

**TEACHERS' CHALLENGES IN TEACHING ENGLISH  
IN REMOTE AREAS  
(A Case Study at Junior High Schools in Two Sub-Districts of West Borneo)**

**THESIS**

In partial fulfillment of the requirements  
for the Degree of Master of English Language Education



By

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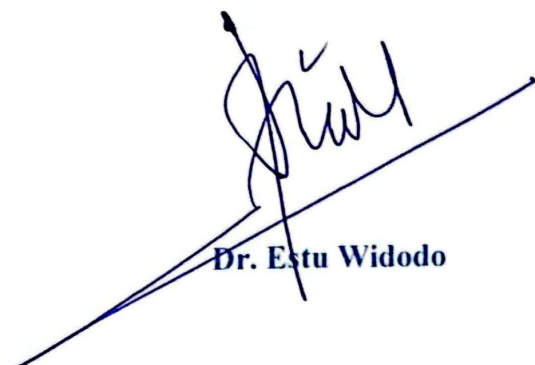


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Hereby, declare that:

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Malang, 14<sup>th</sup> August 2024

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## **ABSTRACT**

This study aims to analyze the challenges faced by English teachers in remote areas of West Borneo, the underlying causes of these challenges, and the solutions implemented by teachers. The unique and complex difficulties that remote places face is usually different from those urban areas face, and this can have a big effect on the quality of education. The researcher attempted to go more deeply into these issues in order to offer focused and useful improvement suggestions. To ensure that all children, wherever they are in the world, have equal access to high-quality education, it is important for us to understand the quality of English language teaching in remote areas. By improving our understanding of the challenges associated with teaching in remote areas, we will be able to provide specific and useful advice for development. The research utilizes a qualitative method with a multi-case study design, focusing on two junior high schools: SMPN 1 Air Upas and SMPN 1 Marau. Data were collected from four English teachers and six students selected through purposive sampling. The data collection methods included observations, interviews, and documentation, and the analysis involved data reduction, data display, and conclusion drawing.

The study identifies several challenges: a lack of students' competency, a lack of students' learning motivation, a lack of student respect for teachers, and uncontrollable behavior. The causes include the absence of English lessons in primary school, the lack of teacher expertise in teaching and no training for English teachers, teachers having other duties and teaching other subjects, the absence of dictionaries, facilities, and adequate teacher salaries, the diversity of customs and habits, and a lack of parental attention. Solutions proposed include familiarizing students with English through practice and utilizing authentic examples in teaching, engaging in online English teaching training, fostering creativity and employing interesting teaching methods, requiring students to bring dictionaries, providing adequate facilities, seeking additional income to address salary shortages, implementing motivational interventions, and disciplining students. These findings highlight the urgent need to increase support for teachers in remote areas, including better supply of resources, access to professional development, and policies that support the use of technology in education to overcome the challenges and improve the quality of English education in these remote areas. The study provides valuable insights and guidance for enhancing English language instruction in remote areas.

**Keywords:** *English language teaching, remote areas, junior high school, teacher challenges, qualitative research, multi-case study, West Borneo*

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### **ABSTRAK**

Penelitian ini bertujuan untuk menganalisis tantangan yang dihadapi oleh guru bahasa Inggris di daerah terpencil di Kalimantan Barat dan penyebab utama dari tantangan tersebut, serta solusi yang diterapkan oleh para guru. Kesulitan yang unik dan kompleks yang dihadapi oleh daerah terpencil biasanya berbeda dengan yang dihadapi oleh daerah perkotaan, dan hal ini dapat berdampak besar pada kualitas pendidikan. Peneliti berupaya menggali lebih dalam isu-isu ini untuk memberikan saran perbaikan yang terfokus dan bermanfaat. Untuk memastikan bahwa semua anak, di mana pun mereka berada, memiliki akses yang setara terhadap pendidikan berkualitas, penting bagi kita untuk memahami kualitas pengajaran bahasa Inggris di daerah terpencil. Dengan meningkatkan pemahaman tentang tantangan yang terkait dengan pengajaran di daerah terpencil, kita akan dapat memberikan saran pengembangan yang spesifik dan berguna. Penelitian ini menggunakan metode kualitatif dengan desain studi multi-kasus, yang berfokus pada dua sekolah menengah pertama: SMPN 1 Air Upas dan SMPN 1 Marau. Data dikumpulkan dari empat guru bahasa Inggris dan enam siswa yang dipilih melalui purposive sampling. Metode pengumpulan data meliputi observasi, wawancara, dan dokumentasi, serta analisis data dilakukan dengan cara reduksi data, penyajian data, dan penarikan kesimpulan.

Penelitian ini mengidentifikasi beberapa tantangan: kurangnya kompetensi siswa, kurangnya motivasi belajar siswa, kurangnya rasa hormat siswa terhadap guru, dan perilaku siswa yang tidak terkendali. Penyebabnya meliputi tidak adanya pelajaran bahasa Inggris di sekolah dasar, kurangnya keahlian guru dalam mengajar dan tidak adanya pelatihan bagi guru bahasa Inggris, guru memiliki tugas lain dan mengajar mata pelajaran lain, tidak adanya kamus, fasilitas yang kurang memadai, dan gaji guru yang tidak memadai, keragaman adat dan kebiasaan, serta kurangnya perhatian dari orang tua. Solusi yang diusulkan meliputi membiasakan siswa dengan bahasa Inggris melalui praktik dan menggunakan contoh autentik dalam pengajaran, mengikuti pelatihan pengajaran bahasa Inggris secara daring, menumbuhkan kreativitas dan menerapkan metode pengajaran yang menarik, mewajibkan siswa membawa kamus, menyediakan fasilitas yang memadai, mencari penghasilan tambahan untuk mengatasi kekurangan gaji, menerapkan intervensi motivasi, dan mendisiplinkan siswa. Temuan ini menyoroti perlunya peningkatan dukungan bagi guru di daerah terpencil, termasuk penyediaan sumber daya yang lebih baik, akses ke pengembangan profesional, dan kebijakan yang mendukung penggunaan teknologi dalam pendidikan untuk mengatasi tantangan dan meningkatkan kualitas pendidikan bahasa Inggris di daerah terpencil ini. Penelitian ini memberikan wawasan dan panduan yang berharga untuk meningkatkan pengajaran bahasa Inggris di daerah terpencil.

**Kata kunci:** *Pengajaran bahasa Inggris, daerah terpencil, sekolah menengah pertama, tantangan guru, penelitian kualitatif, studi multi-kasus, Kalimantan Barat*

# 1. INTRODUCTION

## 1.1 Research Background

Based on the guidelines from the Ministry of Education and Culture (Kemendikbud), the objectives of English language teaching for junior high school students include developing language competence so that students are able to communicate in everyday situations, both in personal, social, and academic contexts. As we know, almost all companies make English as a requirement in recruiting employees, this aims to make it easier for workers to communicate especially in multinational companies; therefore, teaching English is very necessary for students to obtain a more suitable job. In addition, with current technological developments, English is the primary language used in practically all technological communication. Using the technologies available today, in order to stay up-to-date, comprehend, and adjust to the current technological advancements, we must educate students to be fluent in English. Additionally, the fact is that English is the language that is utilized on the internet the most (Elc-schools.com, 2013). Not only that, there are many reasons why English is very important to teach, such as expanding relationships, facilitating communication with foreigners, broadening horizons, and most importantly helping survive in this highly developed world.

As a matter of fact, however, some teachers face various **problems** when delivering English lessons. According to Songbatumis (2017) there are challenges with English instruction that arise from both teachers and students. The study found that speaking difficulties, boredom, a lack of discipline, a lack of vocabulary knowledge, and a lack of focus were the main causes of the problems faced by the students. While lack of professional development, insufficient facilities and resources, time constraints, low competency with teaching methods, ignorance of IT, and lack of training were the main causes of the teachers' challenges in the classroom. According to Gultom (2015), numerous professionals and specialists in the industry have discussed the difficulties of teaching English in Indonesia. Look at the curriculum and syllabus, for instance. The material

covered in the English curriculum is rather extensive. It covers all of the language's elements and abilities. Still, there is a lack of sufficient results from the teaching and learning process.

In order to demonstrate one's commitment to the nation, the government views the enhancement of education in remote regions as a shared duty. Every year, the Indonesian government sends thousands of teachers to teach various subjects in rural areas as part of several projects to address the country's teacher shortage. Since teachers not only transfer knowledge but also encourage learning and motivate students, their role is crucial to the success of teaching and learning, particularly in remote places. There has been a lot of news circulating about how students in remote areas struggle to study, they have a burning passion and are willing to face all kinds of challenges to be able to get an education like other children to gain knowledge and try not to be left behind. Naturally, there must be an approach to educating and inspiring students to learn English in remote places. When the social, mental, and psychological characteristics of students in remote areas are different from one another, the teacher must be able to meet their needs. Thus, teachers need to maintain their professionalism. To teach effectively, one must understand how learning happens, know what to teach, and display professionalism.

Unfortunately, based on the initial observations in this remote area, the researcher discovered that students' interest, enthusiasm, and willingness to master English are quite poor. Because they won't be using English in their daily lives, they believe it is a pointless subject. Some of them added that pronunciation differs from words, making English an extremely challenging language to master. Previous research indicates that there are many **problems** related to English teaching and learning in remote areas **by Febriana et al. (2018), Widyanggara et al. (2020), Khulel (2021), Agung (2019), Songbatumis (2017)**. Every teacher has **challenges** in teaching English in remote areas. First of all, Febriana et al. (2018) have found several challenges faced by SM-3T teachers during the educational process in Indonesian schools located in rural areas. Infrastructure

comes *first*. The majority of the teaching and learning process in Indonesia's rural schools occurs in spaces with insufficient infrastructure. The reason for this is that the majority of schools in rural areas are very new and have few facilities. The *second* is the educational source. The school's resources are restricted; for example, the learning media aren't worth employing, and the necessary textbooks aren't available. The barrier to language comes in *third*. Indonesian language proficiency remains a challenge for students at remote Indonesian schools. The perspective of a parent is the *fourth*. Rural school parents don't think formal education is necessary for their kids. The inadequate quality of teachers comes in at number *five*. The fact that someone can hold two principal positions simultaneously makes it difficult for him to concentrate on moving the schools he oversees forward. The *sixth* category is student competence. Due to the lack of English language instruction in elementary schools, junior high school students in rural Indonesia are studying the language for the first time and *lastly*, the mindset of the student. One more barrier that teachers in rural Indonesian schools have in delivering easily understood lessons to their students is the kids' lack of motivation in studying English.

Secondly, **Widyanggara et al. (2020)** discovered that one of the difficulties the teachers faced was the lack of suitable educational facilities. *Firstly*, electricity was not available. As a result, learning media couldn't be used effectively. The *second* is parents that don't inspire their kids to be motivated. The student's parents did not provide their children with sufficient support for attending school. *The third* is the lack of students' competence. Some illiterate students struggled with reading and writing. Naturally, it forced educators to work harder. *The fourth* is that the teacher lacks coordination and is overburdened with responsibilities. The headmaster, the administrative team, and the parents of the students must collaborate to overcome the challenges that instructors confront in order to fulfill their role in society and in school-based administration.

Thirdly, **Khulel (2021)**, who investigated the obstacles faced by teachers when instructing young students in English in primary schools in rural areas in

Baureno, East Java, found three difficulties. *The first* is the obstacles faced by teachers regarding students' socioeconomic status. The socioeconomic status of students significantly affected their capacity to learn English. Student's parent's educational backgrounds had a significant impact on their financial status and profession. Working parents consequently spent most of their time at their jobs. *The second* is the concerns from teachers about the role of English in the national curriculum. Less suitable circumstances for teaching English were produced by teaching a local content subject in English than by teaching it as a primary subject. The teachers met the students once a week and English classes were barely seventy minutes long. *The last* is the Covid-19 pandemic. Making and delivering relevant material had been a difficulty for English teachers during the pandemic. They also related to English teachers' proficiency with technology.

Fourthly, **Agung (2019)**, who concentrated on the present difficulties in teaching English in Indonesia's least developed region discovered that there were numerous challenges in teaching English which included students' low competency in language understanding. The students struggled to comprehend what they were supposed to do during classroom exercises until multiple explanations and examples were offered, the students struggled greatly to read English-language literature, and feedback was ignored although adequate encouragement was provided. Other challenges were insufficient material resources, students' lack of enthusiasm and interest in studying, and a breakdown in communication between instructors and learners, and a lack of societal environmental support.

Finally, the research conducted by **Songbatumis (2017)** about English teaching challenges and solutions implemented by MTsN Taliwang English teachers showed that there were other issues, some of which were brought on by the instructors, some of which were created by students, and still others by the amenities of the school. Lack of linguistic proficiency, lack of discipline, boredom, and trouble speaking are among the reasons why students struggle. Teachers face a number of obstacles in the meantime, including inadequate professional

development, poor understanding of teaching methods, limited language competency, lack of teachers' training, and unfamiliarity with IT. In addition, there are issues with the facilities, like inadequate facilities and resources and a time constraint. The alternate alternatives include using a variety of teaching strategies, adjusting students' competency levels to the learning environment, utilizing the facilities and resources already in place, providing motivated feedback, looking for appropriate methods or materials, and teachers engaging in self-reflection.

In short, the previous researchers such as Febriana et al. (2018), Widyanggara et al. (2020), Khulel (2021), and Agung (2019), only centered on the difficulties faced by teachers, while Songbatumis (2017), concentrated on the issues facing teachers as well as their solutions. On the contrary, this current research is intended to analyze the challenges that English teachers encounter when instructing students in a remote area of West Borneo, the causes of the challenges, and the way of teachers to solve the challenges. The researcher focuses not only on the challenges and solutions associated with teaching English in remote areas, but also on the potential causes of these challenges, which have not been explored in previous studies. Understanding the causes of why challenges arise when teaching English makes it easier to identify challenges that might not always be obvious at the beginning. In addition to enabling teachers to respond to challenges more responsibly and successfully, this research can assist readers in understanding new perspectives, sharing personal experiences, and creating more effective teaching practices. Additionally, discussing solutions to these challenges might give educators who want to enhance the effectiveness of their English language instruction helpful guidance. The researcher believes that it is our responsibility to look into or discuss this topic more. The unique and complex difficulties that remote places face is usually different from those urban areas face, and this can have a big effect on the quality of education. The researcher attempted to go more deeply into these issues in order to offer focused and useful improvement suggestions.



## 1.2 Research Problems

- a. What are the challenges faced by English teachers at Junior High Schools in two Sub Districts of West Borneo?
- b. What are the causes of the challenges faced by English teachers at Junior High Schools in two Sub-Districts of West Borneo?
- c. How do the teachers solve the challenges of teaching English at Junior High Schools in two Sub-Districts of West Borneo?

## **2. LITERATURE REVIEW**

### **2.1 The Teaching of English**

Quoted from an infed.org article (INFED, 2023), teaching is a process that assists students in 'going beyond the information given' and creating their own understanding through the use of scaffolding and the spiral curriculum, which revisits important concepts with progressively more sophisticated material as the student becomes older (Bruner, 1960). Teaching involves more than just communicating ideas; it includes social acts where teachers and students interact to present and understand ideas effectively. This interaction is crucial in teaching English as it helps in organizing and producing persuasive communication that adheres to social norms and expectations (Amiryousefi & Rasekh, 2023).

English is studied and acquired as a foreign language in Indonesia, as opposed to nearby nations like Singapore, Hong Kong, and Malaysia, where it is taught as a second language. English has already demonstrated its phenomenal development and unique position as the world language (Language Educators Assemble, 2023). Due to factors in economics, politics, and history, English is currently widely spoken worldwide. It is among the few languages that are utilized in commerce, politics, and education. These factors may be sufficient to explain why we teach and study English today (M. A. Alkhuli, 2006).

The goal of teaching English in schools is to help students become proficient in the language in order to prepare them for the globalization era, as stated in the 1989 Constitution on the System of National Education and the Minister of Education and Culture's Decree No. 060/U/1993, dated February 25, 1993 (Rachmajanti, n.d. 2008). Furthermore, Nurkamto (2023) says that teaching English in schools should aim to educate students to become more proficient communicators so that they may succeed in their university studies (p. 287).

As a matter of fact, Sulistiyo (2016) discovered that there are many factors causing issues with EFL instruction in Indonesia. Firstly, and primarily, EFL instructors are required to instruct large classes of pupils—up to 50 students at a time. Secondly, not every English student is driven to learn the language. Students

must learn English for exams since it is a required subject, although their weekly exposure to the language is only two hours. Teachers and students alike face difficulties as learners due to students' low motivation and short hours dedicated to studying English. Teaching English becomes a critical challenge when it is done as a foreign language. Thirdly, the focus of English instruction in schools and universities is mostly on reading comprehension with less emphasis on vocabulary and grammar (Setiyadi, 2001; Sawir, 2005). Consequently, speaking, writing, and listening are among the other abilities that are never taught (Sulistiyo, 2016).

According to Abrar & Mukminin (2018); Jon et al. (2021) speaking in the target language is especially challenging for many students, as it often requires them to convey their ideas verbally in addition to other skills. Many students are rarely motivated to study English because of the challenges, inadequate resources, and lack of time and practice opportunities. Furthermore, teachers encounter several other problems in optimizing language learning, such as students' diverse backgrounds and characteristics that influence their language acquisition (Jon et al., 2021). Furthermore, using PowerPoint presentations and other educational materials is a factor in the issue. In order to carry out the teaching and learning process in an engaging and successful manner, teachers are unable to maximize their usage because of their credentials, teachers can teach English even if they have never taught before (Sukmahidayanti, 2015). Furthermore, it appears that teaching English is more difficult when it comes to teacher problems caused by a lack of experience (Karademir & Gorgoz, 2019).

Kirkpatrick (2008) claims that the quality of English instruction in Indonesian institutions and schools has declined recently. She pointed out that the outcomes are unsatisfactory even though English is taught and utilized as a foreign language in Indonesia and formal education has involved years of English instruction. Numerous factors, such as large class sizes, a shortage of qualified teachers, a lack of teaching facilities, and inadequate teacher compensation, have been identified

by prior research as impediments to language acquisition and teaching effectiveness in Indonesia (Kirkpatrick, 2007; Sulistiyo, 2008).

As one of the alternative solutions, Jon et al. (2021) who investigated the student perception towards English language teaching in Indonesia found that regarding the teachers' attitudes toward teaching, the availability of enough resources, their learning techniques, and the engaging media, the students expressed satisfaction with the English teachers' methods of instruction. It shows that language acquisition is successfully implemented by English teachers with their students (A. Lamatokan, 2018). In addition, Indra et al. (2020) found that a great teacher can be recognized by a multitude of traits, including their demeanor, their interactions with students both within and outside of the classroom, their understanding of their students' needs, and even their attire.

## 2.2 The Teaching of English in Remote Area

The student's performance in their education may be influenced by the environment in which they reside (Hossain, 2016). Put another way, factors that affect student learning and achievement levels include geography, resources, technology accessibility, and teacher quality. In comparison to rural areas, which are located in remote and typically consist of farming or country areas, urban areas are those that are surrounded by cities and are highly populated. Current educational research has studied rural and urban differences in their achievement. Hossain (2016), also stated that there is a widespread belief among educators, scholars, politicians, and the general public that students attending rural schools generally receive a lower quality of education than those in urban areas. When it comes to teaching or the problem of learning English as a second language, the situation is considerably worse.

The differences in English language proficiency between students in rural and urban areas are resulting from a number of causes. Family factors come first. The performance of a child is greatly influenced by their family. Students in rural areas perform worse than students in metropolitan areas because of parental education. The financial factor is the second. The students' history is related to the

low socioeconomic status of their family, it is an additional element influencing their proficiency in English. The majority of children in rural areas come from low-income families, which means they do not have access to as many educational resources as students in urban areas. Students from more affluent families gain more advantages than those from less rich families, who do not have access to as many resources or facilities.

The third is logistic support. Rural educational institutions don't have the same level of logistical support as those living in urban areas. The deficiency of facilities and resources contributes to the low level of English language competency among students in rural areas. It might be difficult for remote places to get access to educational resources including textbooks, teaching aids, and modern technology. On the other hand, non-remote locations typically have better access to a wide variety of educational resources and materials (World Bank Education). Less qualified teachers are next. In rural areas, there are not enough qualified teachers. Due to the lack of motivation and opportunity, English teachers may be in limited availability in remote places. English teachers with greater training and experience typically choose to teach in more social places (Mitchell et al., 2022). In comparison to students in urban areas, students in rural areas have less proficiency in the English language. The last factor is adequate literature. Lack of current, high-quality English textbooks makes it impossible for educational institutions in rural areas to guarantee that students will acquire the content as well as they might. This is because these institutions lack both good lecturers and a significant amount of literature (Hossain, 2016)

### 2.3 English curriculum in Remote Area

A variety of definitions related to curriculum have been put forth, including those by Wheeler (1967), Eisner (1979), Tyler (1949), Skilbeck (1984), and Print (1993). A "curriculum" outlines the knowledge and abilities that students should gain in their unique learning environments, as well as all of the prearranged learning opportunities that are given to them and the experiences they have when the curriculum is implemented (Madya, 2015). Without a curriculum, education

cannot run properly and efficiently. Academically, the curriculum has at least four primary parts, including: the objectives to accomplish, next is the content, or teaching resources, the third is the teaching strategies that teachers can employ, the fourth is the methodology employed to measure and evaluate how well the teaching method worked (Hakim & Hamzah, 2022)

English curriculum implementation is essential to achieving the goal of English language proficiency in rural areas. According to Mulyasa (2013: 41); Nita (2022), the creativity of the teachers is the most important aspect in deciding how well the curriculum is implemented. A teacher's capacity to teach students determines how effective they are in the classroom. The Indonesian government has made a number of efforts to raise the proficiency level of English spoken by educators and students. Revision and modification of the curriculum was one of the attempts. However, the revision happens fairly quickly (Poedjiastutie et al., 2018).

Every time a new minister of education takes the position, the curriculum is changed. Over the past 70 years since it gained independence, Indonesia has changed its school curriculum 11 times. Indonesia has curriculums from 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997, 2004, 2006, and 2013. Curriculums haven't been able to raise society's level of English proficiency in spite of this (Poedjiastutie et al., 2018). According to Ornstein and Hunkins (2013); Poedjiastutie et al. (2018), there are a few explanations for why teachers generally criticize curriculum changes. First, there is a lack of administrative and training assistance; second, there is a lack of ownership; and third, there is a sudden and significant change, especially with regard to the English subject.

Nita et.al. (2022), discovered about the challenges that English teachers faced when implementing the 2013 curriculum in remote areas. Specifically, the shortcomings of instructional materials or resources like dictionaries and textbooks, also due to the fact that many students still speak their mother tongues, also create language obstacles, as do the accessibility of the internet and electricity for use with electronic tools like computers, which are also learning tools

(Sudiran, 2017). Teachers therefore struggle to effectively implement the 2013 curriculum in rural areas. According to Kharimah et al. (2023), the completion of the learning assessment function is one of the challenges in implementing the Merdeka Curriculum. One important component that is usually disregarded in the process of achieving curriculum implementation goals in schools is the application of learning assessment. Currently, some teachers only carry out final or summative assessments for learning, even though this is contrary to the idea behind assessment and learning theory. Instead, assessments for learning should be implemented at three different points: the beginning, middle, and end of the learning process.

#### 2.4 Challenges in the Teaching of English in Remote Area

When teaching English in a distant place, there are a number of obstacles that both teachers and pupils must overcome (Febriana et al., 2018; Songbatumis, 2017; and Widyanggara et al., 2020).

##### 2.4.1 Teachers' Challenges

The difficulties and obstacles teachers encounter when teaching students in the classrooms are also known as challenges. Previous research by Songbatumis (2017), Widyanggara et al. (2020), and Febriana et al. (2018) indicates that English teachers in remote areas confront a number of challenges.

###### *a. Teacher inadequacy*

Febriana et al. (2018) stated that Indonesia's distant schools' shortage of trained instructors presents another difficulty for SM-3T teachers. For instance, the possibility of a person holding two principal ships is a barrier to focusing efforts on improving the schools. There are very few civilians teaching in Indonesia's rural schools. The elementary school principal is still the junior high school's headmaster in addition to being the headmaster of the primary school. There are no teachers employed by the government; all of them are volunteers.

Widyanggara et al. (2020) found that there were only three civil servant teachers, four with the principal at SMPN 3 Wawonii Tenggara. All civil servants are migrants. Because of their inadequacy, teachers frequently teach subjects in which they lack knowledge and are forced to teach multiple subjects at once. For instance, a physics instructor should teach English, and a math instructor should teach English. Lessons taught in such circumstances are less successful because of the incompatibility between the subjects and the teachers (Febriana et al., 2018).

*b. Teachers' lack of proficiency and limited teaching knowledge*

Songbatumis (2017) identified various challenges encountered by teachers in English instruction; the first was a lack of training. All respondents stated their frustration with the lack of training programmes most commonly. They all agreed that there was an essential need for English teacher training. The second is a limited knowledge of learning strategies. One of the teachers stated that her method of teaching was monotonous. The third is a lack of IT experience. A teacher shared that she did not integrate technology into her classroom teaching methods. Due to their lack of IT experience, they were hesitant to take the TOEFL test or practice.

*c. Language proficiency issue*

For the teachers in Indonesia's rural schools, the restrictions on the use of the Indonesian language presented additional challenges. Due to teachers' limited ability to comprehend students' native tongue and students' lack of fluency in Indonesian, teaching English lessons presented challenges (Febriana et al., 2018). According to Widyanggara et al. (2020), the location of the study includes children from various remote areas who are still fluent in their native tongue. Several students tended to combine the Indonesian Language with their native tongue since they lacked fluency in speaking and understanding the language. It made teaching challenging for teachers, particularly those from outside the area.



*d. The lack of infrastructure*

The research conducted by Febriana et. al (2018), found that Rural Indonesian schools typically have inadequate facilities for the majority of the teaching and learning activities. One of the teachers said that he found it challenging to prepare teaching materials because of the lack of electricity in his school. Students had to travel a fair distance to go to school from their homes, and the roads were in poor condition and there were insufficient transportation options. According to Widyanggara et al. (2020), there is extremely limited equipment available to help teachers succeed in their classrooms. For a teacher in a rural place, this is one of the most challenging situations. Teaching a language requires equipment, especially for those teaching English in rural place. The unavailability of electricity is the issue. Learning media cannot therefore be used appropriately.

According to Songbatumis (2017), there are insufficient resources and facilities. The facilities of the school, according to the participants, did not help with the teaching and learning of English. They said that all teachers could only use one device, which prohibited the use of modern technologies like sound systems and LCD projectors.

*e. The lack of learning sources*

According to Febriana et al. (2018), a shortage of educational resources is a challenge for instructors in Indonesia's rural schools. Interview data that stated the school's insufficient resources, including the lack of supporting learning materials and inadequate quality of its learning media, is apparent. Another barrier to the teaching and learning of English was the fact that very few students carried dictionaries to class, as they also remarked. Because it only contains a limited number of terms that are insufficient to meet the demands of students, the dictionary is also far from being appropriate. According to Songbatumis (2017), there was a dearth of K13-based material available, particularly for seventh-grade students.

## 2.4.2 Students' Challenges

Prior studies have also discovered that students in rural areas face challenges when learning English (Songbatumis, 2017; Widyanggara et. al., 2020; and Febriana et. al., 2018).

### *a. Lack of students' competency*

The first problem is student low competence. According to Songbatumis (2017), Some students may be unable to engage in class due to an inadequate vocabulary use. Lack of vocabulary competency among students was the biggest obstacle to meeting their educational objectives. Then, when certain students are not paying attention in class, it becomes challenging to comprehend the material that the teacher is trying to convey; as a result, the teaching objective cannot be fully met. Also, two participants emphasized about the need to encourage students to speak. They claimed that it is challenging to get students to speak. Each of them addressed problems with their speaking abilities. While according to Widyanggara et. al (2020), one common issue and challenge that arises often in remote education is student incompetence. One of them is that some kids struggle to read and write. Furthermore, many students lacked the proficiency to communicate in or comprehend Bahasa Indonesia; instead, they combined Bahasa Indonesia with their own language.

### *b. Lack of students' motivation*

Education is not the community's primary goal because most individuals do not recognize its significance. Furthermore, instructors at remote Indonesian schools find it challenging to deliver courses that the students can grasp due to the kids' disinterest in learning English (Febriana et al., 2018). Songbatumis (2017) found that some students find studying English to be boring when a certain subject matter is covered by the teacher. Related to the students' motivation, some of students do not have self-motivation to feel confidence in them self, especially in learning English. The majority of

students' fear of making mistakes, especially when it comes to mispronouncing or spelling words, is another problem (Songbatumis, 2017).

c. *Lack of discipline*

Widyanggara et al. (2020) found that the teacher arrived before the students. While students arrive in the afternoon, teachers arrive in the morning. Students sometimes join the teachers when they arrive throughout the midday hours. Because the instructor provided a briefing at 6.40, the students received punishment. According to Songbatumis (2017), there was a connection between discipline problems and the student class division. She discovered that although this issue does not exist in the class for the brightest kids, class E, it does exist in classes A, B, C, and D.

- a. In Songbatumis (2017), Copland (2014) reported that disciplinary issues were linked to aspects such as student age and sex, distinction, attitudes of parents, lack of experience, not sharing their first language, and maintaining the students' motivation. School-age children who experience negative circumstances will later develop behavioral anomalies as a result of their problems. Adolescents in school years have engaged in deviant behaviors such as drinking, smoking, fighting among peers, and leaving without permission. For the English instructors at SMP Negeri 2 Wawonii Tenggara, this situation presented a challenge (Widyanggara et al., 2020).

## 2.5 The Causes of the Challenges in Teaching English

There is always a cause for every challenge or problem. Here are the causes of the challenges that educators and learners encounter when instructing in English in remote area (Febriana et al., 2018; Songbatumis, 2017; Widyanggara et al., 2020; Khulel, 2021).

### 2.5.1 The Causes of Teachers' Challenges

The challenges that teachers encounter when instructing English have multiple root causes in remote area based on previous research, such as Febriana et al. (2018) and Songbatumis (2017).

#### *a. Lack of support for teachers in remote areas*

According to Febriana et al. (2018), the lack of support for teachers in remote areas is the cause of inadequate instructors in Indonesian rural schools. Furthermore, the low welfare of teachers in Indonesian rural schools contributes to the teacher shortage. It is due to the few governmental servants teaching in Indonesia's rural schools. Also, it can be difficult for teachers to find high-quality professional development programs in remote areas. These teachers may not have the same possibilities for training and skill improvement as students in non-remote places due to geographic isolation and inadequate resources (UNESCO).

#### *b. Lack of enthusiasm and professional development among teachers*

The cause of the teachers' limited teaching knowledge and development is the lack of enthusiasm among teachers and their lack of professional development. One of the teachers admitted that she did not make an effort to advance and improve herself through education and creativity in the teaching of English. She also discussed the challenges she encountered when teaching songs to students. She occasionally skips over teaching a topic about songs in K13 (the 2013 curriculum) since she can't sing (Songbatumis, 2017).

c. *Lack of local language proficiency among teachers*

The fact that teachers were not equipped with local languages is the cause of the language proficiency issue. For educators in remote Indonesian schools, the limited use of the Indonesian language presents a challenge. Teachers in remote areas may have a variety of linguistic and cultural backgrounds, which makes it difficult to teach English and modify their lessons to fulfill the pupils' needs. The Indonesian language remains a challenge for students attending rural Indonesian schools, and SM-3T teachers assigned to these schools are not fluent in the local tongues. It then provided difficulty for these educators in terms of delivering lessons (Febriana et al., 2018).

d. *Geographical isolation*

Because remote areas are frequently located far from urban centers, obtaining the construction materials and equipment which are needed to build infrastructure there can be challenging and expensive. As cited by UNESCO it is challenging and expensive to develop and maintain school infrastructure in remote places because of the rough terrain and a significant distance separating these locations from cities. Febriana et al. (2018) also claimed that the majority of schools in rural areas are brand-new, with few facilities. Most educational instruction in Indonesia's rural schools occurs in poor facilities. This is due to the fact that most rural schools tend to be new and have few amenities. Furthermore, school principals showed little interest in building and improving infrastructure.

Additionally, it may be challenging to access both physical and digital resources for learning because remote areas are usually far from major urban centers and educational centers. According to Febriana et al. (2018), just a small number of students brings dictionaries to class. Because it only contains a small number of words that cannot meet students' demands, the dictionary is likewise far from suitable. The government sends books, but there isn't much upkeep or storage. The books in one of the respondent classrooms were trashed by young people living nearby, making them unusable as supplementary materials for instruction (Febriana et al., 2018).

### 2.5.2 The Causes of Students' Challenges

Based on the study carried out by Songbatumis (2017); Widyanggara et al. (2020); Febriana et al. (2018); Khulel (2021), the challenges students have in acquiring the language in rural areas have numerous causes.

#### *a. Limited exposure to English*

Students' ability to learn English can be affected by remote locations because of the limited outside-of-classroom exposure to the language. Widyanggara et al. (2020) identified that a significant cause of students' poor English skills is their inability to access education in remote areas. Contributing factors include the scarcity of private English courses in rural regions and low enthusiasm for English classes among students. In rural elementary schools, children tend to spend more time playing than studying. Additionally, some students struggle with illiteracy, lack basic English skills, and are not fluent in the Indonesian language. The absence of English courses in primary schools means that by the time students reach junior high, they lack a strong foundation in English (Widyanggara et al., 2020).

According to Songbatumis (2017), students get English lessons when they are in junior high school, this can cause students difficulties in understanding English lessons because students are not introduced to English as early as possible. However, Febriana et al. (2018) claimed that because students believe English to be a tedious and challenging topic, they are not motivated to learn it. Because they cannot apply English outside of the classroom, students also believe that it is a non-important topic. The motivation of the students' parents, their lack of effective learning strategies in school, and the students themselves can all be contributing factors to a lack of student competency (Widyanggara et al., 2020).

#### *b. Economic and social factors*

According to Khulel (2021), the students' social and economic backgrounds contribute to their low motivation to learn English. Family circumstances negatively impact their drive to study the language. Students' socioeconomic

status significantly affects their ability to learn English. In rural schools, parents do not place a high value on formal education. Due to this lack of parental interest, there is less encouragement for children to study diligently (Febriana et al., 2018). Additionally, students' disinterest in learning English can stem from their perception of the subject as both unappealing and difficult. The difficulties that students experience, such as their inability to recall a list of English vocabulary that are distinct from those in their native tongue, also contribute to their lack of enthusiasm in studying the language (Febriana et al., 2018).

c. *Lack of motivation among students*

Widyanggara et al. (2020) stated that discipline problems among students are common in schools. It is a typical difficulty that teachers encounter and overcome in classrooms. A lack of discipline in students might be caused by low learning motivation, particularly when it comes to attending school. Students' disobedience was primarily caused on by two factors: (1) internal causes that occurred within the students; and (2) external causes that occurred outside of the student's control such as lack of parental attention to ensure that students arrived on time to school. Furthermore, the absence of teacher supervision was the primary cause of student delinquency at SMP Negeri 2 Wawonii Tenggara. Additionally, the school's lack of a fence contributed to the disruptive behavior of the students. Without a pass, the students might come and go from the school. The high number of teenage dropouts who attended school had an impact on the kids and was another caused of their criminality (Widyanggara et al., 2020).

## 2.6 The Solutions of the Challenges in Teaching English in Remote Area

After identifying the challenges English teachers encounter in remote areas and the underlying causes, the following authors offer solutions to these issues: Songbatumis (2017), Widyanggara et al. (2020), Agung (2019), and Febriana et al. (2018).

### 2.6.1 The solutions of teachers' challenges

Songbatumis (2017), Widyanggara et al. (2020), and Febriana et al. (2018) have identified several solutions to the challenges teachers face when teaching English in remote areas.

#### a. *Give teachers incentives*

Providing incentives or rewards, such as increases in salary or accommodations, may encourage qualified English teachers to work in remote areas. Good teachers may be attracted to and retained in remote places with the use of incentives like better pay, accommodations, or opportunities for career advancement (World Bank). By recruiting volunteers or language assistants who are fluent in English, it is feasible to improve language support in the classroom (TESOL, 2007). According to Febriana et al. (2018), the introduction of SM-3T instructors may help to alleviate the lack of clarity in local education and having teachers, such as SM-3T teachers, can be helpful in resolving this problem.

#### b. *Provide teachers with training and professional development*

Giving teachers in remote areas specific training that emphasizes language proficiency, instructional strategies, and classroom management is recommended by UNESCO. According to the OECD, schools in Indonesia's rural and remote areas "often lack skilled teachers" (p. 271). Therefore, it is essential to provide teachers in these regions with training in teaching and learning processes, including the development of engaging educational materials and effective English teaching methods (Indra et al., 2020). A solution highlighted by Songbatumis (2017) involved inviting speakers from institutions like IAIN Mataram (State Islamic University of Mataram) and the



Education Quality Assurance Agency to conduct lectures and training sessions on teaching materials, media, and methodologies.

To help teachers improve their English language skills, provide frequent language training sessions and workshops. Teachers' delivery of language teaching should be well-received by the students. The subject teachers must put forth extra effort to help their students acquire English by teaching in three languages: the native tongue, Indonesian, and English (Febriana et al., 2018). Widyanggara et al. (2020) added that the teachers and the school need to put forth considerably more effort to address the underlying causes of the problems. Besides that, to encourage the development of education in schools, teachers should also properly manage their classroom, students' tasks, the classroom environment, learner seating arrangements, and the utilization of instructional material (Widyanggara, et al., 2020). Instructors need to understand how their pupils acquire knowledge, the manner in which it impacts them, and how the lessons they receive may come in handy down the road (Derakhshan, 2015).

c. *Encourage infrastructure development*

With the assistance of an adequate infrastructure, students can follow the process of learning and instruction more successfully (Febriana et al., 2018). The school usually lacks services and facilities in the community and in areas where instructors live or board. The teachers can overcome some of their obstacles if the school provides them with those amenities and facilities. Encouraging the development of better school infrastructure, such as libraries, computer laboratories, and internet connectivity, to provide access to learning resources is the solution. If the instructional materials are not supported, English teaching will not be successful.

Songbatumis (2017, p. 58) and Pande (2013) emphasize the need for "special effort to ensure that teachers have adequate teaching facilities, including space, books, and teaching aids." Addressing the availability of teaching resources is crucial for improving English teaching and learning. Enhancing facilities and resources is the key solution. According to Songbatumis (2017),

the finance manager of Bantuan Operasional Sekolah (School Operational Assistance), who also handled bookkeeping, highlighted the book shortage issue, mentioning that the school annually tries to stock the library and provide free Wi-Fi. The provision of teaching aids is vital and should be expedited, as teachers cannot effectively instruct without them. There is a pressing need for more learning tools to help students become familiar with English and give them sufficient exposure to the language (Pande, 2013).

#### 2.6.2 The Solutions of the Students' Challenges

Some of the solutions for the students' challenges offered are by Songbatumis (2017); Widyanggara et al. (2020) and Agung (2019).

##### *a. Recruit qualified teachers*

Due to the low proficiency levels in English among students, it is crucial for teachers to begin instruction immediately. Teachers must possess the necessary knowledge and experience to teach English effectively. They should align their teaching methods with the students' competency levels and learning environments to help students focus on clear learning objectives. This approach aids students in understanding topics more easily and highlights the importance of using real-world examples in English education. Songbatumis (2017) also noted that teachers should feel confident in asking proficient students, who have learned English outside of school, to help teach specific aspects of the subject. Agung (2019), stated that it was crucial to bring assistive technology into lessons in the classroom it could create an engaging teaching strategy, introduce students to the modernity of English education, and enhance their soft skills in laptop and internet use.

##### *b. Enhance the students' motivation*

According to Songbatumis (2017), study groups are one way that the school helps pupils learn English; another is by offering inspirational guidance. Giving students motivational advice was a good strategy to increase their desire to learn English. For passive students, teachers frequently provide motivational feedback; also, when a pupil lacks motivation, they initially

provide them verbal encouragement. Instructors remain advise students to keep studying and improve their interest in learning English (Songbatumis, 2017). They agreed that they used the books that were already accessible to address the K13 (curriculum of 2013) book scarcity by utilizing the facilities and resources that were already available. Giving students motivating comments was a good strategy to increase their desire to learn English. The last is teachers' self-reflection and giving motivating feedback.

*c. Implement positive classroom management*

By creating specific and consistent standards and guidelines in behavior, a classroom environment can be effectively organized and disciplined. On the other hand, implementing rehabilitative methods that focus on removing harm and building connections can help address the fundamental causes of disobedient behavior. Songbatumis (2017) stated that control and punishment were what teachers utilized on disobedient and disciplined children. Also, Widyanggara et al. (2020) said that the most effective strategy of action is to punish persistently late students in a way that provides as prevention.

### **3. RESEARCH METHOD**

#### **3.1 Research Design**

This study utilized a qualitative research method. Gay (2006) describes qualitative research as the gathering, analysis, and interpretation of detailed narrative and visual data to gain insights into a particular phenomenon. The aim of qualitative research is to provide an in-depth understanding of a specific phenomenon, such as an environment, a process, or a belief. Essentially, this method seeks to describe all aspects related to the research focus. Specifically, this study employed a multi-case study design. This qualitative approach allows researchers to compare and contrast individual cases, showcasing a range of qualities and extremes to create depth and understanding of a broader phenomenon while preserving the uniqueness of each case (Baxter & Jack, 2008; Thomas, 2011). Stake (2006) defines a multiple-case study as the intentional analysis of two or more complete single-case reports. Examining how the program or phenomenon functions in many environments is a key consideration when doing a multi-case study (Stake, 2006 ; Adams et al., 2023). Multi-case study design was very suitable to be used in this research because the researcher used multiple research locations to gain a more comprehensive understanding of a particular phenomenon by providing more evidence and data to support the findings. The objective was to obtain a comprehensive description and comprehension of the subject matter (referred to as the "case"). The case that was explored in this current research includes the challenges, causes, and solutions of the challenges encountered by English instructors when instructing students in junior high schools in two sub-districts of West Borneo. The first was SMPN 1 Air Upas, and the second was SMPN 1 Marau. These two junior high schools were located in sub-district cities where several issues had been identified based on earlier preliminary surveys, making this research location truly supportive of the research topic. Additionally, these two junior high schools had larger classes than other junior high schools, making it possible to conduct this study.

### 3.2 Research Subjects

According to anthropologist Harry Wolcott (1990), the participants in the qualitative study belonged to a "culture sharing group." This term places more emphasis on patterns of observed behavior (Feig, Anthony D.; Stokes, 2011). The subjects from which data had been collected were known as data sources. The researcher collected the data from two groups of participants: English language instructors and learners from two junior high schools in sub-districts of West Borneo. In the case of English teachers, there were only four teachers in the two schools; that was, two teachers taught at SMP N 1 Air Upas and the other two at SMP N 1 Marau. Since there were only four teachers, all of them were involved as participants and data sources.

As for the second group of participants, there were 654 students at the two schools: 289 at SMP N 1 Air Upas and 365 at SMP N 1 Marau. From the 654 students, the researcher only selected six students as participants. In order to collect the data from the students, the purposive sampling method had been applied. Purposive sampling generally involves the selection of a sample by considering certain criteria; the goal is not to generalize to a population but to gain insights into a phenomenon. The researcher was carefully assigned the students as participants who fulfilled certain criteria that had maximized understanding of the phenomenon (Omona, 2013). The criteria included:

- a. Students who were the fastest to understand the English lesson.
- b. Students who were at the medium level for understanding the English lesson.
- c. Students who were the slowest in understanding the English lesson.

The students who fulfilled the criteria were selected by used the snowball sampling technique. Snowball sampling typically comes into focus after data collection has started. The first student who had already been interviewed for data collection was asked to recruited more students until the data was saturated, i.e., there was no more new information.

### 3.3 Data Collection

Three different approaches, or data collecting processes, were employed in this study to acquire data: observations, interviews, and documentation. The data collection was conducted for 2 weeks in November 2023.

#### 3.3.1 Observation

The observation technique is intended for seeing and describing a subject's activities during data collection. It includes the basic technique of carefully observing the phenomenon until some institution or insight is reached (Kumar, 2022). In this study, an observation checklist was utilized, providing a list of items for the observer to check while observing the schools. There were 75 questions on the observation checklist, which covered the three research problems. This checklist offered a structured framework for observing and identifying the challenges teachers faced when teaching English in schools in remote areas. Two techniques (observation and interview) and three instruments (an observation checklist, an interview guide and documentation) had been utilized in this current research (Creswell, 2015).

Furthermore, the researcher fulfilled the observation checklist while observed the teachers when taught English and also explained the observation of teachers' teaching preparation (examined lesson plans), teaching and learning process (examined teaching and learning activities), and teaching evaluation. The researcher has conducted eight classroom observations at two different junior high schools.

#### 3.3.2 Interview

An interview typically involves a face-to-face conversation between a researcher and a participant, during which the participant provides information to the interviewer (Creswell, 2012). Dessler (2005) describes an interview as a process designed to gather information from a person's verbal responses to oral questions (Sriprabha, 2016). In other words, it was a technique for gathered primary information on the study's issues. In order facilitated the data collection

through interviews, an instrument in the form of an interview guide had been utilized. The researcher did an interview with the four teachers and six students from the two different junior high schools. The researcher employed a semi-structured interview to gathered more systematic research data. This was an in-depth interviewed since the application processed was more flexible than a structured interviewed. The total number of interview questions was 106 Items. There were 60 questions for teachers to respond to the three research problems, and 46 questions for students to provide information in support of the teacher's statements. This interviewed intended to dig out more comprehensive data. The questions that had been given were based on the theories from previous research concerned the challenges, causes, and solutions faced by English teachers in teaching English in remote areas.

### 3.3.3 Documentation

Data-collection techniques are supported by instruments known as documentation instruments that utilize documentation rather than direct contact with the research subject. The document may consist of written content, items, pictures, or both (Sidiq, 2019). Researcher used the documentation approach to collected written data, such as educational transcripts. Researcher gathered and examined data from documents associated with the research topic used this documentation. The following types of documentation had been employed in this study. The researcher has collected profiles of the schools, teaching materials, curriculum, and learning implementation plans, along with numerous photographs to bolster the findings of the documentation analysis and provide proof of the study's completion.

### 3.4 Data Analysis

The collected data were analyzed using the following procedures: data reduction, data display, and conclusion drawing (Miles & A. M. Huberman, 1994)

#### **a. Data Reduction**

It is very possible that a qualitatively collected research activity produced more data than its final findings. But used the data reduction process to edited, summarized, and showed the data was very helpful. In order to make things easier to understand and more obvious, the researcher reduced the data. Miles & A. M. Huberman, (1994) explained that by selecting a conceptual framework, research questions, cases, and instruments, the researcher engages in data reduction, which narrows down the potential range of data in a proactive way (Mezmir, 2020). In this study, data reduction involved assessing the challenges faced by teachers, identifying the causes of these challenges, and exploring possible solutions. The researcher then summarized, chose the relevant items, and deleted the data that was not required. Thus, the reduced data offered a clear picture of the study conducted by researcher, made it easier for researcher to collected further data.

#### **b. Data Display**

Data display is considered a crucial step during the qualitative data analysis or writing-up stages. The concept of data display, according to Miles & A. M. Huberman (1994), includes choosing data segments that most effectively convey the topics of interest by employing textual representations of the data (Mezmir, 2020). Burke et al. (2005) and Miles & A. M. Huberman (1994) assert that a display can be utilized to represent exploratory, fundamental, or initial data. Additionally, at the later stages of the analysis process, it can help clarify specific or causal explanations. It can also be used to generate research hypotheses and advance theory (Verdinelli & Scagnoli, 2013). In addition to displayed way of organized, summarized, and simplified data concerned the teacher challenges, causes of the challenges and solutions to teaching English



in remote areas, visual displays helped the researcher in the presentation of inference and conclusions.

**c. Verification/Withdrawal Conclusion**

This step, according to Miles & A. M. Huberman (1994) includes "drawing meaning from displayed data." Drawing here should be understood to indicate collecting the appropriate meaning, structure, or processes from the data. Provided an important result about how the facts represented the issue, namely, what were the challenges, causes, and solutions to the challenges English teachers encounter when instructing students in remote locations, was the final step in this study. Drawing conclusions and data verification were done by made conclusions based on the summary of the data that appeared on the data display so that the data had meaning. Researcher drew conclusions by classified and described the data that had been collected.

## 4. RESEARCH FINDINGS AND DISCUSSION

### 4.1 Research Findings

This section presents the results of the data analysis which are intended to answer three research questions: 1) What are the challenges faced by English teachers at junior high schools in two sub-districts of West Borneo? 2) What are the causes of the challenges faced by English teachers at junior high schools in two sub-districts of West Borneo? 3) How do the teachers solve the challenges of teaching English at junior high schools in two sub-districts of West Borneo? Thus, the researcher can describe the findings as follows:

#### 4.1.1 Teachers' Challenges in Teaching English at Junior High Schools in two Sub-Districts of West Borneo

Based on the results of the data analysis, the teachers' challenges in teaching English included: 1) lack of students' competency 2) lack of students' learning motivation 3) lack of student respect for teachers and uncontrollable behavior.

##### ***4.1.1.1 Lack of Students' Competency***

Lack of student competency is the fundamental challenge that teachers in two sub-districts of West Borneo commonly encountered when teaching English. The following statement from the teacher highlights how low the students' English language skill;

*“The students' competencies are genuinely poor; if they truly want to develop, then they can. Some of them have even competed in the Olympics before, but yes, there is a deficiency in the learning. So far, I have been able to understand children, but because there are some shortcomings, I have to understand”* (Teacher 4/ K).

Based on the data analysis, the researcher found that the students' competency was extremely low. The teacher had always dealt with students patiently and understood them for all of their mistakes up to this point. Students may and could have grown if they truly wanted to study, but the reality was that there was a deficiency or shortcoming among students in learning English

(Teacher 4/ K). There were some challenges related to students' inadequate competency included: first, students struggled to understand the language and the next most challenging skills were speaking, reading, and listening, followed by pronunciation, grammar and lack of vocabulary.

*“When we teach students in their native tongue, such as Indonesian, **the Indonesian teacher complains** that occasionally the students achieve these scores; the problem is that **they haven't reached the maximum**. They can't really understand Indonesian yet **especially in English** as the foreign language. **It's still difficult for me to communicate** because if we ask them to just say instructions in English, they sometimes just answer “Yes” “Yes” even though **they don't know what I'm talking about** because **they don't really understand the basic meaning**” (Teacher 1/ K).*

The challenges of teaching English to students in remote areas started with the students' inability to understand the language. Even in Indonesian, they still found it difficult to achieve optimal scores, especially in the foreign language of English. The teacher still found it challenging to communicate with the students, even if they had no idea what the teacher was teaching since they did not understand Basic English (Teacher 1/K).

*“I used mixed English and Indonesia when explaining, it's usually only at the start of the sentence. **If I convey the material in English, they will not understand** because they only understand simple language. While I'm discussing anything, they sometimes say “quickly,” for whatever reason” (Teacher 1/K).*

*“**Because they don't understand Basic English**, I automatically mix it up. For greetings, it has to be English because they have to get used to it, but when it comes to communication or instructions, sometimes we transfer English at the same time to Indonesian **because they don't understand it yet**” (Teacher 2/R).*

*“Combined sometimes to start using English; **if they don't understand, I interpret the commands, especially command sentences; indeed, if they seem to be starting to not understand, I interpret Indonesian**” (Teacher 3/R).*

Due to students' lack of understanding of Basic English, teachers combined Indonesian and English in their instruction. English was only used at the beginning of the lesson and for greetings in order to get the students used to it, but teachers were unable to explain the material in English. Additionally, the teachers would translate material in English at the same time to Indonesian if the students started to show indications of not understanding it, particularly when it came to command sentences (Teacher 1/K, 2/R, 3/R, 4/K).

*“To get students **communicate in English, It's challenging. It's only the number that dares, at least. So perhaps it's comprehension of grammar, for instance, about understanding texts. They can, in fact, but speaking is a challenging issue. How are they going to talk if they don't even have the courage to speak? Moreover, we want them to speak English** (Teacher 1/ K).*

*“Their **limited vocabulary makes it extremely challenging; in other words, their knowledge is also inadequate**” (Teacher 2/R).*

*“When it comes to the challenge of encouraging students **to talk in English, grade 9 students face significant challenges**” (Teacher 4/K).*

*“Yes, absolutely **it is challenging to get students to communicate in English, especially because they don't understand the language and fear embarrassing themselves by making mistakes—especially because the language isn't common** (Teacher 3/R).*

Teachers found it extremely challenging to ask students to speak English because of their low vocabulary and poor language understanding. Students frequently felt ashamed of them and were afraid of making mistakes; furthermore,

the English language is not their common language (Teacher 1/K, 2/R, 3/R, and 4/K).

*“When I first taught in 8th grade, they were still... “Oh, ma'am, I can't read, I'm embarrassed, I can't read.” I waited for almost a few minutes for that one child. They really... He didn't want to read. He was shy and just kept quiet. Even when they read, they still get messy, therefore I have to be patient, sometimes there are children who still have to be dictated”* (Teacher 1/K).

The teachers experienced difficulties because the students were unable to read and stutter heavily or incoherently and even had to take dictation. Students felt embarrassed and admit that they could not read. One of the students didn't want to read and remained silent; for several minutes, the teacher even waited for one of the students to read (Teacher 1/ K).

The results of the observations also showed that students felt that reading was a threat. This is because when the teacher called a student's name and asked him to read, the student responded by saying, "Oh my God". Apart from that, the researcher also found that students still had difficulty in reading even though it was in Indonesian; furthermore, what the researcher found most often was that the average students read with a very low voice.

Based on the document analysis, the students' reading activity can be seen in the picture below.

Figure 1. Students' reading activity in the classroom



*"I usually rely on my own voice when **listening class**, but **it's still difficult for them**. In fact, I often use a voice that is spoken by a complete stranger, so that's fast, isn't it? They always say, "Oh ma'am I missed it," "**What are they talking about? It's too fluent**" (Teacher 1/ K).*

Students' poor listening abilities were reported by the teachers concerning their next issue in considering low student competency. When the teacher utilized a native speaker's voice in a listening lesson, the students were unable to understand it at all. As a result, the teacher frequently used her own voice, but even with this approach, the students still had some trouble in understanding what the teacher said (Teacher 1/K).

*"There are **still many wrong pronunciations** (Teacher 3/R).*

Based on the results of the data analysis, students' pronunciation abilities were still very low because they still made many mistakes (Teacher 3/R). Many students still made mistakes in pronouncing words and reading them with Indonesian pronunciation, for examples: The word /use/ was read "us" (Indonesian pronunciation), /here/ "her", /large/ "large", /read/ "red", /a/ "e", /seventy/ "sepenti" /soon/ "suon", /sender/ "sandaran" /they/ "tey", /was/ "was", /eat/ "eat" /ate/ "ate" /main idea/ "main eden".

Based on the document analysis, the process of teaching and learning English by Teacher 3/R can be seen in the picture as follows.

Figure 2. Teaching & learning activity in the classroom



*“About grammar skills, I’ll explain first as usual. I explained, they practice, but usually the next day they forget. It is common. Well, they don’t even know how to speak English, how can I correct the grammar (Teacher 1/K).*

*“That’s also still lacking. There’s still a lack of grammar. Even the subject was explained several times, I reminded them again, but maybe there are some who can do it, but that’s very few (Teacher 3/R).*

Students’ grammar proficiency was still very poor. Students still struggled with subject retention. Even if they retained the grammar that was given today, they would likely forget it again the next day. In addition, how students could improve their grammar when they couldn't even communicate in English? (Teacher 1/K, Teacher 3/R).

*“Their limitations in vocabularies essentially come in things like **not knowing the meaning** of certain terms, like “**what does this mean, ma’am?**” (Teacher 2/R).*

The results of the data analysis showed the students' limitations in mastering basic vocabulary, so they always asked the teacher about the meaning. This is reinforced by the results of data analysis where students showed their limitations in mastering several basic vocabulary words, such as: *“Eight is what?” C: “What is that?”* Students did not know the meaning of the word "eight" or the meaning of

the letter C, which was read in English by the teacher; even some students pronounced letters A, B, and C in Indonesian language.

The results of data analysis show students' limitations in vocabulary, such as: 1) Get well card: *"Ma'am, what does this mean?"* 2) *"Ma'am, I want to ask, ma'am, what does that mean "menjadi" in English, ma'am?"* 3) *"What is the "semangat" in English, ma'am?"* 4) Teacher 2/R: *What is the meaning of the "spidol" in English?* Students: *"Don't know, ma'am."* 5) Teacher 2/R: *What is the English word for "surat"?* Students: *"Don't know, ma'am."* 6) Teacher 2/R: *What is the English word for "sapu"?* Students: *"Don't know, ma'am"*.

Based on the document analysis, the process of teaching and learning English by Teacher 2/R can be seen in the picture as follows.

*Figure 3. Teaching & learning activity in the classroom*





#### **4.1.1.2 Lack of Students' Learning Motivation**

The second challenge was the lack of students' learning motivation. The students' motivation to learn was incredibly poor. Additionally, they showed very little awareness as well as enthusiasm in learning, particularly in learning English.

*“Students' interest in learning English is very low because they always say, "Ma'am, I'm not British" (Teacher 1/K).*

*“Although there have been courses in English provided, nobody seems to be interested in attending. Here, there is a lack of motivation and enthusiasm for learning (Teacher 3/R).*

*“In fact, this student's interest in learning is lacking, especially in reading. Students are lazy about reading, even though every day there is something called literacy 20 minutes before studying, but really, the interest in reading among the children here is lacking (Teacher 2/R).*

Students' interest in learning English was very low. Students demonstrated extremely limited motivation, particularly when it came to reading. Although the school organized literacy activities for 20 minutes each day before classes began; their interest in reading was quite low. Besides that, previously a private course had been opened in the area, but there were still very few people interested in taking the course. Even students justified themselves for not learning English by arguing that they were not British (Teacher 1/K, 2/R and 4/K).

*“There is a significant lack of student awareness of learning. Students are not motivated; they just follow the lessons. Although they receive grades for cheating, they simply give up on the grades without making an effort. There is very little enthusiasm for students. As they often say "I can't speak English, ma'am, I don't want to (Teacher 2/R).*

*“When I first started 7th grade, there were a lot of students joined the storytelling activity, but every week it continued to decrease until today it disappeared because people who don't really understand English can't afford it (Student 1/M).*

*"Students are really hard to motivate. Improving students' learning mood is a very challenging process. They tend to be their most enthusiastic while having fun on the field (Teacher 1/K).*

Students had very little awareness and little passion for learning. Students lack motivation to study, and it was very difficult to improve students' learning-related mindsets and motivation. For students, English classes were merely a required class that they had to attend; they were not motivated to study. Students just surrendered and didn't make any effort to study or even get grades; they got them from cheating, as they often said that they didn't speak English and they would only be enthusiastic if they got out of class and had fun (Teacher 1/K, 2/R). There was very little interest in storytelling as an activity to improve students' English language skills because the students' abilities were limited (Student 1/M).

*"Every child has a different character; some are focused, and some are mostly lacking in focus, which disturbs the child who was previously focused" (Teacher 3/R).*

*"I frequently have **trouble concentration** because I was sleepy and a friend was inviting to talk (Student 2/J).*

*"Sometimes **I don't focus enough** to listen to the teacher's explanation. I also don't study well, so I often forget (Student 6/ N).*

*"**I often lose focus.** As if another thought had suddenly appeared. Apart from that, I can't focus because my friends disturb me and invited to talk when the teacher is explaining" (Student 5/D).*

*"**I always lose focus when studying English** and play with my friends a lot. However, I usually **concentrate on other subjects instead of English.** Every time I attend English lessons, I **become bored easily**, and occasionally **I even fall asleep in class**" (Student 3/R).*

Most of the students lacked focus during the lesson. Moreover, students who were less focused often disturbed students who were focused. Students often lost focus because other thoughts suddenly appeared and because their classmates

asked them to talk when the teacher was explaining. Apart from that, students often felt bored and often sleepy, even sleeping in class. Students thought that only English lessons made them unfocused in class and preferred playing with their friends a lot rather than studying (Teacher 1/K, Student 2/J, Student 3/R, Student 5/D & Student 6/N).

The findings of the observation also revealed that students were distracted by their friends' conversations and were not paying attention to the instruction. Students said "don't know, ma'am" when the teacher requested them to do an assignment after giving them instructions to do so several times. Some students even inquired as to which page the assignment was due. Also, a few of them attempted to speak with the researcher.

Based on document analysis, it can be seen that students lacked focus and enthusiasm for learning in the following picture:

*Figure 4. Students lack focus & enthusiasm for learning*



#### ***4.1.1.3 Lack of student respect for teachers and uncontrollable behavior***

The behavior of students who did not respect their teachers and were uncontrollable represented one of the challenges for English teachers teaching in remote areas. Teachers were disrespected and struggled to maintain control over their students.

*“Here, the characters are different. Once I applied a method to make a game, it was a mess, not clear, basically not conducive. Once, because games take time to organize children, if we talk to students, it's not enough once or twice; this also requires shouting and screaming because when they play the game, they are enthusiastic; actually, they are happy, but that's not conducive to what we are aiming for. They make a fuss of themselves. I used to apply the material outside of the classroom. They frequently refuse to leave the classroom when asked. Sometimes lots of permissions then sprint for the canteen. The issue is unsuitable and often in that manner. For students it is better in Java which respects teachers*

*more. But here the teacher is already at the door, they are still busy drinking and eating. So, the **feeling of respect for teachers is lacking***” (Teacher 2/R).

*“If they want to go to the toilet. **Some just go straight away without permission*** (Teacher 1/K).

The teacher experienced challenge to apply teaching methods such as games because the students were not conducive. Students made noise when the teacher directed them. To control students, it was not enough for teachers to speak once or twice; teachers had to shout and be loud so that students listened. Apart from that, when the teacher wanted to apply learning outside the classroom, students did not follow the teacher's instructions to leave the classroom; many students asked permission not to attend lessons, and some even ran away to the canteen. There was very little respect for teachers; for example, the teachers were already at the door, they were still busy drinking and eating, and some students even didn't ask permission if they wanted to go to the toilet (Teacher 1/K & 2/R).

*“It's a bit **difficult to keep motivating for students who are known as stubborn**. Most just do it at that time. For example, when a teacher passes by, they say hello to **show respect but only at that moment**. Maybe it only lasts for a week. The next day, it's back to normal. **That's our difficulty**”* (Teacher 2/R).

*“For class 9A students, until **I myself was too lazy to do anything**. **Class 9A is the chattiest class**. The guys are the chattiest and the girls too, **they are really busy talking to each other**. If we talk, they talk too. Anyway, **they always talk during class**. The only ones who are silent are doing the exercises. The other students, “oh my gosh.” Only 6 people were collecting assignments. **Many teachers complain when teaching there** (Teacher 1/K).*

Teacher had difficulty in teaching and motivating students, especially those who were stubborn, talkative, and always noisy in class. Students' attitudes toward respecting teachers were very lacking. For example, to greet and show respect

when meeting a teacher outside the classroom, students still have to be reminded continuously and only did it for a few moments. Teacher could no longer do anything for class 9A and that many teachers complained when teaching in that class because the female and male students were very chatty and always chatting during the lesson. Students did not want to respect the teacher in front of the class who was explaining and did not even follow the teacher's instructions for doing the exercises, and only six students' submitted assignments (Teacher 1/K & 2/R).

Based on the investigation of student observations, the researcher also discovered that students in class 9A did not take the instruction seriously. Students failed to pay attention to the teacher's instructions because they were distracted by talking with their peers. Students also move around the classroom as they liked, even after receiving a scolding from the teacher and having their infractions noted, without even feeling scared or guilty. The environment in the classroom was not at all conducive to the process of teaching and learning.

The following picture illustrates the English teaching and learning process in class 9A based on document analysis:

*Figure 5. Teaching & learning process in class 9A*



*“The challenge an English teacher is more about the **child's attitude**. Because maybe our culture is different, religions are different, and **children's characters are definitely different, there are those who speak softly and those who speak harshly**. Students' **behavior is very unmanageable**, starting from the attitude or behavior of students who **like***

*to talk harshly, like to make fun of and joke too much, like pushing each other or hitting each other, causing some of them to cry” (Teacher 2/R).*

*“Many of the students are extraordinary have gone beyond the limits. For example, when it comes to tucking clothes into trousers, it is very difficult, then speaking rudely and bullying, such as calling out parents’ names” (Teacher 1/K).*

According to the data analysis, the student's uncontrollable attitude had gone too far. One small example was to tell students to tuck their clothes into their trousers, which was extremely difficult for them to do. Many students also enjoyed using inappropriate language, bullying their friends by calling them by their parents' names, and making too many jokes to the point where they pushed and hit each other until they cried (Teacher 1/K & 2/R).

#### ***4.1.2 The Causes of the Teachers’ Challenges in Teaching English at Junior High School in two Sub-Districts of West Borneo***

Based on the results of the data analysis, the causes of the teachers’ challenges included: 1) absence of English lessons in primary school 2) lack of teacher expertise in teaching and no training for English teachers 3) Teachers having other duties and teaching other subjects 4) absence of dictionaries, facilities and lack of teacher salaries 5) diversity of customs and habits and lack of parental attention.

##### ***4.1.2.1 Absence of English lessons in primary school***

The cause of students' lack of competence as one of the challenges for English teachers in teaching at Junior High Schools in two Sub-Districts of West Borneo was the absence of English lessons when they were in elementary school.

*“The first challenge is the students' intelligence; students from elementary school don't yet have the basics of learning English, whereas the material in grade 7 is already starting to introduce themselves so they have to repeat the basic elementary material first, which is the most difficult” (Teacher 4/K)*

*“Students actually need to learn the English language slowly because **they haven't utilized it since elementary school**” (Teacher 2/R).*

*“Students' ability in English are not enough **because they don't learn the basics from elementary school. In elementary school, some have taught English, some haven't. For those who haven't, we have to start from zero. Tell them to open a dictionary; they don't know yet. They really don't know how, whether from Indonesian to English first or vice versa also how to find the letters, and so on. Yes, we have to teach from there**” (Teacher 1/K)*

The cause of students' lack of competence was that students did not learn the basics of English from elementary school. In reality, students had to learn the English language slowly because students had not received basic knowledge of English even, they did not even know how to open a dictionary. In grade 7, students had to be able to introduce themselves; therefore, teachers had to teach students basic material first or start teaching everything from zero which made it difficult for teachers (Teacher 1/K, 2/R & 4/K).

#### ***4.1.2.2 Lack of teacher expertise in teaching and no training for English teachers***

Based on the data analysis results, researchers discovered that one of the reasons why students lacked knowledge and motivation to learn English was that teachers' approaches to teaching the language were still very limited, and some of them did not make an attempt to enhance their teaching skills.

*“If we ask students whether they understand or not, how long does it take for the teacher to teach? It seems like that's still not enough. Maybe **I'm the one who doesn't use a lot of this or that for teaching. So, the students are still just like that**” (Teacher 1/K).*

*“**I bet it's challenging to use the different methods. Firstly, installing the equipment could take some time because it isn't put directly into the classroom, and I might need to read a lot more about various techniques** (Teacher 4/K).*



*“I think I'm tired to find suitable teaching materials and methods for teaching English. So yeah, that's it. At least when I'm in the middle of a lesson I remember, I'll add it. But sometimes yes, the maximum we can do is work in groups”* (Teacher 1/K).

*“I often feel bored when learning English because when the teacher explained, I didn't understand. Sometimes I sleep in class because I do too much assignments and it makes me dizzy. Learning English is very difficult because it makes me dizzy and I don't understand. The teacher gives us questions in English, but I don't understand. I can only surrender. Learning English is always boring and never feels fun because the English teacher is sometimes chattier than other subject teachers; if she is already nagging, it will never end”* (Student 3/R).

*“I think the duration of time spent on English classes is sufficient, even if they can be reduced even more because they are tedious”* (Student 6/N).

The techniques used by teachers to teach English were still quite limited, and in order to use various methods, more reading was required. Students became bored in learning and refused to try to understand the topic because teachers continued to employ monotonous and uninspired teaching methods and struggled to provide necessary resources in the classroom. Students admitted that they felt dizzy from the teacher's too many assignments, so they chose to sleep in class. Apart from that, students admitted that English lessons were unpleasant because English teachers were sometimes chattier and took longer to nag than teachers in other subjects (Teacher 1/K & 4/K, Student 3/R & 6/N).

*“To improve my students' vocabulary skills, I do Nothing. That's what's missing”* (Teacher 1/K)

*“My teaching technique is not good enough, because as time goes by it will definitely improve, so it's still not enough”* (Teacher 4/K).

*“Knowledge of IT is still only half. But for cellphones, projectors, computers, it seems to be easier, but for things like learning to use Quizzes, Google Forms still requires learning”* (Teacher 3/R).

*“For me, boring material in English is that which merely connects words and then interprets them. I don't grasp the material, but the teacher still moves on to the exercise after spending an hour explaining it. English lessons about formulas make me dizzy. Last Wednesday, I did not go to school because there were English and mathematics lessons. I was dizzy thinking about it”* (Student 6/N).

Additionally, there was still an extremely lack of teacher strategies for raising student competency. Teachers lacked specific strategies for helping students advance their vocabulary. The teacher acknowledged that their methods of instruction were inadequate and that she lacked the knowledge of how to use the internet to enhance interactive learning through the use of Google forms, quizzes, and other resources. Students also stated that they would rather skip school than attend English class because they felt bored and did not understand the lesson. After the teacher explained the material for a long time, the teacher immediately gave assignments, even though the students don't understand. Students did not understand the material about formulas and did not understand the tasks given by the teacher (Teacher 1/K, 3/R, 4/K & Student 6/N).

*“We certainly will receive extensive training if we work hard but I'm lazy, because I'm still only half as diligent. There's a lot of online training, we can also learn by ourselves on the web, but I'm lazy hahahaha* (Teacher 1/K).

*“There's actually quite a lot of training for teachers in general. But there is no specific training for pure English yet* (Teacher 2/R).

*“Currently the training is not yet for English, most of the training is more about the curriculum* (Teacher 3/R).

Teachers needed to develop multiple areas of expertise in order to apply different teaching strategies, and a particular way to do this was by participating in various teacher development programs. Nevertheless, there were currently no training programs or similar activities offered by the schools in these two sub-districts that related to a particular subject. Only sometimes did the school provide general training sessions on topics like the new curriculum. A teacher said that there was lots of online training available, and she could use it to increase the quality of her instruction if she so desired. However, the teacher wasn't particularly diligent or felt too sluggish to participate in the training (Teacher 1/K, 2/R, & 3/R).

#### ***4.1.2.3 Teachers had other duties and teaching other subjects***

One of the causes of students' lack of motivation and knowledge in learning English was the teacher's less of optimal performance in teaching. Teachers not only taught English but also covered different subjects and had additional responsibilities outside of their teaching role: They had a lot of hard duties, which could impact the process of teaching and learning.

*“Apart from being a teacher, I have duties as the head of the library and as the boss's treasurer. The one who took the most time was the boss's treasurer. The report was amazing. Time consuming. We send it once, but the evidence can be layered. I am Rarely to evaluate or reflect on myself after teaching English. In the beginning, yes, I was still so enthusiastic, but recently, because of too many duties, it is no longer to be done (Teacher 1/K).*

*“I have other additional duties, first the head of administration, then as school treasurer and homeroom teacher. Regarding this additional assignment, because my hours were not reduced by additional assignments, it automatically had an impact on the learning process. It definitely has an influence. The most difficult challenge is that there are more assignments, which mean that there, are more hours worked. Usually there are*

*assignments, I do other work. Like last week I gave the students assignments and then I worked on financial reports”* (Teacher 4/K).

*“I work as a homeroom teacher in addition to being a teacher. Exams are stressful; similar to distributing report cards, we have to type in the grades. Additionally, we must type bio data in class 7. That's what, at the end of the year, actually keeps us busy. Yesterday extracurricular activities were still active but now I'm off because I really want to focus on making exam questions. Then I also want to prepare myself for the PPPK test. So, this activity has been stopped for now”* (Teacher 2/R).

*“English teachers seem busy so it's hard to allocate their time for extracurricular activities”* (Student 4/N).

*“The number of English teachers Not enough. So that there will be no empty hours if there are more teachers. There are a lot of free hours”* (Student 6/N).

Almost all of English teachers at these two schools had other duties besides teaching, such as school treasurer, head of library, head of administration and homeroom teacher. The teacher's many tasks outside of teaching could affect the teaching and learning process due to less of optimal teacher performance in teaching and divided teacher focus. Being a school treasurer was very time-consuming and very tiring and had heavy responsibilities. Apart from that, being a homeroom teacher required a lot of preparation for school examinations, including putting in student grades and new student bio data at the end of each year. This resulted in the teacher being extremely busy and burdened with work during exams. This additional assignment greatly affected the teaching and learning process because working hours were not reduced by these additional assignments. Since teachers were busy and classes would be empty without a teacher, extracurricular activities that were intended to increase students' competence and passion in learning English would also be discontinued. Instead, students would only receive assignments because teachers had to complete financial reports (Teacher 1/K, 2/R, 4/K & Student 4/N, 6/N).

*“Yes, I also teach other subjects and ever feel uninspired when teaching. I also teach craft lessons besides English. I've never been enthusiastic when teaching; maybe when I'm tired, I've been tired of a lot of teacher work because teachers also have a lot of work to do (Teacher 3/R).*

*“I Haven't tried to use various methods to teach. Lately, I've been **feeling lazy about doing anything because of other duties**. It's not that we're more focused on the duties, **but our focus is divided**. Honestly, **because it's divided**. So sometimes we just go to class, teach, at least play a few games, and so on. That's all. Moreover, we come in every day. (Teacher 1/K).*

*“A few years ago, because **the focus was divided, so lesson plans were never prepared**. Definitely, **there's a sense of lacking enthusiasm**. It makes sense since **you're doing other things outside of teaching**. It is passionate when it comes to instructing. However, **lack of enthusiasm is a sign of fatigue**” (Teacher 4/K).*

*“If possible, the government policy is, if there are school operational assistance (BOS) funds, try to have a separate staff to manage BOS funds. Not a teacher. So that teachers can focus on teaching. **Why did the teacher asked to take care of money right? I find it difficult to do it** (Teacher 1/K).*

Teachers teaching other subjects besides English also had a lot of work outside of teaching, so they were bound to get tired, and this could affect teachers' lack of enthusiasm when teaching. Many duties they had caused their focus on teaching to be divided so that efforts to apply various teaching methods were no longer possible, and teacher was too lazy to do anything. Then one of the teachers suggested that, if possible, the government policy could recruit a special worker to manage the school operational assistance (BOS) funds because the teachers found it difficult to manage it themselves besides having to teach as well (Teacher 1/K, 3/R & 4/K).

#### **4.1.2.4 Absence of dictionaries, facilities and teachers' low salaries**

One possible reason why teachers at these two schools faced challenges in teaching English was that there were no dictionaries, no facilities, and a low teacher salary. Lack of resources, such as dictionaries, made teaching and learning extremely difficult for teachers. Additionally, a lack of facilities and limited funding for teachers prevented them from using a range of instructional strategies.

*” Yes, the lack of facilities at this school makes it difficult. That's actually one thing, **namely the English-Indonesian, Indonesian-English dictionary which is not yet in the library. The dictionary for this school library is empty.** I used to have PPL. There, I saw that in the library, there were many dictionaries neatly arranged. Students can borrow if they don't have a dictionary. **Meanwhile, there aren't any here yet. It is from the dictionary that students can understand the meaning of language because they are not allowed to carry cell phones**” (Teacher 2/R).*

*“Absolutely I find it difficult if students don't bring a dictionary. **If they don't bring a dictionary for certain materials, they will definitely have difficulties.** Like yesterday, in passive voice, if we want to look up the third verb, it's easier to use a dictionary. There is a list of verbs; there are first, second, and third verbs. That's easier. **It will definitely be difficult if students don't have a dictionary**” (Teacher 4/K).*

*“**The dictionary doesn't exist yet in the library, so they brought it personally**” (Teacher 3/R).*

*“For children, **I emphasize that they must have their own dictionary, but the children have many excuses; they say, "I don't have money, ma'am."** That's why yesterday I said, “How come you can afford to buy a quota, but to buy a dictionary for your own good, you don't want to?”” (Teacher 2/R).*

*“**Regarding dictionaries, there are not enough here. I bought three dictionaries yesterday, but they disappeared, maybe someone takes it in***

*class. Then...Take it home; not give it back. Detached, and torn. That's the impact if dozens of students hold it (Teacher 1/K).*

The libraries at both schools did not have dictionaries. The absence of dictionaries can be the cause of teachers facing challenges in teaching English. The results of the data analysis showed that the consequences of not having a dictionary were very difficult for the teaching and learning process because it was only from the dictionary that students could understand the meaning of a word in English. Furthermore, the teacher also stated that he had difficulty teaching certain material, such as passive voice, if there was no dictionary because it would be difficult for students to know the third form of verbs, especially since students were not allowed to bring cellphones. To overcome the lack of dictionaries in schools, teachers emphasized that students must have their own dictionaries, but not all students did what the teacher asked. In addition, one of the teachers used her own money to purchase multiple dictionaries so that students could use them in cases where someone did not have one. However, because the students were not responsible, the dictionaries could not be properly maintained by the students (Teacher 1/K, 2/R, 3/R & 4/K).

Additionally, the observation results revealed that some students did not have dictionaries, while others did but kept them in their bags or left them at home. Additionally, there were no dictionaries in the library. The researcher discovered that a lack of dictionaries proved to be a challenge for teachers and certain students.

Document analysis reveals that the following picture illustrates the absence of dictionaries in the class:

Figure 6. The absence of dictionaries in the class



*“Actually, if we want to apply various methods, we can, but we will definitely end up being hindered by the media tools. Devices such as projectors, LCDs, sound systems are limited, no more than five, whereas there are ten classes. Wi-Fi is available but we usually use our personal data because it's not running smoothly. For example, if one signal is divided, it definitely won't work smoothly” (Teacher 1/K).*

*“Actually, IN focus, LCD or speakers are available but they are not sufficient or not enough for each class, so if we want to use them “Oh it turns out this teacher wants to use them too” so it's still not enough. Because the Wi-Fi is located in the computer lab, it doesn't connect in the teacher's office. So, I always use my own internet” (Teacher 2/R).*

*“About electricity, because here there are frequent power outages, so when I need to use IN focus but it is a blackout, in the end I use explanations like I usually do using a whiteboard” (Teacher 3/R).*

*“When utilizing online media, the problem might come from the fact that when there is a long power outage, the signal is totally lost and cannot be used online. If the power outage is from 7 to 12, there will definitely be skipped classes” (Teacher 4/K).*

English teachers in remote areas have faced challenges due to insufficient facilities. There weren't enough projectors, LCD screens, or sound systems for the number of classes, so teachers had to take turns using them. Limited Wi-Fi forced



them to rely on their personal data plans. Frequent power outages further disrupted the learning process. Teachers were unable to utilize a wide variety of teaching methods due to a lack of internet access and devices. These prolonged outages significantly hindered instruction by cutting off internet access, preventing the use of online resources, and often forcing teachers to rely solely on whiteboards. In extreme cases, extended power outages may have even caused lesson cancellations. Inadequate facilities have a significant impact on the quality of education, potentially demotivating and disinteresting students (Teachers 1/K, 2/R, 3/R, & 4/K).

*“Regarding income as a teacher, it is relative. But because the price of basic necessities is higher than in urban areas or areas with lots of resources, the only resource here is palm oil. So, if you buy vegetables and fish, which are definitely expensive, there will definitely be a shortage”* (Teacher 4/K).

*“I’m still an honorary teacher. But regarding whether a salary is enough or not, it’s actually relative. I just try to be grateful. Hopefully, it’s always enough. Yes, definitely there are times when I feel like my salary isn’t enough. Lack of income definitely affects enthusiasm for teaching, although not significantly”* (Teacher 2/R).

*“Honor salary is not much, one month we only get a million and two hundred. If we only rely on teachers’ salaries, we can’t do that. For example, if our average salary is RP 2 million, our daily food needs can be RP 100,000, not to mention those who already have children. If we calculate it like that, it’s definitely not enough. The lack of income from teaching can make teachers less enthusiastic about teaching English. Yes, definitely not enthusiastic. We want to use media that makes students enthusiastic, or we want to use other media that support it so that students are also enthusiastic about learning, but what can we do? We are already limited, right? It’s difficult to buy something. The term is like this: our*

*salary is only that much, right? If we want to work optimally, it's possible, but it's rare, certainly rare” (Teacher 1/K).*

English teachers in remote areas did not make enough money to cover their fundamental living costs. The high cost of living in two sub-districts of West Borneo, which was out of proportion to their teacher salaries, may have presented challenges. Based on the analysis results, the lack of income for English teachers in remote areas could have affected teachers' enthusiasm for teaching. It would have been very rare for teachers to be willing to work optimally if the salary they received was not comparable. In addition to the lacked of income, teachers who wanted to apply varied teaching methods faced challenges, such as trouble using supporting media to keep students enthusiastic about learning. This stemmed from both inadequate facilities and teacher salaries that were insufficient for teachers to purchase additional teaching materials (Teachers 1/K, 2/R, & 4/K).

#### ***4.1.2.5 Diversity of customs or habits and lack of parental attention***

Teachers encountered challenges when teaching English in remote areas because of the variety of customs and habits, as well as the lacked of parental involvement. This lacked of parental involvement can lead to students experiencing a lacked of discipline in the classroom. Additionally, cultural differences can make it difficult to manage the classroom environment.

*“The challenge is more about the child's attitude. Because maybe our culture is different, religions are different, children's characters are definitely different, and there are those who speak softly and those who speak harshly. Making games is beneficial, as I used to teach Java, because characters in Java are the same, while characters here are different. I have used an approach similar to creating a game, but it was confusing, disorganized, and unhelpful. Their cultural behavior influences their attitudes. Maybe students' habits with their parents or their surrounding environment will influence whether they can respect other people or not. Students here have different characters when they are given a game but*

*choose to play something else so they don't focus on the English game”*  
(Teacher 2/R).

*“Learning culture does not exist here, nor does it exist at home. Here, students come home from school and sometimes help their parents with work, sometimes playing instead of helping their parents. In the city, for example, children who come home from school would have tutoring again, so the material would be repeated* (Teacher 1/K).

Differences in culture and habits could have been the cause of teachers facing challenges such as dealing with students who were difficult to manage, did not respect teachers, spoke harshly, and were undisciplined. Students' behavior was influenced by their different cultures and habits in daily life. The results of the analysis showed that in this remote area, students had more diverse character, culture, and religion than in urban areas such as Java, where there was only one culture, namely Javanese culture. The teacher mentioned that compared to students in Kalimantan, Java students were easier to educate because they had the same character. When the teacher taught in Java, she used to employ the game strategy, and it worked more effectively than it currently did, because students were quite disrespectful and frustrating. The teacher also mentioned that there were notable differences between the learning cultures of Java and remote areas. While students in Java were expected to study after school by taking lessons and other activities, students in remote areas were more likely to help their parents or preferred to play instead of studying alone or completing assignments at home. As a result, the teacher said that it was not a big deal if students forgot to turn in their assignments (Teacher 1/K & 2/R).

*“In my opinion, parents pay less attention to their children at school; they leave it completely to the school. I think that because the majority of parents here totally give up on their kids to study in school, a lot of kids occasionally forget to complete their homework or participate in class. The reason for this must be that parents do not encourage or monitor their children to study at home. When it comes time to pick up homework, if*

*parents truly care about their kids, it will be immediately collected, whether or not the kids have assignments. Yes, if parents truly do care (Teacher 2/R).*

*There was the kid who, although he was kidding, was beginning to play boxing with his friends. They did, however, protest to their parents. His **parents misrepresented something to the teacher and me over WA. The parents said that the teacher lacked professionalism and was incompetent. Thus, we occasionally lack the motivation to discipline students more effectively. Teachers give punishment or discipline students but parents don't accept it and instead get angry with the teacher***” (Teacher 2/R).

*“There are some parents who really care about their children, there are some who often ask questions or pay attention but don't convey it, but **there are also those who don't care at all** (Teacher 4/K)*

*“In reality, **there are parents who pay little attention to their children's progress at school. This is proven by the fact that there are several children who really need a lot of guidance. When parents were called to school, some came; some didn't***” (Teacher 1/K).

English teachers in remote areas commonly encountered challenges because of parents who didn't give their kids enough attention at school. The majority of parents let their kids off at school, expecting no duty to support or even notice their education. Teachers believed that if parents truly cared about their kids' education, then many students wouldn't have had to struggle to complete school assignments or wouldn't even have struggled to turn in assignments on time. The fact that so many parents didn't pay attention to their children and some abandoned school calls, left a lot of students at school in need of serious guidance. In one instance, the parents of a student angrily abused the teacher without first making sure anything was going on. Because of this, the teacher felt less motivated to discipline disobedient students. When a teacher tried to discipline a student or give punishment, the parents rejected it. Rather, they were upset with the teacher, but the parents also didn't try to discipline their child (Teacher 1/K, 2/R & 4/K).

### ***4.1.3 The Solutions to Overcome the Teachers' Challenges in Teaching English at Junior High School in two Sub-Districts of West Borneo***

Based on the results of the data analysis, the solutions to overcome teachers' challenges included: 1) familiarizing students with English through practice and utilizing authentic examples in teaching, 2) engaging in online training programs, fostering creativity, and applying interesting methods, 3) overcoming the dictionaries shortage, providing adequate facilities, and seeking additional income to address salary shortages, and 4) implementing motivational interventions and disciplining the students.

#### ***4.1.3.1 Familiarizing students with English through practice and utilizing authentic examples in teaching***

##### ***a. Familiarizing students with English by practicing***

One of the solutions to overcome the lacked of students' competence, based on the data analysis, was to familiarizing students with English by practicing. Students had to practice a lot so that they became used to English and could improve their competence.

*"The main challenge was a lack of understanding of the language. To solve that, **get used to it. Make them used to speaking English. So, they are at least somewhat familiar.** Apps, games, and other media are popular among people. The language of every application is English. At least they already know the basics. When it comes to speaking, **they have to get used to it.** The simplest ones to get them used to speaking is **ask them to say "Yes, ma'am."** If they meet me, **they say good morning or good afternoon; that's all**" (Teacher 1/K).*

*"When it comes to writing practice, I always ask students to **make a sentence that I have explained before.** When teaching, I present the material first, then **immediately give assignments or practice,** for example, **dialogue,** and so on, for a few minutes. Then the students come to the front and cannot look at the book. **I prefer practice**" (Teacher 2/R).*

The best way to improve students' speaking skills is to get them used to practicing speaking English, such as engaging in dialogues in front of the class without bringing a book. Students could also familiarize themselves with English through games and other applications that mostly used English, helping them become familiar with simple words like greetings. For writing practice, teachers could ask students to make sentences based on explanations given earlier, so that students would become accustomed to writing and understand the basics (Teacher 1/K, 2/R).

*“I ask students to **read aloud in turns so that everyone has a chance to read correctly**, as part of my attempt to **help them improve their comprehension**”* (Teacher 1/K).

*“For junior high school level, **just read briefly**. For example, the **first student reads the first sentence then the next student continues to read the next sentence**”* (Teacher 2/R).

Teachers could increase the reading proficiency of their students by having them read aloud in turns. For junior high school students, teachers could ask them to read short sentences in turns, ensuring that every student had an equal chance to read and improving their reading comprehension (Teacher 1/K, 2/R)).

*The way to get students to dare to speak English is to talk to them. **Make them communicate**. Even though the answer is wrong, I will correct it such as: “Later, you should answer like this.” I gave students the task of **reading the material in their worksheet books**. Whoever dares to read, please read, and **if I find any errors, I must fix them immediately**. To practice vocabulary, I usually **ask students to memorize words** for example, adjectives and others, along with their meanings. Then I **told the students to come forward one by one**. If the students made mistakes in memorizing vocabulary or in pronunciation, **then I corrected them**. **Then they have to repeat the words correctly**”* (Teacher 2/R).

*“Additionally, I asked students **to take part in a conversation** with their peers in front of the class. **Students still need to be corrected** and asked to **repeat the right pronunciation** if they misread or mispronounce it. **I’ll correct them right away** if they are in error and I notice it (Teacher 1/K).*

Teachers should invite students to communicate; even if students make mistakes in speaking, teachers could immediately correct them. Besides that, teachers could ask students to perform dialogues in front of the class with their classmates while they assign other students to read from their worksheet books. Furthermore, to practice vocabulary, teachers could ask students to memorize vocabulary and its meanings, and then students could come to the front of the class to practice the vocabulary they have memorized one by one. By having students practice in this manner, they would become familiar with English. The teachers also revealed that this method allows them to immediately correct students' mistakes in reading and pronunciation, helping students understand how to read correctly (Teacher 1/K & TA-2).

Based on the findings of two observations with the same teacher, the researcher also discovered that the teacher requested that students read the conversation and text aloud in turns by calling on each student individually and having a group of students seated around her, as shown in the picture below.

The following figure shows student activities in reading practice based on document analysis:

*Figure 7. Students take turns reading practice in front of the teacher*



*“Sometimes I practice with friends, and sometimes I just talk to myself in my room. I practice by myself so I don't pronounce it wrong. I study at home from my cellphone, via video, and see the lessons on my cellphone. Open the Internet and watch people's VLOGS. I also watch animation. I looked on the site, and sometimes there weren't any subtitles in Indonesian, so I watched animated films in English (Student 1/M).*

Based on the data analysis, to improve students' speaking ability, a student got used to practicing speaking with friends or practicing alone at home. Despite not having received any English lessons since elementary school, she had self-taught herself using a variety of online resources, including YouTube VLOGs and English-subtitled animated movies (Student 1/M).

b. Utilizing authentic examples for teaching English

A good way to help students think more critically is for teachers to convey the English material to them using authentic illustrations. According to the results of data analysis, teachers frequently employed examples from their surroundings to illustrate ideas.

*“We have to give examples that exist in this reality because they can easily understand if we give examples that exist in direct reality. Rather than assuming because their catching power is that some are fast and some are slow. If I teach grammar, I tend to use a dictionary; besides that, I also train students to memorize. For example, earlier I taught grammar about "there is, there are." I tend to give direct examples or concrete actions, for example, "What is this?" I illustrated what was in the room. I occasionally utilize pictures, and other times, I'll simply mention the name of the student and use them as an example. When teaching pupils about bodily parts, for instance, I ask them what the English name of each body component is” (Teacher 2/R)*

*“Simply provide every day, real-world examples so students may envision this as well. If we give an example of an animal in Australia, they will say*



*"What kind of thing is that?" If we give an example, "chickens" are already around them* "(Teacher 1/K).

In order to help students understand the subject being explained, teachers should give real examples or examples that are frequently encountered by the students. To improve students' grammar skills, the teacher trained students to memorize and tended to give direct examples or concrete actions, such as using her students as direct examples, or when teaching about body parts, the teacher could point to students' body parts and ask students to say it in English. If teachers used examples that were rare or didn't even exist around us, for example, animals in Australia, it would make it difficult for students to imagine what kind of animal was meant because students' comprehension abilities were not the same (Teacher 1/K & 2/R).

#### ***4.1.3.2 Engaging online training programs, foster creativity, and applying interesting methods***

##### ***a. Participating in online training***

Online training is one option that teachers can use to enhance their teaching skills. Teachers who take part in the training program are expected to be able to overcome challenges in the English language classroom, such as developing into more creative educators who can inspire students to study.

*"The way I improve myself so that I have good skills in teaching are: The first is that I read references by buying my own books and then looking for references on the internet. Now there is the "Merdeka Mengajar" platform, which is the most helpful in terms of the learning process and also helps understand the new curriculum. If the training is online. Some are online, some are offline. If it's offline, it's usually because of the long distance, so it's often online. There is no special English language training in schools, but there is often online training. From what it's called, there are institutions in Java that often share on WA and often join online, so if now there is an independent learning platform, that's where it comes from too"* (Teacher 4/K).

*“Currently, there is mainly IT, so there is one WA group in English that exists. Now there is something like a learning community via WA, and then there is PMM, an independent teaching platform, so the training is through there. I usually take part in the training through Zoom meetings. The training will be specifically for teachers”* (Teacher 3/R).

English teachers have participated in online training even though the two schools in remote areas do not provide specialized training for teachers of certain topics like English. Teachers have made efforts to improve their skills in teaching by reading lots of references through books and the internet. Currently, there was an independent teaching platform available, so many teachers use this platform to take part in training. Not only that, teachers also join learning communities on the WhatsApp application, which also shared Zoom links to join training provided by institutions in urban areas. Although teachers can participate in offline training in the district city area, many choose online training due to the distance (Teacher 4/K & 3/R).

b. Fostering creativity

Teachers have to be aware of their capabilities before they can apply proper teaching methods. This gives them the mindset to improve by developing their own creativity. This is one solution for teachers to be able to create varied teaching so that students can be motivated to learn English.

*“We have to be more creative to become teachers. We really have to think, oh, so teaching like this makes children monotonous, or, in other words, inactive. How do we make them active? Like that, it really has to be improved. Some of the children's characters become bored of teaching in the same way every time we finish a lesson or every time, so we really need to improve. Every moment or every time, actually there must be a change. It can't be monotonous. The kids are bored too”* (Teacher 2/R).

*“Personally, I think my teaching techniques need to be improved. Looking for ways to get students interested. Every day, I keep looking for the*

**appropriate method.** *These children are of middle school age and still like to play. But they feel like they are adults. So, I keep looking for ways to enter their world. We have to really prepare how to deliver the material so that it is interesting and how to convey it to children so that it is easier for them to absorb the material”* (Teacher 3/R).

**“Improving teaching methods is a must** because the curriculum changes, times change. Yes, it is necessary. **It is very necessary** (Teacher 4/K).

**“I definitely have to always learn more about teaching techniques.** Because if I don't learn, especially if never learn, sometimes I forget (Teacher 1/K).

Each teacher acknowledged that they still needed to work on improving their teaching skills. They made an effort to foster creativity in the classroom so that the methods they employed might increase students' interest in learning and prevent it from getting boring for students. In today's developments, when the curriculum has also changed, teachers need to keep looking for appropriate teaching strategies and understand what is needed by students at junior high school who still like to play but feel like they are adults. Teachers have to try to convey material that is interesting and easy for students to absorb (Teacher 1/K, 2/R, 3/R & 4/K).

c. Applying interesting teaching methods

Teachers solved their challenges by trying to improve students' learning motivation and competency through a variety of teaching strategies, including games, icebreakers, quizzes, and other techniques, as well as by making use of the material that is readily available.

**“The method used is usually mixed.** Firstly, when we enter class, we will lecture first. After that, at least in one meeting, **there will be games, whether it's just short questions, funny questions, and so on** (Teacher 1/K).

**“To improve their reading skills, I used games.** So, I used pictures and text. I asked them to look at pictures, for example, a picture of a giraffe. **Look for the text that is suitable for the story in this picture. They competed to find it,**

*and it was fun. When it is successfully matched, I ask them to read (Teacher 3/R).*

*So far, I think I've tried to improve my strategy in teaching. One way is to create interest in the game; if this doesn't work, then look again for what it is that can make them like it. Method to make students interested is use games. Many people use games, so before starting the lesson, there is an icebreaking (Teacher 3/R).*

*My way of improving students' writing skills is to use descriptive text by giving a picture of an animal with the concept of looking for a mind map and then combining it into one piece of writing or descriptive text. If the students are starting to lose focus, let's do icebreaking or singing first, and then go back to the material (Teacher 3/R).*

*My way of improving students' listening skills is through songs or reading chains, but mostly I use songs because I think they understand better after listening, so I use missing words. After that, just a few words were removed, ten for example, from one song. Then we sing together, and then I tell them to fill in” (Teacher 3/R).*

*“In my opinion, there is variation when I teach because we don't just explain; there are questions and answers showing a picture or listening using a speaker. It's like a game for example, a challenge. Whoever is faster gets the score like Quiz” (Teacher 2/R).*

*“For Icebreaking we usually sing in English” (Teacher 4/K).*

Teachers attempted to educate using diverse or varied methods, such as games and icebreaking, in an effort to boost students' competency and motivation in learning. Descriptive text and picture media were used by teachers to help students with their reading and writing skills. Students matched and read language that matched the picture, and the teacher provided a picture that illustrated the idea of searching for a mind map, which was then combined into a single writing assignment or descriptive text. Meanwhile, the teacher used speakers to help

students improve their listening comprehension, as an icebreaker to boost students' learning motivation when they lost focus, or to listen to songs, fill in the blanks, and sing along (Teacher 1/K, 2/R, 3/R & 4/K).

Based on the findings of the observation, the researcher discovered that teachers might have utilized singing together in English and asked students to clap as often as the teacher said to lighten the mood in the classroom and boost excitement.

Based on document analysis, the teacher boosted students' motivation by inviting them to sing together, as can be seen in the following picture:

*Figure 8. The teacher (3/R) boosts students' motivation by singing together*



*“It used to be monotonous, like a lecture, but it has started to vary recently, and this variation includes utilizing media. If the media that is usually used is mostly picture media, there are printed pictures, but I usually use a projector; the projector is usually PowerPoint media. Often by watching movie. I opened the projector. Previously, I downloaded the movie the day before or last night, and then watched it during class time. Then discuss the material” (Teacher 4/K).*

*“I once gave students assignments using media. Now the kids play TikTok, and then I ask the kids to make a product label or something. Please make it using any application; it's up to you; just update it on TikTok. Apart from that, I've also asked them to make a report about events surrounding uploads on TikTok” (Teacher 1/K).*

*“In the past, we gave material straight to the point; this is this. But **now they are given problem-based learning. They look for the problem first, and then go to the explanation of this material. You were given this so that you can understand it. My way of improving their vocabulary skills is to use a dictionary and games too. Yesterday I tried to increase their vocabulary because they are too lazy to open a dictionary, so I used one reading and remembered it later. How many words they can remember*** (Teacher 3/R).

*“We have to ask them **out of class. Learn to observe the environment around them. Then they recorded everything they saw like that. So, to arouse children's enthusiasm for learning, I usually give them rewards in the form of high grades or something else. If they were given something like that, whoever wanted to go first, the teacher gave them the highest score. But if we tell them to do so many pages, they will be lazy, and they won't even finish until the bell rings. For example, during the last hour, I asked who wanted to come forward and who could make a sentence or write a sentence on the blackboard, and I will give a ticket home but still went home, waiting for the bell. Those who don't write sentences or anything like that can't go home and must be able to write. That's my way***” (Teacher 2/R).

Teachers have been using a variety of interesting methods of instruction in order to get students excited about learning through the use of the media that is readily available, even though in the past they still employed boring techniques like lectures. Teachers have begun to employ media in the classroom, including watching movies, displaying PowerPoint slideshows on projectors, and using internet apps like TikTok. Another method that teachers use to increase enthusiasm and help students think critically is by giving them problem-based learning by inviting students to observe the environment outside the classroom and record what they see. To improve students' vocabulary skills, teachers can ask students to remember whatever vocabulary they can, either from the data they

collect or from reading material they find. Apart from that, an effective way for teachers to increase students' interest in learning is by showing appreciation when asking them to do exercises on the blackboard. The appreciation that the teacher can give can be in the form of a high grade and a ticket home, which means that when the bell rings, only students who have successfully done the exercise can go home. Students will feel lazy and bored if the teacher only gives instructions to do something; even students are very lazy just to open the dictionary; therefore, teachers must be smart and creative in teaching (Teacher 1/K, 2/R, 3/R & 4/K).

The researcher discovered, based on observational data analysis, that teachers employed digital resources, such as smartphones, to enable students to access Google forms for daily assessments.

Based on document analysis, teachers utilized digital tools in the teaching and learning process, as can be seen in the following picture:

*Figure 9. The teacher (4/K) utilizes digital tools in the teaching and learning process*



#### ***4.1.3.3 Overcoming the dictionaries shortage, providing adequate facilities and seeking additional income to address salary shortages***

To overcome the lack of dictionaries, facilities, and salaries for English teachers in remote areas, we must ensure that this shortage did not overly affect the teaching and learning process, such as by emphasizing students having their own dictionaries, trying to complete the missing facilities, and running a business on the side so that life's necessities were met even though the salary was small.

*“The dictionary doesn't exist yet, so **they brought it personally**. Because I didn't take notes in the past, a lot of students didn't bring dictionaries. After that, **I'm not going to allow any student to attend English class without a dictionary**, so how do I encourage these kids to bring their own? **If you fail to bring it up four times, it will be reported, and you will be disciplined**” (Teacher 3/R).*

*“**Schools should provide more dictionaries**. Since this school does not have enough dictionaries, **I purchased three a few days ago**. **They are free to take them if necessary**” (Teacher 1/K).*

*“For children, **I emphasize that they must have their own dictionary**. **The next step to ensure that the students understand the lesson if they don't have a dictionary is, typically I combine students who don't bring dictionaries with those who do**. Thus, I just merged it with a companion, unless it's a test and they need to look for a dictionary” (Teacher 4/K).*

Schools had to provide enough dictionaries for all students' needs in order to address the issue of dictionaries being limited in schools. But in the meanwhile, teachers could emphasize to students that they should bring their own dictionaries to class in order to address the underlying cause of one of these teacher challenges. The teacher created a policy by documenting every student who refused to bring a dictionary. If a student refused to bring a dictionary four times, they were disciplined. This was done to try to get the students to bring a dictionary. Teachers had to work hard to find solutions to this challenge because dictionaries were essential for a successful teaching and learning process. Purchasing several dictionaries with a teacher's own money allowed students who didn't have any to check them out when they needed them. Combining students without dictionaries with those who did so that one dictionary was utilized at a table was another way to ensure that the teaching and learning process ran smoothly, even when some students still forgot to bring one. However, since they were seated apart for tests, pupils had to make every effort to have their own dictionary (Teacher 1/K, 3/R & 4/K).



*“The school make any attempts to upgrade the facilities. An attempt is being made. According to what I've been told, the school has a budget already established or there are plans to eventually provide LCDs and InFocus to every classroom”* (Teacher 2/R).

*“This little sound system was something I purchased on my own; it is not school property and is only meant for listening. I use this to practice singing. I bought it myself when the facilities are lacking”* (Teacher 1/K).

*“This school has well-maintained infrastructure and facilities, including projectors, LCDs, laptops, and other items that are quite extensive. In 2019, the school contributed 200 of its own cell phones in the form of tablets. The school offers a lot of assistance. As we used Telkomsel's internet, there was no Wi-Fi in the past in 2019. The private sector supplied us with Wi-Fi because it wasn't sufficient. Subsequently, we reapplied to the Ministry of Communication and Information, receiving community service internet. The ministry also requested multiple Chrome books. It has excellent facilities that are highly supportive”* (Teacher 4/K).

One way to solve the challenges faced by English teachers in teaching is to address the issue of insufficient facilities in schools. Even though one of the schools did not yet have the necessary facilities, the school made an attempt to contribute funding to make up for the shortage. One of the teachers overcame this obstacle while waiting for the plan to be implemented by using her money to purchase a small sound system. This allowed for the implementation of teaching and learning activities, such as singing and listening practice, in order to achieve an appropriate learning plan without being restricted by the limitations. However, the results of the data analysis demonstrated that another school adequately supported the completeness of the facilities in their school by providing infrastructure and facilities like projectors, LCDs, laptops, and 200 cellphones. In addition, from the ministry, the private sector, and the Ministry of Communication and Information, the school received a lot of assistance in 2019 in the form of

Chromebooks, community service internet, and free Wi-Fi (Teacher 1/K, 2/R & 4K).

*“Now **there is P3K**, so it can be said **that the salary is sufficient**, but in the past, it was not enough because, even though it was a regional contract, it was not in accordance with the standard income and was less than enough”* (Teacher 3/R).

*“In the future, if we want **to be successful people, don't just be teachers**, because the teachers who earn money stay like that, right? **At least we have a business to balance it all. I do have a business. It's a small business**”* (Teacher 1/K).

*“I'm still an honorary teacher. But regarding whether a salary is enough or not, it's actually relative. **I just try to be grateful. Hopefully, it's always enough**”* (Teacher 2/R).

Based on the results of the data analysis, the researcher discovered that in addition to teaching, teachers should own a business. This would be one way to help teachers whose salaries weren't enough to cover their basic expenses. Running a side business was the best way to overcome this imbalance and become financially successful because teaching, whether on a contract or honorary basis, was a permanent career that did not provide for life's necessities. In addition, the government was currently recruiting for a large number of P3K positions, which paid more than contract teachers, much less honorary teachers. However, as the issue of salary was a relative one, none of these solutions were likely to solve it if we constantly felt as though we were short of income (Teacher 1/K, 2/R & 3/R).

#### ***4.1.3.4 Implementing motivational interventions and disciplining the students***

To help English teachers overcome their challenges in the classroom, they should reprimand their students and implement motivational interventions. Teachers constantly encourage their students to be passionate learners and develop into more disciplined students, even if this makes them harder to handle.

*“In most cases, I advise them and correct them when they refuse to understand the lesson. Maybe we could give them a little guidance if it's about attitude. I always advise my students to put in a lot of study time. I additionally give dress advice, especially for studying. By advising, give motivation and convey that learning English is important for your own future, not for the teacher. I encourage them by pointing out how crucial it is to learn English, even though it is not our native tongue. Thus, they won't be on the island of Kalimantan forever. Of course, they want to study in Java or abroad if they can afford it. It's very important to communicate”* (Teacher 2/R).

*I encouraged them to read more by telling them "Try to read books often, even if they are not textbooks, as long as they are English-language story books. Both English and Indonesian storybooks are available at the library, read frequently, check the dictionary frequently, and commit the words to memory.” I say at least five vocabulary words from the dictionary every day. Should things continue that way, your vocabulary will grow. However, kids do return to themselves, at least if they're motivated to* (Teacher 2/R).

*“I simply raise my tone a little when students aren't paying attention—not because I'm irritated, but rather to help them concentrate better. For instance, if we just say, "Hey, let's listen," students who are labeled careless or who lack concentration will not be bothered. However, if I speak in a high tone, for instance, they will certainly listen”* (Teacher 3/R).

*“In order to get students excited about learning, I remind them while opening their perspectives like in a lecture. Tell them to look after their classmates who don't attend school. A few of them already have children. Granted, we don't hold people responsible for having kids, but let's still take lessons from both the positive and negative experiences. What if you were a parent already? You hold a child in your arms when your friends remain relaxed and enjoying fun. So, study diligently, avoid excessive play, and especially avoid dating”* (Teacher 1/K).

*“Usually, I show movies that can boost students' enthusiasm, but occasionally I share personal stories with them to inspire them (Teacher 4/K).*

Teachers tried to boost their students' motivation to learn by giving them advice on how to study more or by giving them alerts to help them pay closer attention to what they were learning. The teacher would raise a high tone when students were not focused during the lesson and this strategy was more successful than reprimanding them with normal intonation. With a few exceptions, the teacher's approach to student advice was the same as that of other teachers: they compared the real-world experiences of their students with those of their peers who were similar in age and had previously dropped out of school. This tried to get students to work more in class and stay away from dating too young. Teachers might have inspired their students by showing them motivational videos or sharing personal anecdotes. The teacher also recommended students to be active in learning English because English was very crucial for their future, such as for communicating if one day the students had the ambition of studying overseas or far away. The teacher encouraged students to be enthusiastic about learning by reading more and diligently opening the dictionary to memorize vocabulary, even if it was only five words every day. Teachers always advised students, if only to discipline students in dressing they were always advised, especially when it came to studying (Teacher 1/K, 2/R, 3/R & 4/K).

*“To discipline students, perhaps by giving advice. After obtaining advice, give their parents a call, and then communicate with their parents to coordinate” (Teacher 2/R).*

*“My way of disciplining students is never with strange punishments. For example, if I'm in the mood, at most I'll tell them to clean the toilet or go around throwing the trash in the back. I never use violence to discipline my students—that is, I never hit them; instead, I pinch them. I gave a kid a firm squeeze on the stomach, not out of rage but rather to discipline a*

*misbehaving student. I seldom get upset enough to bash something; when I am angry, I just complain* (Teacher 1/K).

*“I never permit my students to go to the restroom together. Alternatively, always allow one person to go at a time, as well as never allow two people to go at a time when asking permission to purchase something from the canteen, because if there were two of them, they would undoubtedly get bored with studying and spend a lot of time talking in the bathroom”* (Teacher 1/K).

One of the challenges of teaching English in remote areas was that teachers had to not only motivate their students but also find unique ways to discipline disruptive ones. First, teachers would advise children. If this failed to help them understand, they were punished by having to clean the toilet and take out the trash. In order to prevent students from spending class time chatting in the restroom, the teacher would not permit students to obtain permission to use the restroom or the canteen together. Instead, students had to go one at a time. Additionally, instead of utilizing harsh methods of discipline like beating, teachers would pinch kids in order to chastise those who were very hard to tell. In addition, the teacher would contact the parents to discuss their child's behavior and arrange for further coordination if the student had problems that the teacher was unable to handle (Teacher 1/K & Teacher 2/R).

## 4.2 Discussion

Considering a research focus on teacher challenges in teaching English in remote areas, as well as the causes of these challenges and strategies for overcoming them, researcher will evaluate the research results of previous findings in this discussion. The challenges for teachers in teaching English in remote areas that researcher found are: *First*, lack of students' competency, *second* is the lack of students' learning motivation and *the last* is lack of student respect for teachers and uncontrollable behavior. While the causes of these challenges are: *First*, absence of English lessons in primary school, *second* is the lack of teacher expertise in teaching and no training for English teachers, *third* is teachers had other duties and teaching other subjects, *forth* are absence of dictionaries, facilities and teachers' low salaries, *the last* are diversity of customs or habits and lack of parental attention. The solutions that researcher found to overcome the challenges are: *First*, familiarizing students with English through practice and utilizing authentic examples in teaching, *second* are engaging online training programs, foster creativity and applying interesting teaching methods, *third* are overcoming the dictionaries shortage, providing adequate facilities and seeking additional income to address salary shortages and *the last* are implementing motivational interventions and disciplining the students. These findings have significant relevance to the focus and objectives of research regarding the challenges faced by English teachers in teaching in remote areas, solutions to overcome each of these challenges, and understanding the causes or factors that contribute to the development of these challenges.

The researcher found that **students' lack of competency** is the **primary challenge** for teachers teaching English in two sub-districts of West Borneo. This finding is consistent with research by Widyanggara et al. (2020), who stated that a common issue in remote area education is students' lack of proficiency. Challenges identified in this research related to students' low proficiency include difficulties in comprehension, speaking, reading, listening, grammar, pronunciation, and lack of vocabulary.

Other studies, such as Agung (2019), Songbatumis (2017), and Febriana et al. (2018), also found that low proficiency in language comprehension, speaking, reading, and writing is a significant challenge. The data analysis in this study revealed that students' English proficiency is extremely poor. According to Febriana et al. (2018), English proficiency among junior high school students in rural Indonesian schools is quite low, requiring teachers to start teaching from the basics.

The initial challenge in teaching English in remote areas is students' inability to understand the language. Many students do not comprehend basic English and are unaware of what the teacher is teaching. Akram et al. (2020), revealed that even common English words are unfamiliar to students, making them uncomfortable using these words. Their poor vocabulary in English makes it difficult to understand when the teacher speaks in English. Additionally, only a few students respond in class, indicating a lack of attention and understanding (Akram et al., 2020).

Teachers also face significant challenges in encouraging students to speak English due to limited vocabulary and poor comprehension. Abrar & Mukminin (2018) identified pronunciation, grammar, and vocabulary as key areas affecting English-speaking fluency. Furthermore, Songbatumis (2017) found that students are often shy and afraid of making mistakes, especially in pronunciation or spelling, which makes speaking in front of peers intimidating. Students also struggle with English structures, both verbally and in writing, due to a lack of daily exposure. Karademir & Gorgoz (2019) noted that limited vocabulary and grammar knowledge hinder students' ability to acquire language skills.

Reading difficulties are another challenge, with students often stuttering or reading incoherently. Saiful (2018) noted that students struggle with reading comprehension, even with basic subjects. The results of research conducted by Akram et al. (2020) also stated that the most common challenge experienced by the teachers is identified as having a limited English background, and students' reading abilities are said to be low. Data analysis also shows that students'

listening comprehension and pronunciation are extremely low. Martiana (2019) reported that only 5% of students performed well in listening comprehension, while the majority struggled. Pronunciation issues persist, with many students making mistakes and using Indonesian pronunciation. Elisathusilawani (2023) noted that students often mispronounce words due to a lack of use.

The **second challenge** faced by teachers in teaching English in remote areas is the **students' low motivation**. Students show minimal enthusiasm and awareness for learning English. This finding is consistent with research by Shahnaz et al. (2021) and Saiful (2018), who both found that a significant challenge for teachers is the students' lack of motivation. This is primarily because students perceive English as difficult, especially due to its distinct writing and pronunciation rules. Distractions and a lack of focus are additional problems. Songbatumis (2017) noted that students' lack of focus disrupts their understanding and retention of knowledge. Some students justify their lack of interest by saying they are not British. Sulistiyo (2008) mentioned that, although English is a necessary school subject, students may not see its relevance in their daily lives, particularly in remote areas.

The **third challenge** faced by English teachers in remote areas is **the lack of student respect and uncontrollable behavior**. Teachers often encounter disrespect and struggle to manage their students. Gootman (2008) notes that while teachers may signal respect, they cannot always expect students to reciprocate. Disruptive behavior, including stubbornness, talkativeness, and inattentiveness, hinders classroom management and teaching effectiveness (Hastings, 2003; Fernet et al., 2012). Student indiscipline is a common challenge that teachers frequently encounter and must address in schools (Widyanggara et al., 2020). Many students use inappropriate language, engage in bullying by using parents' names as insults, and make excessive jokes that escalate into physical altercations causing some to cry. Bullying, harassment, stalking, intimidation, humiliation, and terror are all forms of physical and emotional abuse experienced by millions of students at the school (Fried, 2009). Widyanggara et al. (2020) found the challenges faced by



English teachers at SMP Negeri 2 Wawonii Tenggara that children who encounter negative influences during school age may develop behavioral problems that manifest as deviant behaviors such as smoking, drinking, student fights, and leaving school without permission.

**Behind every challenge or problem lies its root cause**, shaping the emergence of every issue. The lack of English proficiency among students in junior high schools in two sub-districts of West Borneo is attributed to the fact that they **did not receive English lessons during their elementary education**. Students' inadequate learning experience in elementary school impacted their abilities (Widyanggara et al., 2020). This finding is consistent with research by Febriana et al. (2018), who found that English learning in rural Indonesian junior high schools is relatively new due to the absence of English instruction at the primary level. Teachers must start with the basics in grade 7, as students lack even the fundamental skills needed to use a dictionary effectively. This creates significant challenges for educators (Utomo, 2020). Teachers reported lower student engagement due to the lack of English instruction in previous schooling, making it difficult to teach the pre-existing syllabus material (Widyanggara et al., 2020 ; Febriana et al., 2018).

Additionally, students' poor knowledge and enthusiasm for studying English are exacerbated by teachers' **limited teaching techniques** and efforts to improve their skills. Songbatumis (2017) noted that teaching English is challenging due to teachers' limited knowledge and development. Teachers' monotonous methods lead to student disinterest and resistance to learning. Ansari (2012) emphasized the need for diverse teaching strategies to maintain student motivation (Songbatumis, 2017). Researcher found that some students feel overwhelmed by excessive assignments and resort to sleeping in class. Daud et al. (2023) stated that if the assignments seem too hard or complicated, students could start to lose interest in learning. According to Gill (The Star 10.11 2000) in Ler (2012) monotonous and standard teaching techniques can lead to students losing interest and avoiding learning.

Teachers admitted their methods were inadequate and lacked knowledge of using internet tools for interactive learning (Songbatumis, 2017). Conley (2010) in Songbatumis (2017) added that teachers often lack knowledge of technology, pedagogy, and classroom management. This lack of expertise leads students to skip English classes due to boredom and difficulty understanding lessons. Online training could enhance instructional quality, but there is still a teacher cited personal reasons for not fully engaging with these resources. Songbatumis (2017) also revealed that one English language teacher admits to not seeking professional development and creativity in her teaching.

Students' lack of motivation and knowledge in learning English is partly due to **teachers' suboptimal performance**, exacerbated by their heavy workload and multiple responsibilities. This workload negatively affects the teaching and learning process. Tolibas & Lydia (2022) found that teachers' additional duties impact their concentration and enthusiasm. Many English teachers at these schools, juggle roles such as school treasurer, head of the library, administrator, and homeroom teacher. These additional responsibilities can impact teaching quality and focus. Bakker and Demerouti (2007) in Fernet et al. (2012) indicated that job factors can affect motivation. Teachers handling subjects besides English have significant non-teaching responsibilities, causing fatigue that impacts their teaching enthusiasm. There were occasions when one educator had to teach multiple subjects (Utomo, 2020). Febriana et al. (2018) added in many circumstances, teachers teach subjects outside of their areas of competence, because of the incompatibility of the subjects and teachers, these situations result in less maximal lessons offered to students.

Teachers at these schools face significant challenges due to the **lack of dictionaries, inadequate facilities, and teachers' low salaries**. The absence of dictionaries and other learning materials makes teaching English difficult. Utomo (2020) highlighted the necessity of dictionaries, IT tools, and other resources for effective teaching, which are often lacking. Febriana et al. (2018) emphasized that learning materials are crucial for classroom instruction. Data shows that without

dictionaries, students struggle to understand English words, making the learning process challenging. Saiful & Triyono (2018) added, students lose interest in and become drained in learning English due to a lack of resources and learning materials. Teaching English in remote areas is further challenged by limited school facilities. Teachers must share projectors, LCDs, and sound systems and often rely on personal internet data due to inadequate Wi-Fi. Songbatumis (2017) found that insufficient school facilities hinder teaching, with only one LCD projector and sound system for all teachers.

The lack of electricity in schools prevents teachers from preparing teaching materials effectively. Frequent power outages disrupt the teaching process by cutting off internet access and preventing the use of online resources, forcing teachers to use only the whiteboard. Sometimes, extended outages lead to canceled lessons. This challenge support by Febriana et. al., (2018); Widyanggara et. al., (2020); Agung, (2019). The lack of electricity at the school made it impossible for teachers to prepare teaching materials (Febriana et. al., 2018). Widyanggara et al. (2020) highlighted that power outages are a major challenge, limiting the use of educational tools and media. Power outages in this remote regions are frequent and unpredictable, significantly limiting the use of technology in education. Agung (2019) stated that daily blackouts make it difficult to rely on electronic teaching aids, impacting teaching quality and causing student demotivation. Researcher found that these poor facilities significantly impact teaching quality, causing student demotivation and disinterest.

Besides that, in remote areas of West Borneo, low salaries make it hard for English teachers to cover basic living costs. Hossain (2016) reported that 20% of respondents cited low pay as a reason qualified teachers avoid rural areas. The high cost of living compared to their income impacts their teaching enthusiasm. Insufficient pay makes it rare for teachers to work optimally or apply diverse teaching methods, as they can't afford the necessary resources to engage students.

Plessis (2014) emphasized that inadequate incentive systems and low salaries affect teacher motivation and efficacy.

Teachers face significant challenges when teaching English in remote areas due to **diverse customs, habits, and a lack of parental involvement**. Students often lack discipline, and cultural differences complicate classroom management, hindering effective instruction. Copland (2014) notes that parental attitudes, individual variances, and maintaining student motivation are linked to discipline challenges. Teachers in remote areas encounter significant challenges due to cultural and habitual differences among students. These differences lead to difficulties in managing students, lack of respect, harsh language, and indiscipline. Febriana et al. (2018) highlight that the diversity of students' backgrounds, especially in remote areas, adds particular difficulties for teachers. Parental involvement is crucial but often lacking in these areas. Many parents do not support or pay attention to their children's education, which affects students' motivation and discipline. Febriana et al. (2018) and Akram et al. (2020) emphasize that the lack of parental support exacerbates the challenges of teaching in rural schools.

In order to improve educational outcomes and assist our dedicated teachers, the researcher is going to examine **all possible solutions** to resolving the challenges encountered by English teachers in West Borneo's remote areas. One solution to address the lack of students' competence, as indicated by data analysis, is to immerse students in **English practice**. Frequent practice helps students become accustomed to the language, thereby enhancing their competence. Miranda & Wahyudin (2023) emphasize the necessity for students to practice English regularly to enhance their competence. Gultom (2015) supports this, stating that frequent practice is essential for language proficiency. Encouraging students to engage in dialogues and practice speaking daily can significantly improve their skills (Abrar & Mukminin, 2018 ; Miranda & Wahyudin, 2023). To enhance students' critical thinking in English, **using authentic examples** is an effective method. Songbatumis (2017) observed that real-world examples from

students' surroundings are beneficial for teaching English. To help students understand the subject being taught, teachers should provide real-life or familiar examples. Oguz and Ozge (2008) also emphasize the importance of using real-life examples to help students understand the subject matter, keeping them informed about their community.

**Online training** is a valuable option for teachers to enhance their teaching skills. Participating in such programs helps teachers overcome classroom challenges and become more creative educators. Songbatumis (2017) highlights efforts by schools to support teachers through seminars, training sessions, and study clubs. Despite the lack of specialized training for subjects like English in remote schools, teachers have improved their skills by reading various references and participating in online training. Romero-tena et al. (2020) state that competitive job demands necessitate effective training programs, allowing teachers to position themselves for future careers. While offline training is available in district cities, many teachers prefer online training due to the distance. Becker et al. (2014) found that 76.7% of teachers considered online courses as beneficial as in-person professional development programs. Gultom et al. (2015) suggest that English teachers should have opportunities for professional development through in-service training or higher education. This helps teachers feel more competent and confident, enabling them to inspire students to study English with enthusiasm.

Additionally, teachers must **understand their own capabilities** before applying appropriate teaching methods. According to Saiful & Triyono (2018), pre-service teachers must have an in-depth knowledge of how teachers choose their materials and explain them to their students. This self-awareness encourages them to improve and develop their creativity. Each teacher acknowledges the need to continuously improve their teaching skills. They strive to foster creativity in the classroom to make learning more engaging and prevent student boredom. For the purpose of teaching English to students in rural areas, two essential qualities are creativity and patience (Saiful & Triyono, 2018). It is essential for teachers to

present material in an interesting and easily understandable manner for their students. Saiful & Triyono (2018) stated that above all, educators need to be equipped with methods and approaches that will inspire students to enjoy studying English.

Teachers can address their challenges by enhancing students' learning motivation and competency through **various teaching strategies**, such as games, icebreakers, quizzes, and other techniques, while utilizing readily available materials. According to Gultom (2015), to foster the four language skills of speaking, reading, writing, and listening, English teachers must use a variety of activities also as importantly, the instructor should serve as an excellent language role model for the students. Copland (2014) stated that Students have limited focus, therefore the more activities you conduct in the classroom, the more engaged they will be with the material.

Teachers have been adopting a variety of methods using readily available media. They incorporate media such as movies, PowerPoint slideshows on projectors, and internet apps like TikTok. According to Agung (2019), it proved crucial to incorporate the use of assistive technology into instruction. It could provide an engaging teaching approach, bring students up to date with English education, and provide them with more internet and laptop usage skills. Another effective way to boost students' interest is by showing appreciation for their efforts. According to Dörnyei (2001) appreciating student's efforts and successes is one of the most effective motivators.

Maintaining the quality of education is essential in **addressing challenges such as the lack of dictionaries, insufficient facilities, and low pay for English teachers** working in remote areas. According to Darling-Hammond (2003), it is essential to maintain the standard of education to make sure that teachers have access to the tools and resources they need to do their work well. Schools should provide an adequate number of dictionaries and making facility improvements. Improving school facilities is essential. Schools should invest in projectors, sound systems, and internet access to create an effective learning environment (OECD,

2011;UNESCO, 2016). Febriana et al. (2018) note that adequate facilities help students follow the teaching process more successfully. In remote areas, innovative solutions like fundraising for equipment can significantly impact student engagement. To supplement their income, teachers might consider starting side businesses. Although the government is hiring many P3K positions, which offer higher pay than contract or honorary roles, the issue of salary is relative and may persist if the feeling of financial insufficiency remains.

**Disciplinary measures and motivational strategies** are essential for maintaining classroom order and inspiring students. Ur (2021) highlights the importance of motivation in language acquisition. Teachers can use study advice, motivational videos, and personal anecdotes to encourage students. Saiful & Triyono (2018) emphasize the need for teachers to be firm and consistent to maintain student respect and discipline. Creative discipline techniques and strong motivation are particularly important in remote areas. Copland (2014) suggest that teacher education should emphasize discipline maintenance and large-class management. Teachers should initially advise students and, if necessary, use non-harsh disciplinary methods and involve parents for persistent issues.

In conclusion, while earlier studies by Febriana et al. (2018), Widyanggara et al. (2020), Khulel (2021), and Agung (2019) primarily addressed the challenges faced by teachers, and Songbatumis (2017) examined both challenges and solutions, this current research goes further. This study not only explores the challenges and solutions but also investigates the root causes. Understanding these causes helps in identifying less obvious challenges and enables more effective responses. This research aims to offer new insights, share experiences, and promote improved teaching practices, providing valuable guidance for educators seeking to enhance their English language instruction in remote areas.

## 5. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

This research, entitled "Teachers' Challenges in Teaching English in Remote Areas (a Case Study at Junior High Schools in Two Sub-Districts of West Borneo)", aims to examine the various challenges that English teachers in the remote area of West Borneo must overcome, investigate the root reasons of these challenges, and consider the strategies that these teachers have used. This comprehensive strategy not only tackles the obvious obstacles but also identifies the less obvious underlying causes of these issues. Gaining a deeper grasp of the reasons behind the challenges might help identify and resolve problems in English language instruction in remote areas more effectively. The problems addressed in this research are: What challenges do English teachers face at Junior High Schools in two sub-districts of West Borneo? What are the causes of these challenges? How do the teachers solve the challenges of teaching English in these sub-districts? A qualitative research approach was used in this study. More precisely, the current study employs a multi-case study design. This study was carried out at two junior high schools in a remote area of West Borneo, in different sub-district cities. Three different approaches, or data collection processes, were employed in this study to acquire data: observations, interviews, and documentation. The researcher conducted interview with the four teachers and the six students from the two different junior high schools.

Considering a research focus on teacher challenges in teaching English in remote areas, as well as the causes of these challenges and strategies for overcoming them, the researcher can conclude the findings as follows: The challenges for teachers in teaching English in remote areas identified by the researcher include: **first**, a lack of students' competency; **second**, a lack of students' learning motivation; and **third**, a lack of student respect for teachers and uncontrollable behavior. The causes of these challenges are: **first**, the absence of English lessons in primary school; **second**, the lack of teacher expertise in teaching and no training for English teachers; **third**, teachers had other duties and



teaching other subjects; **fourth**, the absence of dictionaries, facilities, and teachers' low salaries; and **lastly**, the diversity of customs and habits and lack of parental attention. The solutions that the researcher found to overcome these challenges are: **first**, familiarizing students with English through practice and utilizing authentic examples in teaching; **second**, engaging in online English teaching training, foster creativity and employing interesting teaching methods; **third**, requiring students to bring dictionaries, providing adequate facilities, and seeking additional income to address salary shortages; and **lastly**, implementing motivational interventions and disciplining students. These findings are highly relevant to the research focus and objectives, as they provide a comprehensive understanding of the challenges faced by English teachers in remote areas, the underlying causes, and the strategies to overcome these challenges.

The study being conducted on this subject has significant implications. Initially, the study highlights the urgent need for specific support and materials to tackle the particular challenges encountered by English teachers in remote areas. Second, by comprehending the underlying causes of these challenges, better intervention strategies-like enhancing teacher preparation programs also upgrading infrastructure and resources. Thirdly, teachers and governments aiming to enhance English language instruction in remote places might benefit from the techniques found for overcoming these challenges. Finally, the study improves our knowledge of the challenges related to teaching in remote areas and will guide future research and policy efforts that seek to ensure that all children, wherever they may be in the world, have fair access to high-quality education. It is crucial to recognize the limitations of the research, even though it offers helpful insights into the challenges faced by English teachers in remote locations and suggests feasible solutions. First off, the study's limited generalizability may stem from its limited emphasis on just two West Borneo subdistricts, which might not accurately reflect the range of challenges encountered in other remote areas. Furthermore, the results rely on teachers' self-reported data, which could contain errors or biases. Moreover, some elements may have been overlooked in the investigation and that not all potential causes of the challenges were properly

investigated. Lastly, the study might have been constrained by time and money, which could have affected on the scope and depth of the investigation. Considering these limitations, the study offers a helpful starting point for additional investigation into the challenges and prospects associated with teaching English in remote areas.

## 5.2 Suggestions

- a. **Improved Teacher Training:** Create specific training programs with an emphasis on resource management, effective teaching methods, and classroom management for English teachers who teach in remote areas.
- b. **Infrastructure Improvement:** Make investments in enhancing the infrastructure and supplying technology, dictionaries, and textbooks that are required to enable English language instruction in remote schools.
- c. **Community Engagement:** Through volunteer work, language clubs, and community activities, build relationships with the local community to improve possibilities for English language learning outside of the classroom.
- d. **Policy Support:** Support for measures that give English language instruction in remote areas priority, such as more financing, teacher incentives, and curriculum modifications to accommodate regional needs.
- e. **Continuous Assessment:** Conduct assessments and evaluations on a regular basis to track development and identify areas where English language teaching in remote schools needs to be improved.

In summary, this study clarifies the challenges encountered by English teachers in remote areas and offers insightful information about their root causes and possible solutions. We can endeavor to enhance English language instruction and promote better learning outcomes for students in remote areas by addressing these issues with focused interventions. Research and cooperative projects must go on in order to guarantee that all kids, no matter where they live, have fair access to high-quality education. By working together, we can make the learning environment more welcoming and encouraging for both educators and students.

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## APPENDICES

### Appendix 1 Observation Checklist

Paces : SMP N 1 Air Upas & SMP N 1 Marau

Date : 6 -17 November, 2023

The observation checklist used by the researcher to answer statement of the problems, which are:

1. What are the challenges faced by English teachers at Junior High Schools in two Sub-Districts of West Borneo?
2. What are the causes of the challenges faced by English teachers at Junior High Schools in two Sub-Districts of West Borneo?
3. How do the teachers solve the challenges of teaching English at Junior High Schools in two Sub-Districts of West Borneo?

No	STATEMENT	YES	NO	NOTE
<b>I.</b>	<b>RQ1: What are the challenges faced by English teachers</b>			
<b>A.</b>	<b>Teachers' challenges</b>			
1.	The teacher does not use language that is easy for students to understand.		√	
2.	Teacher does not use English occasionally.	√		
3.	There is not enough time to teach.		√	

4.	Teacher does not give students motivation.		√	
5.	Teacher does not give students the opportunity to ask questions.		√	
6.	The teacher does not master and use the available media.	√		
7.	The teacher does not use diverse teaching techniques and methods.	√		
8.	The teachers' teaching method is monotonous.	√		
9.	Implementing various teaching methods and techniques is difficult.	√		
10.	Teacher does not master IT.	√		
11.	The available facilities are	√		

	insufficient to support the success of learning English.			
12.	Devices such as LCD projector, sound system and others are very limited.	√		
13.	The supporting learning books are not available.		√	
14.	The learning media are not worth using.		√	
15.	The lack of electricity so teachers had difficult to show videos or play English songs and others.	√		
16.	The available learning resources are insufficient to support the success of learning English.	√		
17.	The number of English teachers is insufficient to teach		√	

	all students.			
18.	Teacher has not good communication skills with students		√	
19.	Teachers teaching English for students from the beginning and no longer use the syllabus.	√		
20.	Making students Speaking English is quite difficult.	√		
21.	Teachers have difficulty teaching large students in one class.	√		
22.	Students do not focus when learning English.	√		Students were distracted by their friends' conversations. Also, a few of them attempted to speak with the researcher (4.1.1.2).
23.	Students do not pay attention when learning English.	√		Students in class 9A did not take the instruction seriously. Students failed to pay attention to the teacher's instructions because they were distracted by talking with their peers

				(4.1.1.2).
24.	Students do not interest in learning English.	√		
25.	Students do not master sufficient vocabulary.	√		Students' lack in mastering basic vocabulary such as: <i>"Eight is what?"</i> C: <i>"What is that?"</i> 1) Get well card: <i>"Ma'am, what does this mean?"</i> 2) <i>"Ma'am, I want to ask, ma'am, what does that mean "menjadi" in English, ma'am?"</i> 3) <i>"What is the "semangat" in English, ma'am?"</i> 4) TA-2: <i>What is the meaning of the "spidol" in English?</i> S: <i>"Don't know, ma'am."</i> 5) TA-2: <i>What is the English word for "surat"?</i> S: <i>"Don't know, ma'am."</i> 6) TA-2: <i>What is the English word for "sapu"?</i> S: <i>"Don't know, ma'am"</i> (4.1.1.1).
26.	Students' lack of ability to understand word class and to memorize vocabulary.	√		
27.	Students are difficult to pronounce words in English and	√		Many students made mistakes in pronouncing and reading them with

	makes mistakes in spelling when writing English		Indonesian pronunciation. The word /use/ was read "us" (Indonesian pronunciation), /here/ "her", /large/ "large", /read/ "red", /a/ "e", /seventy/ "sepenti" /soon/ "suon", /sender/ "sandaran" /they/ "tey", /was/ "was", /eat/ "eat" /ate/ "ate" /main idea/ "main eden"(4.1.1.1).
28.	Students do not enter class on time.	√	
29.	Students look bored when learning English.	√	
30.	Students have difficulty in speaking English.	√	
31.	Students have difficulty in reading English texts	√	When the teacher called a student's name and asked him to read, the student responded by saying, "Oh my God". students still had difficulty in reading even in Indonesian. The average students read with a very low voice (4.1.1.1).
32.	Students have difficulty in writing English	√	



33.	Students do not have the confidence to learn English	√		
34.	Students are timid in performing their speaking skill.	√		
35.	Students have the mindset that English is a tedious and difficult subject.	√		
36.	Students get bored in studying English when the teacher teaches a certain topic of the subject.	√		
37.	Students are mostly afraid of making mistakes when speaking English.	√		
<b>II. RQ2: What are the causes of the challenges faced by English teachers</b>				
<b>A. Causes of the teachers' challenges</b>				
38.	The teacher does not deliver material in an interactive and fun way	√		

39.	Teacher has not a passion for teaching	√		
40.	Teachers feel unconfined in what and how they teach.		√	
41.	The teachers do not understand the student's local language		√	
42.	There is minimal support from school principals for enhancing facilities.	√		
43.	There is a great distance between these places and urban areas.	√		
44.	The teacher does not come to class on time.		√	
45.	The number of civil servant teachers is very small	√		
46.	Status of being honorary teachers	√		

	impacts on the Quality of their teaching in the schools.			
47.	It is difficult to remain students' motivation and enthusiasm in learning and practicing English	√		
48.	Teachers have many responsibilities outside of teaching English.	√		
49.	Students do not studied English since elementary school.	√		
50.	The less motivation from parents influences students' motivation to learn English.	√		
51.	Parents' economic conditions affect students' motivation to learn English.		√	

52.	Students face problems with transportation to school.		√	
53.	Lack of private English courses.	√		
54.	Students spend more time playing than learning.	√		
55.	Student does not bring any dictionary to school.	√		Students did not have dictionaries while others did but kept them in their bags or left them at home (4.1.2.4).
56.	Students intentionally left their books in the desk of the classroom.		√	
57.	Students are illiterate.	√		
58.	Students do not speak the Indonesian language fluently.		√	
59.	limitations in the use of Indonesian language		√	

60.	Students have difficulty in pronouncing particular vocabulary because it was affected by the accent of their local language.	√		
61.	Students learn more memorization than practices.	√		
62.	Students do not have any ideas on the purpose of learning English	√		
63.	The mindset of parents who do not see education important.		√	
64.	The parents' awareness to the development of children in schools is so low.	√		
<b>III. RQ3: How do the teachers solve the challenges</b>				
<b>A. Solutions of the teachers' challenges</b>				

65.	Teachers get appropriate salaries.		√	
66.	Teachers get training and professional development.	√		
67.	The teacher delivers material in an interactive and fun way.	√		
68.	Teacher has a passion for teaching.	√		
69.	Teacher gives the students advises when the teaching process was interrupted by students who are busy in talking and doing other things.	√		
70.	The teacher teaches patiently when it is a very difficult to teach English while the students do not use Indonesian language properly and correctly.	√		

71.	There are supports from school principals for providing and improving school facilities.	√		
72.	The teacher motivates students to learn English by playing games.	√		
73.	Teachers use a variety of methods for teaching English language	√		
74.	Teacher would not hesitate to involve smart students to help in teaching their friends.		√	
75.	Always look for suitable teaching materials and methods in teaching English	√		

## Appendix 2 Interview Guide

The interview guide used by the researcher to answer statement of the problems, which are:

1. What are the challenges faced by English teachers at Junior High Schools in two Sub-Districts of West Borneo?
2. What are the causes of the challenges faced by English teachers at Junior High Schools in two Sub-District of West Borneo?
3. How do the teachers solve the challenges of teaching English at Junior High Schools in two Sub-District of West Borneo?

NO	QUESTIONS	
	<b>Q1: What are the challenges faced by English teachers?</b>	<b>Q2: What are the causes of the challenges faced by English teachers?</b>
	<b>Teachers' challenges (23 Items)</b>	<b>Causes of the teacher's challenges (19 Items)</b>
1.	<p><b>Can you tell me a little about yourself? (English teacher qualifications)</b></p> <p><i>"My name is <b>Kiki Aristia</b>, I have been teaching for about 8 years, and I am a civil servant teacher (Teacher 1/K). My name is <b>Rohayati</b>, I am still an honorary teacher and I have been teaching here for about 10 years (Teacher 2/R). My name is <b>Rufina Dapika Suwadi Ningtiyas</b>, I am a contract teacher and have been teaching for about 10 years (Teacher 3/R). My name is <b>Kadar</b></i></p>	<p><b>What do you think are the causes of the teaching difficulties in English that you have mentioned before?</b></p> <p><i>"The first challenge is the students' intelligence; <b>students from elementary school don't yet have the basics of learning English</b>, whereas the material in grade 7 is already starting to introduce themselves so <b>they have to repeat the basic elementary material first, which is the most difficult</b>"</i></p>



<p><i>Solihari, I am a civil servant teacher and have been teaching for approximately eight years and four months (Teacher 4/K)."</i></p>	<p>(Teacher 4/K-<b>4.1.2.1</b>)</p> <p><i>"Students actually need to learn the English language slowly because <b>they haven't utilized it since elementary school</b>" (Teacher 2/R-<b>4.1.2.1</b>).</i></p> <p><i>"Students' ability in English are not enough because <b>they don't learn the basics from elementary school. In elementary school, some have taught English, some haven't. For those who haven't, we have to start from zero. Tell them to open a dictionary; they don't know yet. They really don't know how, whether from Indonesian to English first or vice versa also how to find the letters, and so on. Yes, we have to teach from there</b>" (Teacher 1/K-<b>4.1.2.1</b>).</i></p> <p><i>"The <b>challenge</b> is more about the <b>child's attitude</b>. Because maybe <b>our culture is different, religions are different, children's characters are definitely different</b>, and there are those who speak softly and those who speak harshly. <b>Making games is beneficial</b>, as I used to teach Java, because <b>characters in Java are the same, while characters here are different</b>. I have used an approach similar to <b>creating a game</b>, but it was</i></p>
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		<p><i>confusing, disorganized, and unhelpful. Their cultural behavior influences their attitudes. Maybe students' habits with their parents or their surrounding environment will influence whether they can respect other people or not. Students here have different characters when they are given a game but choose to play something else so they don't focus on the English game” (Teacher 2/R-4.1.2.5).</i></p>
<p>2.</p>	<p><b>What challenges have you faced during your career as an English teacher?</b></p> <p><i>“The first challenge is the students' intelligence; students from elementary school don't yet have the basics of learning English, whereas the material in grade 7 is already starting to introduce themselves so they have to repeat the basic elementary material first, which is the most difficult” (Teacher 4/K-4.1.1.1)</i></p> <p><i>“When we teach students in their native tongue, such as Indonesian, the Indonesian teacher complains that occasionally the students achieve these scores; the problem is that they haven't reached the maximum. They can't really understand Indonesian yet especially in English as the foreign</i></p>	<p><b>Have you ever had difficulties discussing your challenges with the principal or the school administration?</b> "No, teachers have not had difficulties discussing their challenges with the principal or the school administration."</p>

*language. It's still difficult for me to communicate because if we ask them to just say instructions in English, they sometimes just answer "Yes" "Yes" even though they don't know what I'm talking about because they don't really understand the basic meaning"* (Teacher 1/ K-4.1.1.1).

*"Their limited vocabulary makes it extremely challenging; in other words, their knowledge is also inadequate"* (Teacher 2/R-4.1.1.1).

*"The challenge an English teacher is more about the child's attitude. Because maybe our culture is different, religions are different, and children's characters are definitely different, there are those who speak softly and those who speak harshly. Students' behavior is very unmanageable, starting from the attitude or behavior of students who like to talk harshly, like to make fun of and joke too much, like pushing each other or hitting each other, causing some of them to cry"* (Teacher 2/R-4.1.1.3).

3.	<p><b>Is the number of English teachers at this school insufficient to teach all students?</b></p> <p>"The number of English teachers at these two schools is sufficient to teach all</p>	<p><b>Do you find it difficult to understand the students' language when they use local dialects?</b> "Teacher did not find it difficult to understand the students'</p>
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	students.	language when they use local dialects”
4.	<p><b>Do you teach English from the basics, not following the syllabus?</b></p> <p><i>“Students’ ability in English are not enough because they don’t learn the basics from elementary school. In elementary school, some have taught English, some haven’t. For those who haven’t, we have to start from zero. Tell them to open a dictionary; they don’t know yet. They really don’t know how, whether from Indonesian to English first or vice versa also how to find the letters, and so on. Yes, we have to teach from there” (Teacher 1/K-4.1.2.1).</i></p> <p><i>“The first challenge is the students’ intelligence; students from elementary school don’t yet have the basics of learning English, whereas the material in grade 7 is already starting to introduce themselves so they have to repeat the basic elementary material first, which is the most difficult” (Teacher 4/K-4.1.2.1)</i></p>	<p><b>Do you face difficulties when students frequently use local languages in class?</b> “Teachers did not face difficulties when students frequently use local languages in class”</p>
5.	<p><b>Have you ever felt that you lacked training to develop your quality as an English teacher?</b></p> <p><i>“We certainly will receive extensive training if we work hard. I’m lazy, because I’m still</i></p>	<p><b>Do you think that parents do not pay much attention to their children’s development at school?</b></p> <p><i>“Learning culture does not exist here, nor does it exist at home. Here,</i></p>

<p><i>only half as diligent. There's a lot of online training, we can also learn by ourselves on the web, but I'm lazy hahahaha (Teacher 1/K-4.1.2.2).</i></p> <p><i>“There's actually quite a lot of training for teachers in general. <b>But there is no specific training for pure English yet</b> (Teacher 2/R-4.1.2.2).</i></p> <p><i>“Currently <b>the training is not yet for English</b>, most of the training is more about the curriculum (Teacher 3/R-4.1.2.2).</i></p>	<p><i>students come home from school and sometimes help their parents with work, sometimes playing instead of helping their parents. In the city, for example, children who come home from school would have tutoring again, so the material would be repeated (Teacher 1/K-4.1.2.5).</i></p> <p><i>“In my opinion, parents pay less attention to their children at school; they leave it completely to the school. I think that because the majority of parents here totally give up on their kids to study in school, a lot of kids occasionally forget to complete their homework or participate in class. The reason for this must be that parents do not encourage or monitor their children to study at home. When it comes time to pick up homework, if parents truly care about their kids, it will be immediately collected, whether or not the kids have assignments. Yes, if parents truly do care (Teacher 2/R-4.1.2.5).</i></p> <p><i>There was the kid who, although he was kidding, was beginning to play boxing with his friends. They did, however, protest to their parents. His parents misrepresented something to</i></p>
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		<p><i>the teacher and me over WA. The parents said that the teacher lacked professionalism and was incompetent. Thus, we occasionally lack the motivation to discipline students more effectively. Teachers give punishment or discipline students but parents don't accept it and instead get angry with the teacher” (Teacher 2/R-4.1.2.5).</i></p> <p><i>“There are some parents who really care about their children, there are some who often ask questions or pay attention but don't convey it, but <b>there are also those who don't care at all</b> (Teacher 4/K-4.1.2.5).</i></p> <p><i>“In reality, there are parents who pay little attention to their children's progress at school. This is proven by the fact that there are several children who really need a lot of guidance. When parents were called to school, some came; some didn't” (Teacher 1/K-4.1.2.5).</i></p>
6.	<p><b>Have you ever felt that you do not yet have good teaching techniques and need to improve them?</b></p> <p><i>“My teaching technique is not good enough, because as time goes by it will</i></p>	<p><b>Do inadequate facilities cause you difficulties when teaching English?</b></p> <p><i>Yes, the lack of facilities at this school makes it difficult. That's actually one thing, namely the English-Indonesian,</i></p>

	<p><i>definitely improve, so it's still not enough”</i> (Teacher 4/K-4.1.2.2).</p>	<p><i>Indonesian-English dictionary which is not yet in the library. The dictionary for this school library is empty. I used to have PPL. There, I saw that in the library, there were many dictionaries neatly arranged. Students can borrow if they don't have a dictionary. Meanwhile, there aren't any here yet. It is from the dictionary that students can understand the meaning of language because they are not allowed to carry cell phones”</i> (Teacher 2/R-4.1.2.4).</p> <p><i>“Actually, if we want to apply various methods, we can, but we will definitely end up being hindered by the media tools. Devices such as projectors, LCDs, sound systems are limited, no more than five, whereas there are ten classes. Wi-Fi is available but we usually use our personal data because it's not running smoothly. For example, if one signal is divided, it definitely won't work smoothly”</i> (Teacher 1/K-4.1.2.4).</p>
<p>7.</p>	<p><b>Do you often use monotonous teaching methods when teaching English?</b></p> <p><i>“I think I'm tired to find suitable teaching materials and methods for teaching</i></p>	<p><b>Could the location of the school in a remote area be a cause of challenges for you in teaching English?</b></p> <p><i>“The students' competencies are</i></p>

	<p>English. So yeah, that's it. At least when I'm in the middle of a lesson I remember, I'll add it. But sometimes yes, the maximum we can do is work in groups" (Teacher 1/K-4.1.2.2).</p>	<p><b>genuinely poor</b>; if they truly want to develop, then they can. Some of them have even competed in the Olympics before, <b>but yes, there is a deficiency in the learning</b>. So far, I have been able to understand children, but because <b>there are some shortcomings</b>, I have to understand" (Teacher 4/ K-4.1.1.1).</p>
<p>8.</p>	<p><b>Do you find it difficult to apply various teaching methods and techniques?</b></p> <p><i>"I bet it's challenging to use the different methods. Firstly, installing the equipment could take some time because it isn't put directly into the classroom, and I might need to read a lot more about various techniques (Teacher 4/K-4.1.2.2).</i></p> <p><i>"I Haven't tried to use various methods to teach. Lately, I've been <b>feeling lazy about doing anything because of other duties</b>. It's not that we're more focused on the duties, <b>but our focus is divided</b>. Honestly, <b>because it's divided</b>. So sometimes we just go to class, teach, at least play a few games, and so on. That's all. Moreover, we come in every day. (Teacher 1/K-4.1.2.3).</i></p>	<p><b>Are there any students whose behavior is very unmanageable?</b></p> <p><i>"Here, the characters are different. Once I applied a method to make a game, it was a mess, not clear, basically not conducive. Once, because games take time to organize children, if we talk to students, it's not enough once or twice; this <b>also requires shouting and screaming</b> because when they play the game, they are enthusiastic; actually, they are happy, but <b>that's not conducive</b> to what we are aiming for. <b>They make a fuss of themselves</b>. I used to apply the material outside of the classroom. They frequently <b>refuse to leave the classroom when asked</b>. Sometimes <b>lots of permissions then sprint for the canteen</b>. The issue is <b>unsuitable</b> and often in that manner. For students it is better in Java which respects teachers</i></p>



more. But here the teacher is already at the door, they are still busy drinking and eating. So, the **feeling of respect for teachers is lacking**” (Teacher 2/R-4.1.1.3).

“If they want to go to the toilet. **Some just go straight away without permission** (Teacher 1/K-4.1.1.3).

“For class 9A students, until **I myself was too lazy to do anything. Class 9A is the chattiest class. The guys are the chattiest and the girls too, they are really busy talking to each other. If we talk, they talk too. Anyway, they always talk during class. The only ones who are silent are doing the exercises. The other students, “oh my gosh.” Only 6 people were collecting assignments. Many teachers complain when teaching there** (Teacher 1/K-4.1.1.3).

“**Many of the students are extraordinary have gone beyond the limits. For example, when it comes to tucking clothes into trousers, it is very difficult, then speaking rudely and bullying, such as calling out parents’ names**” (Teacher 1/K-4.1.1.3).

	<p>9. <b>Do you feel that you lack IT skills?</b></p> <p><i>“Knowledge of IT is still only half. But for cellphones, projectors, computers, it seems to be easier, but for things like learning to use Quizzes, Google Forms still requires learning”</i> (Teacher 3/R-4.1.2.2).</p>	<p><b>Do you think that the salary for English teachers in remote areas is insufficient to meet living needs?</b></p> <p><i>“Regarding income as a teacher, it is relative. But because the price of basic necessities is higher than in urban areas or areas with lots of resources, the only resource here is palm oil. So, if you buy vegetables and fish, which are definitely expensive, there will definitely be a shortage”</i> (Teacher 4/K-4.1.2.4).</p>
	<p>10. <b>Do you sometimes not study the material to be taught before entering the class?</b></p> <p><i>"No, they always study the material to be taught before entering the class."</i></p>	<p><b>Do you think that low income from teaching makes teachers less enthusiastic about teaching English?</b></p> <p><i>The lack of income from teaching can make teachers less enthusiastic about teaching English. Yes, definitely not enthusiastic. We want to use media that makes students enthusiastic, or we want to use other media that support it so that students are also enthusiastic about learning, but what can we do? We are already limited, right? It's difficult to buy something. The term is like this: our salary is only that much, right? If we want to work optimally, it's possible, but it's rare, certainly</i></p>

		<i>rare</i> ” (Teacher 1/K-4.1.2.4).
11	<p><b>Are you an English teacher who also teaches subjects other than English?</b></p> <p><i>“Yes, I also teach other subjects and ever feel uninspired when teaching. I also teach craft lessons besides English. I’ve never been enthusiastic when teaching; maybe when I’m tired, I’ve been tired of a lot of teacher work because teachers also have a lot of work to do (Teacher 3/R-4.1.2.3).</i></p>	<p><b>Have you ever felt unmotivated when teaching English?</b></p> <p><i>“A few years ago, because the focus was divided, so lesson plans were never prepared. Definitely, there’s a sense of lacking enthusiasm. It makes sense since you’re doing other things outside of teaching. It is passionate when it comes to instructing. However, lack of enthusiasm is a sign of fatigue” (Teacher 4/K-4.1.2.3).</i></p>
12	<p><b>Are the English learning resources at this school insufficient for you to teach English?</b> No, the English learning resources at this school is sufficient for them to teach English.”</p>	<p><b>Is the number of government teachers at this school not large?</b></p> <p>“No, the number of government teachers at this school is large.”</p>
13	<p><b>Are the English textbooks, dictionaries, and other supporting books inadequate?</b></p> <p><i>“The dictionary doesn’t exist yet in the library, so they brought it personally” (Teacher 3/R-4.1.2.4).</i></p> <p><i>“Absolutely I find it difficult if students don’t bring a dictionary. If they don’t bring a dictionary for certain materials, they will definitely have difficulties. Like yesterday, in passive voice, if we want to look up the third verb, it’s easier to use a dictionary.</i></p>	<p><b>Does the status of being a temporary teacher affect teaching quality?</b></p> <p><i>“I’m still an honorary teacher. But regarding whether a salary is enough or not, it’s actually relative. I just try to be grateful. Hopefully, it’s always enough. Yes, definitely there are times when I feel like my salary isn’t enough. Lack of income definitely affects enthusiasm for teaching, although not significantly” (Teacher</i></p>

	<p><i>There is a list of verbs; there are first, second, and third verbs. That's easier. It will definitely be difficult if students don't have a dictionary</i>" (Teacher 4/K-4.1.2.4).</p> <p><i>"For children, I emphasize that they must have their own dictionary, but the children have many excuses; they say, "I don't have money, ma'am." That's why yesterday I said, "How come you can afford to buy a quota, but to buy a dictionary for your own good, you don't want to?"</i>" (Teacher 2/R-4.1.2.4).</p> <p><i>"Regarding dictionaries, there are not enough here. I bought three dictionaries yesterday, but they disappeared, maybe someone takes it in class. Then...Take it home; not give it back. Detached, and torn. That's the impact if dozens of students hold it</i> (Teacher 1/K-4.1.2.4).</p>	<p>2/R-4.1.2.4).</p> <p><i>"Honor salary is not much, one month we only get a million and two hundred. If we only rely on teachers' salaries, we can't do that. For example, if our average salary is RP 2 million, our daily food needs can be RP 100,000, not to mention those who already have children. If we calculate it like that, it's definitely not enough</i> (Teacher 1/K-4.1.2.4).</p>
14.	<p><b>Are the existing facilities insufficient to support you in teaching English?</b></p> <p><i>" Yes, the lack of facilities at this school makes it difficult. That's actually one thing, namely the English-Indonesian, Indonesian-English dictionary which is not yet in the library. The dictionary for this school library is empty. I used to have PPL. There, I saw that in the library, there were many dictionaries neatly arranged. Students can borrow if they don't have a</i></p>	<p><b>Do you have other responsibilities besides teaching English that make it difficult to focus on improving your teaching?</b></p> <p><i>"Apart from being a teacher, I have duties as the head of the library and as the boss's treasurer. The one who took the most time was the boss's treasurer. The report was amazing. Time consuming. We send it once, but the evidence can be layered. I am</i></p>

*dictionary. Meanwhile, there aren't any here yet. It is from the dictionary that students can understand the meaning of language because they are not allowed to carry cell phones” (Teacher 2/R-4.1.2.4).*

*Rarely to evaluate or reflect on myself after teaching English. In the beginning, yes, I was still so enthusiastic, but recently, because of too many duties, it is no longer to be done (Teacher 1/K-4.1.2.3).*

*“I have other additional duties, first the head of administration, then as school treasurer and homeroom teacher. Regarding this additional assignment, because my hours were not reduced by additional assignments, it automatically had an impact on the learning process. It definitely has an influence. The most difficult challenge is that there are more assignments, which mean that there, are more hours worked. Usually there are assignments, I do other work. Like last week I gave the students assignments and then I worked on financial reports” (Teacher 4/K-4.1.2.3).*

*“I work as a homeroom teacher in addition to being a teacher. Exams are stressful; similar to distributing report cards, we have to type in the grades. Additionally, we must type bio data in class 7. That's what, at the end of the year, actually keeps us busy. Yesterday extracurricular activities*

		<p><i>were still active but now I'm off because I really want to focus on making exam questions. Then I also want to prepare myself for the PPPK test. So, <b>this activity has been stopped for now</b>" (Teacher 2/R-4.1.2.3).</i></p>
15.	<p><b>Are devices like LCD projectors, sound systems, and similar facilities very limited in supporting you when teaching English?</b></p> <p><i>"Actually, if we want to apply various methods, we can, but we will definitely end up being hindered by the media tools. Devices such as projectors, LCDs, sound systems are limited, no more than five, whereas there are ten classes. Wi-Fi is available but we usually use our personal data because it's not running smoothly. For example, if one signal is divided, it definitely won't work smoothly" (Teacher 1/K-4.1.2.4).</i></p> <p><i>"Actually, IN focus, LCD or speakers are available but they are not sufficient or not enough for each class, so if we want to use them "Oh it turns out this teacher wants to use them too" so it's still not enough. Because the Wi-Fi is located in the computer lab, it doesn't connect in the teacher's office. So, I always use my own</i></p>	<p><b>Does the lack of training for teachers pose challenges for you in teaching English?</b> "No, the lack of training for teachers does not pose challenges for them in teaching English."</p>

	<i>internet</i> ” (Teacher 2/R-4.1.2.4).	
16.	Are the teaching media to support you in teaching English not suitable for use? "No, the teaching media to support them in teaching English are suitable for use."	Do you lack confidence when teaching English? "No, they were not lacking confidence when teaching English"
17.	Do you experience difficulties due to insufficient electricity supply hindering the teaching process? "About electricity, because here there are frequent power outages, so when I need to use IN focus but it is a blackout, in the end I use explanations like I usually do using a whiteboard” (Teacher 3/R-4.1.2.4). "When utilizing online media, the problem might come from the fact that when there is a long power outage, the signal is totally lost and cannot be used online. If the power outage is from 7 to 12, there will definitely be skipped classes” (Teacher 4/K-4.1.2.4).	Have you ever not prepared a lesson plan before teaching English? "A few years ago, because the focus was divided, so lesson plans were never prepared. Definitely, there's a sense of lacking enthusiasm. It makes sense since you're doing other things outside of teaching. It is passionate when it comes to instructing. However, lack of enthusiasm is a sign of fatigue” (Teacher 4/K-4.1.2.3).
18.	Have you ever taught students in an interactive and fun way like playing games but faced time constraints? "No, they have never faced time constraints when teaching students in an interactive and fun way, like playing games”	Do you spend more time explaining material than practicing it? "No, they do not spend more time explaining material than practicing it."

<p>19.</p>	<p><b>Do you think the duration of English lessons is insufficient for students to understand the material?</b></p> <p><i>“If we ask students whether they understand or not, how long does it take for the teacher to teach? It seems like that's still not enough. Maybe <b>I'm the one who doesn't use a lot of this or that for teaching. So, the students are still just like that</b>”</i> (Teacher 1/K-4.1.2.2).</p>	<p><b>Do you find it difficult to keep motivating students to be enthusiastic about learning and practicing English?</b></p> <p><i>“<b>Students' interest in learning English is very low</b> because they always say, "Ma'am, I'm not British”</i> (Teacher 1/K-4.1.1.2).</p> <p><i>“Although there have been courses in English provided, <b>nobody seems to be interested in attending. Here, there is a lack of motivation and enthusiasm for learning</b>”</i> (Teacher 3/R-4.1.1.2).</p> <p><i>“In fact, <b>this student's interest in learning is lacking, especially in reading. Students are lazy about reading, even though every day there is something called literacy 20 minutes before studying, but really, the interest in reading among the children here is lacking</b>”</i> (Teacher 2/R-4.1.1.2).</p> <p><i>“There is a significant <b>lack of student awareness of learning. Students are not motivated; they just follow the lessons. Although they receive grades for cheating, they simply give up on the grades without making an effort. There is very little enthusiasm for students. As they often say "I can't</b></i></p>
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		<p><i>...speak English, ma'am, I don't want to</i> (Teacher 2/R-4.1.1.2).</p> <p><b><i>"Students are really hard to motivate. Improving students' learning mood is a very challenging process. They tend to be their most enthusiastic while having fun on the field</i> (Teacher 1/K-4.1.1.2).</b></p> <p><b><i>"Every child has a different character; some are focused, and some are mostly lacking in focus, which disturbs the child who was previously focused"</i></b> (Teacher 3/R-4.1.1.2).</p> <p><b><i>"It's a bit difficult to keep motivating for students who are known as stubborn. Most just do it at that time. For example, when a teacher passes by, they say hello to show respect but only at that moment. Maybe it only lasts for a week. The next day, it's back to normal. That's our difficulty"</i></b> (Teacher 2/R-4.1.1.3).</p>
20	<p><b>Is the number of students in one class too large, making it difficult for you to teach?</b></p> <p>"No, the number of students in one class was not too large, and did not make it difficult for them to teach."</p>	
21	<p><b>Do you find it difficult to get students to speaking and reading in English?</b></p>	

*“To get students **communicate in English, It's challenging**. It's only the number that dares, at least. So perhaps it's comprehension of grammar, for instance, about understanding texts. They can, in fact, but **speaking is a challenging issue**. How are they going to talk if **they don't even have the courage to speak**? Moreover, we want them to speak English (Teacher 1/ K-4.1.1.1).*

*“When it comes to the challenge of encouraging students **to talk in English, grade 9 students face significant challenges**” (Teacher 4/K-4.1.1.1).*

*“Yes, absolutely **it is challenging to get students to communicate in English, especially because they don't understand the language and fear embarrassing themselves** by making mistakes—especially because the language isn't common (Teacher 3/R-4.1.1.1).*

*“When I first taught in 8th grade, they were still... **“Oh, ma'am, I can't read, I'm embarrassed, I can't read.”** I waited for almost a few minutes for that one child. They really... **He didn't want to read**. He was shy and just kept quiet. Even when they read, **they still get messy**, therefore I have to be patient, sometimes there are children who still **have to be dictated**” (Teacher 1/K-*

	4.1.1.1).	
22	<p><b>Do you find it difficult to communicate with students?</b> “No, they did not find it difficult to communicate with students”</p>	
23	<p><b>Do you rarely use English when teaching?</b></p> <p><i>“I used mixed English and Indonesia when explaining, it's usually only at the start of the sentence. <b>If I convey the material in English, they will not understand</b> because they only understand simple language. While I'm discussing anything, they sometimes say "quickly," for whatever reason”</i> (Teacher 1/K-4.1.1.1).</p> <p><i><b>“Because they don't understand Basic English, I automatically mix it up. For greetings, it has to be English because they have to get used to it, but when it comes to communication or instructions, sometimes we transfer English at the same time to Indonesian <b>because they don't understand it yet</b>”</b></i> (Teacher 2/R-4.1.1.1).</p> <p><i>“Combined sometimes to start using English; <b>if they don't understand, I interpret the commands, especially command sentences; indeed, if they seem to be starting to not understand, I interpret Indonesian</b>”</i> (Teacher 3/R-4.1.1.1).</p>	

	<p><i>“When I first taught in 8th grade, they were still... “Oh, ma'am, I can't read, I'm embarrassed, I can't read.” I waited for almost a few minutes for that one child. They really... He didn't want to read. He was shy and just kept quiet. Even when they read, they still get messy, therefore I have to be patient, sometimes there are children who still have to be dictated” (Teacher 1/K-4.1.1.1).</i></p>	
	<p><b>Students Challenges (17 Items)</b></p>	<p><b>Causes of the students Challenges (19 Items)</b></p>
<p>1.</p>	<p><b>What challenges have you faced when learning English?</b> “There are a lot of tasks for assessment. One assessment has 20 questions translated into Indonesian (Student 3/R).</p>	<p><b>What do you think are the causes of the difficulties in learning English that you mentioned earlier?</b> “The material that makes it difficult for me is because I don't study” (Student 5/D).</p>
<p>2.</p>	<p><b>Do you find it difficult to pronounce English? Why?”</b> It's hard to connect, it's hard to pronounce it. Like "R" because some of the words have to be removed and some are connected directly” (Student 1/M)</p>	<p><b>Are you used to not studying or reading the material before class starts or even before exams?</b> “Yes, I used to not study or reading the material before class starts or even before exams” (Student 5/D)</p>
<p>3.</p>	<p><b>Do you think learning English is difficult?</b> “It's not difficult, but it also depends on the teacher. For example, if the teacher explains it and then gives the assignment straight away, it will be difficult.</p>	<p><b>Do you rarely use Indonesian when communicating and instead use local languages?</b> “There are some who use regional languages from the same region, but it's better to just use</p>

	If they taught me the steps to do it, it would be quite easy” (Student 2/J).	Indonesian so it's easy for other people to understand” (Student 5/D).
4.	<b>Do you have difficulty speaking or listening in English? Why?</b> “If listening is easy. But I can't talk. Sometimes I understand, sometimes I don't. If I don't understand, just ask” (Student 2/J)	<b>Do you find it difficult to pronounce English words because of your local dialect accent?</b> “No, they don't find it difficult to pronounce English words because of their local dialect accent”
5.	<b>Do you have difficulty mastering vocabulary? Why?</b> “Memorizing vocabulary is not easy, remembering the meaning is also difficult” (Students 5/D & 6/N).	<b>Do your parents' economic conditions hinder your learning of English?</b> “When I was asked to buy a dictionary, I had to force my parents, if I didn't force them, they wouldn't give me money to buy the dictionary. When the teacher asked me to bring a dictionary, I said I had one but it was left at home even though I hadn't bought it yet” (Student 6/N).
6.	<b>Do you find it difficult to read and write English texts? Why?</b> “It's quite difficult, sis, because the writing is different and when it's read differently” (Student 4/N)	<b>Do you often not bring English textbooks to school, or even leave them at school and not take them home?</b> “Usually bring all books and never leave books at school” (Student 6/N)
7.	<b>Do you find it difficult to understand certain materials? What materials?</b> “In my opinion, it is difficult to understand possessive adjectives or passive voice” (student 5/D).	<b>Do your parents think that education is not important?</b> “Not really” (Student 6/N).

<p>8. <b>Do you often feel bored during English lessons?</b></p> <p><i>“I often feel bored when learning English because when the teacher explained, I didn't understand. Sometimes I sleep in class because I do too much assignments and it makes me dizzy. Learning English is very difficult because it makes me dizzy and I don't understand. The teacher gives us questions in English, but I don't understand. I can only surrender. Learning English is always boring and never feels fun because the English teacher is sometimes chattier than other subject teachers; if she is already nagging, it will never end” (Student 3/R-4.1.2.2).</i></p>	<p><b>Do you not get enough motivation from your parents, teachers, or learning environment?</b> “If from my parents it's just general advice like "study to become a successful person" usually the motivation comes from myself. The motivation is because I want to understand people when they talk” (Student 1/M)</p>
<p>9. <b>Do you feel bored when learning certain materials? What materials?</b></p> <p><i>“For me, boring material in English is that which merely connects words and then interprets them. I don't grasp the material, but the teacher still moves on to the exercise after spending an hour explaining it. English lessons about formulas make me dizzy. Last Wednesday, I did not go to school because there were English and mathematics lessons. I was dizzy thinking about it” (Student 6/N-4.1.2.2).</i></p>	<p><b>Do your parents not support you in learning English?</b> “Parents think about education is important they always demand to learn too” (Student 1/M)</p>

10	<p><b>Do you feel afraid of making mistakes when speaking English?</b> “If I speak English, I feel embarrassed in front of my friends and nervous, afraid of pronouncing it wrong. It's okay to be wrong, but it's just embarrassing” (Student 5/D)</p>	<p><b>Are you unmotivated when learning English?</b> “Every time I have English class, I always get bored and sometimes sleep in class” (Student 3/R).</p>
11	<p><b>Do you often lose focus when learning English?</b></p> <p><i>“I frequently have <b>trouble concentration</b> because I was sleepy and a friend was inviting to talk (Student 2/J-4.1.1.2).</i></p> <p><i>“Sometimes <b>I don't focus enough</b> to listen to the teacher's explanation. I also don't study well, so I often forget (Student 6/ N-4.1.1.2).</i></p> <p><i>“<b>I often lose focus.</b> As if another thought had suddenly appeared. Apart from that, I can't focus because my friends disturb me and invited to talk when the teacher is explaining” (Student 5/D-4.1.1.2).</i></p> <p><i>“<b>I always lose focus when studying English</b> and play with my friends a lot. However, I usually <b>concentrate on other subjects instead of English</b> (Student 3/R-4.1.1.2).</i></p>	<p><b>Do you not like English lessons?</b> “I don't like it because it's difficult, complicated and I don't understand it” (Student 3/R).</p>
12	<p><b>Do you find it difficult if your teacher asks you to present using PPT or submit assignments via email or other IT-based</b></p>	<p><b>Do you not understand why you need to learn English?</b> “Almost all students do not know why they should</p>

	<p><b>tasks?</b> “Never presented using an In-Focus, always read from a book. Once asked to send an English assignment by taking a photo then explaining and sending it via WA” (Student 2/J)</p>	<p>learn English”</p>
13.	<p><b>Do you feel embarrassed when speaking English?</b> “If I speak English, I feel embarrassed in front of my friends and nervous, afraid of pronouncing it wrong. It's okay to be wrong, but it's just embarrassing” (Student 5/D)</p>	<p><b>Do you think learning English is unimportant because it is not used outside school?</b> “Yes, they thought that learning English was unimportant because it was not used outside school.”</p>
14.	<p><b>Are you always late for class?</b> “Never. always on time” (Student 4/N)</p>	<p><b>Have you ever felt afraid of being mocked when trying to speak English?</b> “Yes, they ever felt afraid of being mocked when trying to speak English.”</p>
15.	<p><b>Is the duration of English lessons insufficient for you to understand the material your teacher teaches?</b></p> <p><i>“I think the duration of time spent on English classes is sufficient, even if they can be reduced even more because they are tedious”</i> (Student 6/N-4.1.2.2).</p>	<p><b>Do your parents have very low awareness of your progress in school?</b> Yes, their parents have very low awareness of their progress in school.”</p>
16.	<p><b>Are the English learning resources at this school insufficient for you to learn English?</b> “Still not enough. Like in that book, sometimes there are books that are not complete. Then we borrowed the book from</p>	<p><b>Does the lack of English courses or learning outside of school cause difficulties in learning English at school?</b> “Yes, the lack of English courses or learning outside of school</p>



	<p>the library but sometimes there wasn't any. Actually, we also use the internet, but we are not allowed to bring cell phones to school. I'm afraid that children who can't be controlled will play games for TikTok (Student 2/J)."</p> <p>"The learning resources are not lacking; I don't really understand if I learn from books. So, I have to be explained or look for other sources such as cellphones for searching" (Student 4/N).</p>	<p>cause difficulties in learning English at school</p>
17.	<p><b>Are the facilities at this school insufficient to support you in learning English?</b> "It's enough, but the markers in our class are still not enough because they are often used up by other children for toys (Student 5/D).</p>	<p><b>Does your teacher spend more time explaining than practicing directly?</b></p> <p>"No, their teachers spend more time practicing directly than explaining."</p>
18.		<p><b>Do you often find it difficult to understand your teacher's explanations?</b> "Yes, they often find it difficult to understand their teacher's explanations"</p>
19.		<p><b>Have you not received English lessons since elementary school?</b></p> <p>"Yes, they have not received English lessons since elementary school"</p>

### Q3: How do the teachers solve the challenges

NO	Solutions of the teachers' challenges (18 Items)	Solutions of the students' challenges (10 Items)
1.	<p><b>Can you provide some solutions for each difficulty that you have mentioned before?</b></p> <p><i>"The main challenge was a lack of understanding of the language. To solve that, <b>get used to it. Make them used to speaking English. So, they are at least somewhat familiar.</b> Apps, games, and other media are popular among people. The language of every application is English. At least they already know the basics. When it comes to speaking, <b>they have to get used to it.</b> The simplest ones to get them used to speaking is <b>ask them to say "Yes, ma'am."</b> If they meet me, <b>they say good morning or good afternoon; that's all</b>" (Teacher 1/K-4.1.3.1).</i></p>	<p><b>Can you provide some solutions for each difficulty that you mentioned earlier?</b></p> <p><i>"Sometimes I practice with friends, and sometimes I just talk to myself in my room. I practice by myself so I don't pronounce it wrong. I study at home from my cellphone, via video, and see the lessons on my cellphone. Open the Internet and watch people's VLOGS. I also watch animation. I looked on the site, and sometimes there weren't any subtitles in Indonesian, so I watched animated films in English (Student</i></p>

		1/M-4.1.3.1).
2.	<p><b>Has the school ever conducted training/development programs for English teachers or similar activities aimed at improving the quality of English teachers?</b></p> <p><i>“Currently the training is not yet for English, most of the training is more about the curriculum (Teacher 3/R-4.1.2.2).</i></p>	<p><b>Do you think English teachers need to change their teaching methods to be more enthusiastic?</b> “Yes, for example, studying while playing games and sometimes we are given free time so we can play (Student 3/R).</p> <p>““Actually, it’s necessary, sis. Because the kids here get bored easily. After only 5-6 minutes of explanation, they’re busy on their own. The teacher explains in front of them and they chat by themselves. So, if possible, learn while playing. When explaining the instructions directly, the speaker should practice more directly” (Student 2/J)</p>
3.	<b>Have you ever received training/development</b>	<b>What can teachers do</b>

<p>programs for English teachers or similar activities aimed at improving your abilities?</p> <p><i>“Currently, there is mainly IT, so there is one WA group in English that exists. Now there is something like a learning community via WA, and then there is PMM, an independent teaching platform, so the training is through there. I usually take part in the training through Zoom meetings. The training will be specifically for teachers” (Teacher 3/R-4.1.3.2).</i></p>	<p>to help you improve your English skills?</p> <p>“Learn, from reading books, watching films, taking English courses if there are any” (Student 2/J).</p>
<p>4. Have you tried to advance and improve yourself through education and creativity in teaching English?</p> <p><i>“The way I improve myself so that I have good skills in teaching are: The first is that I read references by buying my own books and then looking for references on the internet. Now there is the “Merdeka Mengajar” platform, which is the most helpful in terms of the learning process and also helps understand the new curriculum. If the training is online. Some are online, some are offline. If it's offline, it's usually because of the long distance, so it's often online. There is no special English language training in schools, but there is often online training. From what it's called, there are institutions in Java that often share on WA and often join online, so if now there is an independent learning platform, that's where it comes from too” (Teacher 4/K-4.1.3.2).</i></p>	<p>Do you need more motivation to learn English? “Maybe parents. Need more motivation from parents but now less motivation from parents” (Student 2/J).</p>

*“Personally, I think my teaching techniques need to be improved. Looking for ways to get students interested. Every day, I keep looking for the appropriate method. These children are of middle school age and still like to play. But they feel like they are adults. So, I keep looking for ways to enter their world. We have to really prepare how to deliver the material so that it is interesting and how to convey it to children so that it is easier for them to absorb the material”* (Teacher 3/R-4.1.3.2).

*“Improving teaching methods is a must because the curriculum changes, times change. Yes, it is necessary. It is very necessary* (Teacher 4/K-4.1.3.2).

*“I definitely have to always learn more about teaching techniques. Because if I don't learn, especially if never learn, sometimes I forget* (Teacher 1/K-4.1.3.2).

*So far, I think I've tried to improve my strategy in teaching. One way is to create interest in the game; if this doesn't work, then look again for what it is that can make them like it. Method to make students interested is use games. Many people use games, so before starting the lesson, there is an icebreaking* (Teacher 3/R/4.1.3.2).

*“For Icebreaking we usually sing in English”* (Teacher 4/K-4.1.3.2).

<p>5. <b>Do you always use various methods to teach English?</b></p> <p><i>“It used to be monotonous, like a lecture, but it has started to vary recently, and this variation includes utilizing media. If the media that is usually used is mostly picture media, there are printed pictures, but I usually use a projector; the projector is usually PowerPoint media. Often by watching movie. I opened the projector. Previously, I downloaded the movie the day before or last night, and then watched it during class time. Then discuss the material” (Teacher 4/K-4.1.3.2).</i></p> <p><i>“I once gave students assignments using media. Now the kids play TikTok, and then I ask the kids to make a product label or something. Please make it using any application; it's up to you; just update it on TikTok. Apart from that, I've also asked them to make a report about events surrounding uploads on TikTok” (Teacher 1/K-4.1.3.2).</i></p> <p><i>“In the past, we gave material straight to the point; this is this. But now they are given problem-based learning. They look for the problem first, and then go to the explanation of this material. You were given this so that you can understand it. My way of improving their vocabulary skills is to use a dictionary and games too. Yesterday I tried to increase their vocabulary</i></p>	<p><b>What can make you more enthusiastic about learning English?</b> “The teacher kept teaching while giving quizzes, which helped to make me more enthusiastic” (Student 2/J).</p>
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	<p><i>because they are too lazy to open a dictionary, so I used one reading and remembered it later. How many words they can remember (Teacher 3/R-4.1.3.2).</i></p> <p><i>“We have to ask them out of class. Learn to observe the environment around them. Then they recorded everything they saw like that. So, to arouse children's enthusiasm for learning, I usually give them rewards in the form of high grades or something else. If they were given something like that, whoever wanted to go first, the teacher gave them the highest score. But if we tell them to do so many pages, they will be lazy, and they won't even finish until the bell rings. For example, during the last hour, I asked who wanted to come forward and who could make a sentence or write a sentence on the blackboard, and I will give a ticket home but still went home, waiting for the bell. Those who don't write sentences or anything like that can't go home and must be able to write. That's my way” (Teacher 2/R-4.1.3.2).</i></p>	
<p>6. <b>How do you deal with the lack of dictionaries at school?</b></p>	<p><i>“The dictionary doesn't exist yet, so they brought it personally. Because I didn't take notes in the past, a lot of students didn't bring dictionaries. After that, I'm not going to allow any student to attend English class without a dictionary, so how</i></p>	<p><b>Do you always do your best to get good grades even though you sometimes don't pay attention to the teacher's explanation?</b></p> <p><i>“Yes always. If I don't listen to the teacher's</i></p>

	<p><i>do I encourage these kids to bring their own? If you fail to bring it up four times, it will be reported, and you will be disciplined” (Teacher 3/R-4.1.3.3).</i></p> <p><i>“For children, I emphasize that they must have their own dictionary. The next step to ensure that the students understand the lesson if they don't have a dictionary is, typically I combine students who don't bring dictionaries with those who do. Thus, I just merged it with a companion, unless it's a test and they need to look for a dictionary” (Teacher 4/K-4.1.3.3).</i></p> <p><i>“This little sound system was something I purchased on my own; it is not school property and is only meant for listening. I use this to practice singing. I bought it myself when the facilities are lacking” (Teacher 1/K-4.1.3.3).</i></p>	<p>explanation, sometimes I ask my friends how to do it. It will definitely be explained, especially if I ask the teacher, she will also explain it back” Student 1/M).</p>
<p>7.</p>	<p><b>Does the school always strive to enhance and provide books in the library, free Wi-Fi, and other facilities?</b></p> <p><i>“The school make any attempts to upgrade the facilities. An attempt is being made. According to what I've been told, the school has a budget already established or there are plans to eventually provide LCDs and InFocus to every classroom” (Teacher 2/R-4.1.3.3).</i></p> <p><i>“This school has well-maintained infrastructure and facilities, including projectors, LCDs, laptops, and other items that are quite extensive.</i></p>	<p><b>Does the school facilitate students' learning of English by organizing learning clubs?</b></p> <p><i>There were a lot of students joined the storytelling activity, but every week it continued to decrease until today it disappeared because people who don't really</i></p>



	<p><i>In 2019, the school contributed 200 of its own cell phones in the form of tablets. The school offers a lot of assistance. As we used Telkomsel's internet, there was no Wi-Fi in the past in 2019. The private sector supplied us with Wi-Fi because it wasn't sufficient. Subsequently, we reapplied to the Ministry of Communication and Information, receiving community service internet. The ministry also requested multiple Chrome books. It has excellent facilities that are highly supportive”</i> (Teacher 4/K-4.1.3.3).</p> <p><i>“Schools should provide more dictionaries. Since this school does not have enough dictionaries, I purchased three a few days ago. They are free to take them if necessary”</i> (Teacher 1/K-4.1.3.3).</p>	<p>understand English can't afford it (Student 1/M-4.1.1.2).</p>
<p>8.</p>	<p><b>How do you deal with salary shortage?</b></p> <p><i>“Now there is P3K, so it can be said that the salary is sufficient, but in the past, it was not enough because, even though it was a regional contract, it was not in accordance with the standard income and was less than enough”</i> (Teacher 3/R-4.1.3.3).</p> <p><i>“In the future, if we want to be successful people, don't just be teachers, because the teachers who earn money stay like that, right? At least we have a business to balance it all. I do have a business. It's a small business”</i> (Teacher 1/K-4.1.3.3).</p> <p><i>“I'm still an honorary teacher. But regarding whether a salary is enough or not, it's actually</i></p>	<p><b>Are there any teaching techniques your teacher uses that make you enthusiastic about learning English?</b> “Just give me motivation, because I really don't have enough motivation. Moreover, for example, if the student's family background is problematic. So, teachers have to provide motivation so that their students want to learn”</p>

	<p><i>relative. I just try to be grateful. Hopefully, it's always enough</i>" (Teacher 2/R-4.1.3.3).</p>	<p>Student 2/J).</p>
<p>9.</p>	<p><b>How do you motivate students when teaching English?</b></p> <p><i>"In most cases, I advise them and correct them when they refuse to understand the lesson. Maybe we could give them a little guidance if it's about attitude. I always advise my students to put in a lot of study time. I additionally give dress advice, especially for studying. By advising, give motivation and convey that learning English is important for your own future, not for the teacher. I encourage them by pointing out how crucial it is to learn English, even though it is not our native tongue. Thus, they won't be on the island of Kalimantan forever. Of course, they want to study in Java or abroad if they can afford it. It's very important to communicate"</i> (Teacher 2/R/4.1.3.4).</p>	<p><b>Do you think the school should have more English teachers?</b> "Just two is enough" (Student 2/J)</p>
<p>10</p>	<p><b>Do you motivate students to be enthusiastic about learning English in interactive ways, such as by inviting them to play games and other activities?</b></p> <p><i>"The method used is usually mixed. Firstly, when we enter class, we will lecture first. After that, at least in one meeting, there will be games, whether it's just short questions, funny questions, and so</i></p>	<p><b>Do you agree that disciplining students does not necessarily have to involve punishment?</b> "Not with violence. It should be just reprimanded, more strictly" (Student 2/J).</p>

	<p>on (Teacher 1/K-4.1.3.2).</p> <p><i>“In my opinion, there is variation when I teach because we don't just explain; there are questions and answers showing a picture or listening using a speaker. It's like a game for example, a challenge. Whoever is faster gets the score like Quiz”</i> (Teacher 2/R-4.1.3.2).</p>	
11	<p><b>How do you discipline students?</b></p> <p><i>“To discipline students, perhaps by giving advice. After obtaining advice, give their parents a call, and then communicate with their parents to coordinate”</i> (Teacher 2/R-4.1.3.4).</p> <p><i>“My way of disciplining students is never with strange punishments. For example, if I'm in the mood, at most I'll tell them to clean the toilet or go around throwing the trash in the back. I never use violence to discipline my students—that is, I never hit them; instead, I pinch them. I gave a kid a firm squeeze on the stomach, not out of rage but rather to discipline a misbehaving student. I seldom get upset enough to bash something; when I am angry, I just complain</i> (Teacher 1/K-4.1.3.4).</p> <p><i>“I never permit my students to go to the restroom together. Alternatively, always allow one person to go at a time, as well as never allow two people to go at a time when asking permission to purchase something from the canteen, because if there were two of them, they would undoubtedly get bored with studying and spend a lot of time</i></p>	

	<p><i>talking in the bathroom” (Teacher 1/K-4.1.3.4).</i></p>	
<p>12</p>	<p><b>How do you evaluate and motivate the students?</b></p> <p><i>I encouraged them to read more by telling them "Try to read books often, even if they are not textbooks, as long as they are English-language story books. Both English and Indonesian storybooks are available at the library, <b>read frequently, check the dictionary frequently, and commit the words to memory.</b>" I say at least five vocabulary words from the dictionary every day. Should things continue that way, your vocabulary will grow. However, kids do return to themselves, at least if they're motivated to (Teacher 2/R/4.1.3.4).</i></p> <p><i>“In order to get students excited about learning, I remind them while opening their perspectives like in a lecture. Tell them to look after their classmates who don't attend school. A few of them already have children. Granted, we don't hold people responsible for having kids, but let's still take lessons from both the positive and negative experiences. What if you were a parent already? You hold a child in your arms when your friends remain relaxed and enjoying fun. So, <b>study diligently, avoid excessive play, and especially avoid dating</b>” (Teacher 1/K-4.1.3.4).</i></p> <p><i>“Usually, I show movies that can boost students' enthusiasm, but occasionally I share personal</i></p>	

	<p><i>stories with them to inspire them</i> (Teacher 4/K-4.1.3.4).</p>	
13	<p><b>Do you always give advice or reprimand students who are noisy in class or do not pay attention to lessons?</b></p> <p><i>“I simply raise my tone a little when students aren't paying attention—not because I'm irritated, but rather to help them concentrate better. For instance, if we just say, "Hey, let's listen," students who are labeled careless or who lack concentration will not be bothered. However, if I speak in a high tone, for instance, they will certainly listen”</i> (Teacher 3/R-4.1.3.4).</p>	
14	<p><b>Do you always try to find suitable materials and teaching methods for teaching English?</b></p> <p><i>“We have to be more creative to become teachers. We really have to think, oh, so teaching like this makes children monotonous, or, in other words, inactive. How do we make them active? Like that, it really has to be improved. Some of the children's characters become bored of teaching in the same way every time we finish a lesson or every time, so we really need to improve. Every moment or every time, actually there must be a change. It can't be monotonous. The kids are bored too”</i> (Teacher 2/R-4.1.3.2).</p>	
15	<p><b>How do you improve students' four skills?</b></p> <p><i>“I usually rely on my own voice when listening</i></p>	

*class, but it's still difficult for them. In fact, I often use a voice that is spoken by a complete stranger, so that's fast, isn't it? They always say, "Oh ma'am I missed it," "What are they talking about? It's too fluent" (Teacher 1/ K-4.1.1.1).*

*"When it comes to writing practice, I always ask students to **make a sentence that I have explained before**. When teaching, I present the material first, then **immediately give assignments or practice**, for example, **dialogue**, and so on, for a few minutes. Then the students come to the front and cannot look at the book. **I prefer practice**" (Teacher 2/R-4.1.3.1).*

*"I ask students to **read aloud in turns so that everyone has a chance to read correctly**, as part of my attempt to **help them improve their comprehension**" (Teacher 1/K-4.1.3.1).*

*"For junior high school level, **just read briefly**. For example, the **first student reads the first sentence then the next student continues to read the next sentence**" (Teacher 2/R-4.1.3.1).*

*The way to get students to dare to speak English is to talk to them. **Make them communicate**. Even though the answer is wrong, I will correct it such as: "Later, you should answer like this." I gave students the task of **reading the material in their worksheet books**. Whoever dares to read, please read, and **if I find any errors, I must fix them immediately**. To practice vocabulary, I usually ask*

*students to memorize words for example, adjectives and others, along with their meanings. Then I told the students to come forward one by one. If the students made mistakes in memorizing vocabulary or in pronunciation, then I corrected them. Then they have to repeat the words correctly* (Teacher 2/R-4.1.3.1).

*“Additionally, I asked students to take part in a conversation with their peers in front of the class. Students still need to be corrected and asked to repeat the right pronunciation if they misread or mispronounce it. I’ll correct them right away if they are in error and I notice it* (Teacher 1/K-4.1.3.1).

*“To improve their reading skills, I used games. So, I used pictures and text. I asked them to look at pictures, for example, a picture of a giraffe. Look for the text that is suitable for the story in this picture. They competed to find it, and it was fun. When it is successfully matched, I ask them to read* (Teacher 3/R-4.1.3.2).

*My way of improving students' writing skills is to use descriptive text by giving a picture of an animal with the concept of looking for a mind map and then combining it into one piece of writing or descriptive text. If the students are starting to lose focus, let's do icebreaking or singing first, and then go back to the material* (Teacher 3/R-4.1.3.2).

*My way of improving students' listening skills is*

	<p><i>through songs or reading chains, but mostly I use songs because I think they understand better after listening, so I use missing words. After that, just a few words were removed, ten for example, from one song. Then we sing together, and then I tell them to fill in” (Teacher 3/R-4.1.3.2).</i></p>	
16	<p><b>How do you improve students' vocabulary?</b></p> <p><i>“Their limitations in vocabularies essentially come in things like <b>not knowing the meaning</b> of certain terms, like <b>“what does this mean, ma'am?”</b> (Teacher 2/R-4.1.1.1).</i></p> <p><i>“To <b>improve my students' vocabulary skills, I do Nothing. That's what's missing</b> (Teacher 1/K-4.1.2.2)</i></p>	
17	<p><b>How do you improve students' pronunciation and grammar?</b></p> <p><i>“About grammar skills, I'll explain first as usual. I explained, they practice, <b>but usually the next day they forget.</b> It is common. Well, <b>they don't even know how to speak English, how can I correct the grammar</b> (Teacher 1/K-4.1.1.1).</i></p> <p><i>“That's also <b>still lacking. There's still a lack of grammar.</b> Even the subject was <b>explained several times, I reminded them again, but maybe there are some who can do it, but that's very few</b> (Teacher 3/R-4.1.1.1).</i></p>	
18	<p><b>Do you tend to consider the availability of real-</b></p>	



**life examples around you that can be used in teaching English?**

*“We have to give examples that exist in this reality because they can easily understand if we give examples that exist in direct reality. Rather than assuming because their catching power is that some are fast and some are slow. If I teach grammar, I tend to use a dictionary; besides that, I also train students to memorize. For example, earlier I taught grammar about "there is, there are." I tend to give direct examples or concrete actions, for example, "What is this?" I illustrated what was in the room. I occasionally utilize pictures, and other times, I'll simply mention the name of the student and use them as an example. When teaching pupils about bodily parts, for instance, I ask them what the English name of each body component is” (Teacher 2/R-4.1.3.1)*

*“Simply provide every day, real-world examples so students may envision this as well. If we give an example of an animal in Australia, they will say "What kind of thing is that?" If we give an example, "chickens" are already around them“(Teacher 1/K-4.1.3.1).*

### Appendix 3 Photos Documentation

*Figure 1. Students' reading activity in the classroom*



*Figure 2. Teaching & learning activity in the classroom (Teacher 3/R)*



*Figure 3. Teaching & learning activity in the classroom (Teacher 3/R)*



*Figure 4. Students lack focus & enthusiasm for learning*



*Figure 5. Teaching & learning process in class 9A*



*Figure 6. The absence of dictionaries in the class*



*Figure 7. Students take turns reading practice in front of the teacher (Teacher 1/K)*



*Figure 8. The teacher (3/R) boosts students' motivation by singing together*



*Figure 9. The teacher (4/K) utilizes digital tools in the teaching and learning process*





### Pictures of Students' Learning Activities



### Pictures of Classroom Environment



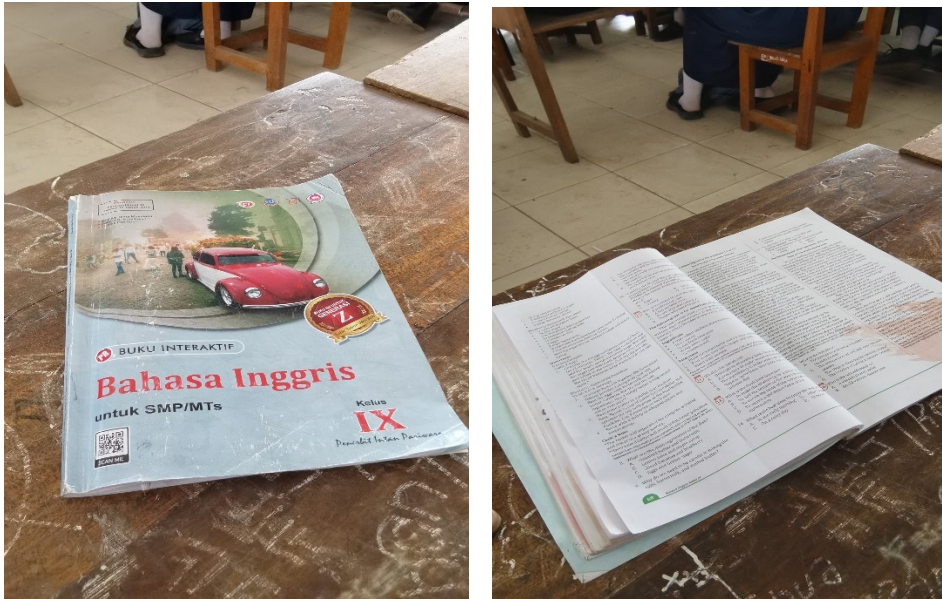
### Picture of School Library



### Pictures of Schools Signboard



### Picture of English Learning Resources



### Picture of Researcher Conducting Observation



**Pictures of teachers' Interview**

*Interviewing teacher 1 Mrs. Kiki*



*Interviewing teacher 1 Mrs. Rohayati*



**Pictures of teachers' Interview**

*Interviewing teacher 3 Mrs. Ruvina*



*Interviewing teacher 4 Mr. Kadar*





**Pictures of Students' Interview**

*Interviewing student 1 Mutia*



*Interviewing student 2 Jelita*



**Pictures of Students' Interview**

*Interviewing student 3 Reyhan*



*Interviewing student 4 Novi*



*Interviewing student 5 Diangga*

