courses (when accessible), peer collaboration, and self-study. However, these efforts were often self-initiated and unsupported by formal institutional structures, highlighting the gap in systemic support for rural educators. Downes and Roberts (2004) have previously noted that urban teachers generally have better access to ongoing professional training, which perpetuates inequality in teaching quality between urban and rural schools.

Despite the insightful findings, the study has several limitations. The most significant is the small sample size—only five teachers from a single province were interviewed. While the depth of qualitative data provides rich insights, the limited geographic scope restricts the generalizability of the conclusions. Moreover, since the data relied on self-reported information from interviews, there is the possibility of response bias. Teachers may have portrayed their practices and challenges in a more favorable light, or conversely, may have emphasized difficulties more strongly due to frustration or burnout. Future research should aim to expand the sample to include teachers from diverse provinces and educational backgrounds. It would also be beneficial to incorporate triangulated data sources, such as classroom observations, student feedback, and school performance records, to gain a fuller picture of rural teaching dynamics. Additionally, given the rapid development of educational technologies, studies exploring the implementation of innovative tools such as virtual reality (VR), gamification, and adaptive learning software in rural settings would be valuable. These tools may offer scalable solutions for addressing some of the resource constraints identified in this and other studies.

Based on the findings discussed above, it can be argued that teaching in rural areas, while challenging, is not insurmountable—especially when teachers are equipped with the right strategies, training, and support systems. Teachers who understand their students, utilize available resources effectively, and continuously strive for professional growth are able to make meaningful educational impacts, even in under-resourced environments. However, their efforts must be supported by systemic reforms. Policymakers must prioritize the development of rural education infrastructure, ensuring equitable access to resources, qualified personnel, and digital connectivity. Equally important is the need to provide clear and consistent guidance to rural educators regarding shifts in educational policy and curriculum reforms. Teachers must be kept informed and empowered to implement changes effectively.

## CONCLUSION

The significance of education in rural schools cannot be exaggerated. English teachers in rural areas are required to possess the necessary expertise in teaching methodologies, as well as the ability to adapt to the challenging circumstances of students and substandard school infrastructure, owing to the absence of favorable environmental conditions. English teachers in rural schools are considered to have poorer competency compared to those in metropolitan schools. Rural schools face challenges in recruiting proficient instructors due to limited access to educational materials, insufficient school infrastructure, and also low technology competence. In light of these findings, several concrete recommendations can be made.

First, policymakers should prioritize investment in rural school infrastructure, including renovating classrooms, improving sanitation, and ensuring access to electricity and internet connectivity. These steps are fundamental to creating a conducive learning environment. Second, teacher training programs should be expanded and decentralized, allowing rural educators easier access to ongoing professional development. Specific training modules focusing on inclusive teaching methods, low-tech instructional strategies, and curriculum adaptation should be provided. Additionally, the recruitment and placement of qualified English teachers in rural areas should be incentivized through financial support or career advancement opportunities. Third, educational policies must include structured support systems for rural teachers, such as mentorship programs, regular supervision, and access to updated curricular materials. These supports can improve teacher motivation, retention, and instructional quality.

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