

A PHENOMENOLOGICAL STUDY INTO EFL TEACHERS' EXPERIENCES OF TEACHING ENGLISH IN RURAL SCHOOLS: NON-STRUCTURAL CHALLENGES, COPING STRATEGIES AND EMOTIONAL STATE

Syabina Aliyah Nur Aziza¹, Dzul Fikri², Durotun Nasihah³

^{1,2,3} English Education Department, Universitas Islam Malang, Indonesia

Email: ¹ 22101073020@unisma.ac.id,

² dzulfikri@unisma.ac.id

³ durotun@unisma.ac.id

Abstract

This study explores the non-structural challenges faced by English as a Foreign Language (EFL) teachers in rural Indonesian schools, their coping strategies, and emotional experiences during the teaching process. Grounded in Vygotsky's sociocultural theory and the Zone of Proximal Development (ZPD), the research aimed to investigate how EFL teachers maintain effective teaching practices within limited-resource contexts. Employing a qualitative phenomenological design, data were gathered through semi-structured interviews with four junior high school teachers in rural settings. Thematic analysis revealed six key non-structural challenges: limited teaching materials, language barriers stemming from students' unfamiliarity with English or Indonesian, low student motivation, minimal parental support, cultural disconnect between teachers and school communities, and a lack of student autonomy. To address these, teachers implemented context-based strategies such as using multilingual explanations, incorporating daily-life examples, utilizing games and visual media, and fostering student collaboration. Emotionally, teachers reported feelings of stress and exhaustion, but also experienced motivation and satisfaction through student progress and creative teaching breakthroughs. These findings highlight the multifaceted role of EFL teachers in rural areas, encompassing not only instructional duties but also emotional resilience and student motivation. The study underscores the need for context-sensitive teacher training and policies that support both instructional quality and teacher well-being.

Keywords: EFL teachers; rural education; non-structural challenges; emotional state; coping strategies; phenomenological study

INTRODUCTION

Teaching English as a Foreign Language (EFL) in rural areas continues to pose significant challenges, particularly in developing countries where educational gaps between urban and rural schools persist. Teachers in remote regions often face difficulties beyond inadequate infrastructure such as limited student exposure to English, low parental involvement, and minimal teaching resources, that directly impact the effectiveness of language instruction. These challenges are compounded by the demand for English proficiency, which continues to rise despite the constraints in rural educational contexts.

Teaching English as a Foreign Language (EFL) in rural schools has become an increasingly pressing global concern, particularly as the disparity in educational access between urban and rural regions continues to widen. One of the key barriers to delivering quality EFL instruction is the growing demand for English language proficiency in rural educational institutions. Among the most urgent challenges faced by EFL teachers are the shortage of qualified instructors, insufficient

infrastructure, and a lack of teaching resources, all of which significantly hinder the effectiveness of English language instruction.

Various international organizations have acknowledged the need to address the issues encountered by educators working in rural contexts. In remote areas, schools often struggle to recruit and retain qualified EFL teachers. According to UNESCO, many rural schools lack the financial capacity to offer professional training and development opportunities that are typically available in urban educational settings. In addition to financial limitations, poor infrastructure in rural schools also contributes to the overall decline in education quality. This problem is particularly evident in sub-Saharan Africa, where only about 65% of primary school teachers have received proper training, compared to a global average of around 85%. Across educational levels, teachers encounter difficulties in teaching English, but these challenges tend to be more pronounced in rural schools, where students generally demonstrate lower English proficiency than their urban peers, as reported by Dewi et al. (2019) many researchers have identified that delivering effective instruction in rural schools presents significant and recurring difficulties.

Previous studies have highlighted that teaching in rural areas often involves obstacles such as limited internet connectivity, poor facilities, and restricted access to teaching media and tools. Supriadi et al. (2021) support this by stating that the difficulty in obtaining supplementary learning materials such as books, journals, and educational videos is one of the major constraints faced by EFL teachers in rural schools. Similarly, research by Saiful & Triyono (2018) found that in addition to the lack of learning materials, EFL teachers also struggle to spark students' interest in learning English. Surveys reveal that most EFL teachers face three predominant challenges: students' low motivation, poor English proficiency and comprehension, and limited access to educational resources. Comparable issues have also been observed in rural Islamic boarding schools (*pesantren*), where English programs are implemented as part of broader educational reforms to meet local community needs (Azami, 2021).

EFL teachers in both rural and urban schools face a wide range of difficulties involving both student-related and teacher-related concerns. Among the issues associated with students are limited vocabulary, lack of parental support, learning fatigue, and poor speaking abilities. Learning challenges are also encountered by the teachers themselves, especially concerning effective teaching methods and unreliable internet access (Prabowo & Abasa, 2019). Surveys conducted by Dörnyei & Ushioda (2021) reveal that EFL teachers in rural schools often experience high levels of emotional stress and isolation, which may negatively affect teaching quality. Similar emotional difficulties were reported by pre-service EFL teachers working in remote Islamic boarding schools, where anxiety was triggered by varying student competencies, classroom management difficulties, and cultural differences (Dzulfikri & Azami, 2024). Such emotional conditions were also found among pre-service teachers in international teaching environments, where feelings of discomfort and the need for adaptation influenced their professional identity and classroom engagement (Zam et al., 2022).

To deal with these challenges, EFL teachers in rural areas must implement various strategies, including relying on their creativity and adaptability to capture students' interest and foster greater participation in learning (Saputri & Sukarno, 2024). Mudra (2018) outlines several obstacles encountered by EFL teachers during instruction. These include classroom management, the availability and quality of instructional materials, the use of teaching aids and media, the effectiveness of teaching methods, students' English proficiency levels, the choice of language used in instruction,

unstable internet connectivity, varying degrees of student motivation, suitable assessment techniques, and parental involvement in the learning process.

Although existing studies have extensively discussed the difficulties and instructional strategies used in rural education, notable gaps remain in understanding how English is taught in these contexts. To date, research specifically exploring the lived experiences and emotional states of EFL teachers is limited. Most studies tend to focus on structural challenges, such as inadequate learning materials, insufficient infrastructure, limited internet access, and the scarcity of qualified teachers. However, few have examined non-structural challenges in teaching English, the coping strategies employed to address them, and the emotional burdens that may cause stress among EFL teachers.

This study seeks to explore recent research that investigates the lived experiences of English teachers in rural educational settings. The researchers examined the challenges faced by rural EFL teachers, the strategies they implement, and the emotional conditions they experience while teaching English. Using a phenomenological approach, this study aims to provide deeper insights into the experiences of EFL teachers working in rural schools. By giving voice to these teachers' experiences, the research contributes to promoting educational equity and support for teachers, while also offering perspectives and guidance for current and future educators seeking to improve English instruction in rural settings.

The present study is guided by four research questions:

1. How do EFL teachers face the non-structural challenges in teaching English in rural schools?
2. What strategies do EFL Teachers use to overcome the challenges of teaching English in rural schools?
3. What do EFL teachers in rural schools experience the primary emotional challenges?
4. What strategies are employed by English as a Foreign Language (EFL) teachers in rural school contexts to address emotional challenges?

METHOD

Research Design

This study adopted a qualitative approach using an interpretative phenomenological analysis (IPA) design. As stated by Creswell & Creswell (2017), qualitative research allows researchers to explore complex social and human issues in depth. The use of phenomenological design was intended to understand the lived experiences of EFL teachers in rural contexts, particularly how they face challenges and manage emotional responses. Following Smith et al. (2009), the IPA approach was chosen because it emphasizes individual interpretation shaped by personal history, context, and motivation.

Settings and Participants

The participants in this study were four junior high school EFL teachers who had teaching experience in rural schools. The sampling technique used was purposive sampling, with specific criteria including a minimum of one year of teaching experience in rural areas. The participants were referred to with pseudonyms: Elok, Ela, Satya, and Emi, consisting of one male and three female teachers. Two interviews were conducted in person, while the other two were carried out using voice notes via WhatsApp to accommodate time and availability constraints. Prior to the interviews, informed consent was obtained, and confidentiality was maintained throughout the research process.

Data Collection

The primary method of data collection was in-depth, semi-structured interviews. The researcher acted as both interviewer and observer, using an interview guide to ensure consistency across sessions. The guide consisted of questions exploring the participants' teaching experiences, emotional responses, encountered challenges, and coping strategies in rural schools.

Data Analysis

The data were analyzed using thematic analysis as proposed by Braun & Clarke (2012), include six steps: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing up. The researcher transcribed all interview data, identified key patterns, grouped them into relevant codes, and constructed themes aligned with the research focus. To ensure credibility, member checking was conducted, as suggested by Creswell & Miller (2000), where participants were invited to validate the findings and provide confirmation of accuracy.

FINDINGS

This section presents interview findings addressing the four research questions, which focus on non-structural challenges, coping strategies, and emotional experiences of English teachers in rural schools.

RQ 1: How do EFL teachers face the non-structural challenges in teaching English in rural schools?

Limited access to learning resources

Limited access to learning resources emerged as one of the major non-structural challenges faced by EFL teachers in rural areas. Teachers reported difficulties due to a lack of books, unstable internet, and minimal teaching aids. As Eni (pseudonym) stated:

"Books are limited, the internet is often unstable, and learning aids... are almost non-existent."

Despite these limitations, teachers like Eni responded by employing creative strategies to maintain student engagement and motivation. Similarly, Ela (pseudonym) noted that:

"Most education in rural areas lacks adequate facilities and infrastructure, ..."

This makes it difficult for students to learn English, particularly in building vocabulary. These findings show that limited resources hinder both teaching and language development, pushing teachers to find alternative teaching methods.

The influence of first language on English learning

In addition to limited learning resources, EFL teachers in rural schools also face significant communication challenges. Many students are unfamiliar with English and have limited proficiency in Indonesian, as local languages are still predominantly used in their daily lives. As Satya (pseudonym) explained,

"The only difficulty is that I have to translate twice, from English to Indonesian and then to the local language they use every day."

The remote location, lack of electricity, and minimal exposure to English further complicate the teaching process. Students' unfamiliarity with both English and Indonesian slows down comprehension, especially for basic vocabulary. Satya also noted that varying levels of student understanding require teachers to adjust their explanations, often repeating material in multiple languages to ensure students grasp the lesson. These conditions make the learning process more time-consuming and demanding for both teachers and students.

Students' low motivation

Low student motivation is another major challenge faced by EFL teachers in rural areas. Many students do not see the relevance of English to their daily lives, which leads to disengagement. As Eni (pseudonym) shared,

"They often ask, 'Why do we have to learn English, Ma'am? We're not going to go abroad.'"

This sentiment reflects a broader issue among rural students, as noted by Ela, who said,

"Some children are not motivated to learn English because they think it will not be used in their daily lives."

Satya added that low motivation often stems from a lack of understanding about the purpose of learning:

"Low motivation among students usually occurs because they lack understanding or fail to see the benefits of their learning."

Elok further highlighted the role of family background:

"Sometimes it is also difficult because of their family background, where they are not instilled with a motivation to study diligently."

Without home support or access to additional learning resources, students often struggle to follow the lessons. Despite these obstacles, EFL teachers in rural schools continue to find ways to engage students and show the value of learning English beyond the classroom.

Lack of parental support

In addition to low student motivation, lack of parental involvement is another key challenge for EFL teachers in rural schools. Many parents do not see English as essential and instead prioritize their children's contribution to household or fieldwork. As Eni (pseudonym) stated,

"Support from parents is lacking. Many parents prioritize having their children help in the fields or at home rather than studying."

This lack of support affects students' motivation and learning progress. It also places additional responsibility on teachers to communicate with parents and help them understand the long-term benefits of learning English. Encouraging parental involvement whether at home or through school activities can play a critical role in supporting students' learning outcomes.

Social-cultural context

Another challenge for EFL teachers in rural schools is the socio-cultural context, especially for those who come from outside the area. Cultural and linguistic differences can make it difficult for teachers to adapt and build strong relationships with students. Elok (pseudonym), who teaches in a rural school, shared:

“Since I am not from here, when I first arrived I felt challenged by the students because they also needed time to get to know new people, especially since I was a new teacher teaching English, which the students found quite difficult.”

Her experience shows that students need time to adjust to a new teacher, especially one teaching a subject they already find challenging. For teachers from outside the region, gaining students’ trust and adapting to local culture can take time and extra effort.

The low intensity of self-learning and utilization of technology in learning

Another challenge EFL teachers face in rural schools is students’ low commitment to independent study and their limited use of technology for learning. Many students prefer spending time on their phones for social media rather than using them to support their studies. As Elok (pseudonym) explained:

“Many students do not study enough at home and spend most of their time playing on their cell phones and browsing social media. They do not understand the basics of English, especially English vocabulary. Even if we explain it to them at school today or even tomorrow, they will surely forget it, so we as teachers must be patient.”

This reflects how limited study habits and poor use of technology for academic purposes hinder students’ progress. As a result, teachers must constantly review material and exercise patience to help students retain what they learn in class.

RQ 2: What strategies do EFL Teachers use to overcome the challenges of teaching English in rural schools?

The Application of Interactive Methods in English Language Learning

To address the limited access to learning resources in rural schools, teachers implemented interactive and engaging teaching strategies. Eni, for instance, designed simple yet active learning activities, such as songs, games, and role-play, to maintain student interest despite limited facilities. She shared:

“I made learning more interactive, such as using songs, games, and simple stories... I also often invited them to role-play.”

Similarly, Ela incorporated games into her teaching to make the material more accessible:

“Sometimes interspersed with games that contain material to be taught.”

These approaches helped enhance student engagement and confidence, especially in speaking skills.

Teaching new vocabulary by using pocketbooks and dictionaries

To address students’ limited exposure to English, Satya encouraged independent vocabulary learning through the use of pocket books and dictionaries. He asked students to write new English words along with their meanings in Indonesian and their local language to support contextual understanding:

“I asked students to prepare a special notebook to record new English vocabulary... and write down the meanings in Indonesian and their local language.”

He also used educational videos and observation-based tasks to teach vocabulary, such as having students identify objects around the school and look up their English terms:

“I played educational videos and asked students to walk around the school... then use a dictionary to find the equivalent words.”

These strategies promoted active learning and helped students connect English vocabulary with their daily environment.

Application of real-life context and appreciation

To enhance student motivation, teachers connected English materials with real-life contexts. Eni, for example, used familiar media like songs and movies to make learning more relatable:

“I always try to relate the lessons to everyday life... many terms in technology, songs, or movies come from English.”

She also emphasized the importance of recognizing students' efforts to build confidence and reduce fear of making mistakes:

“I also always give appreciation for even the smallest efforts they make...”

By integrating everyday relevance and positive reinforcement, teachers aimed to foster greater engagement in English learning.

Utilizing Games and Rewards to Increase Student Motivation

To enhance student motivation, teachers implemented contextual and reward-based strategies. Eni connected English learning to familiar aspects of students' daily lives, such as songs or movies, and emphasized the importance of acknowledging students' efforts to foster confidence.

“I always try to relate the lessons to everyday life... I also always give appreciation for even the smallest efforts they make...”

Satya adopted game-based activities and provided incentives to encourage participation and achievement, including giving prizes for performance.

“The student who answers the most will receive a prize... at the end of the semester I give a dictionary to the student with the highest English score.”

These strategies reflect the importance of relevance and recognition in motivating students in rural EFL classrooms.

Collaboration between Students in English Learning

In promoting effective learning, Elok emphasized the importance of internal motivation while also utilizing peer-assisted learning strategies. She assigned high-achieving students to help those who struggled, recognizing that students often grasp material more easily when explained by their peers.

“I utilize their potential to teach their peers... students usually find it easier to understand when explained by their peers.”

This collaborative approach not only supported student comprehension but also fostered a more engaging and supportive classroom environment.

Parent and Community Involvement in Supporting English Language Learning

To address the challenge of limited parental support and students' restricted access to digital devices, Elok established a proactive communication strategy with parents and utilized familiar digital platforms. Due to economic constraints, many students relied on their parents' phones to access learning content. This situation indirectly fostered parental involvement.

“Parents convey the information provided by teachers to their children. I also have a good relationship with the students' parents.”

Elok also created a dedicated messaging group for English lessons, where she shared vocabulary a day in advance using resources from YouTube or TikTok. Students were asked to take notes and prepare summaries. This strategy not only supported independent learning but also made the material more engaging and relevant.

Building Parental Support through School Activities

To overcome the lack of parental support in English learning, Eni adopted a community-involvement approach by organizing simple school events, such as speech or poetry competitions. These events aimed to showcase students' abilities and raise parental awareness of their children's potential.

“Sometimes, I invite them to come to school for simple events, such as speech contests or poetry readings in English. That way, they can see that their children have potential and start supporting them in their studies.”

By fostering this kind of engagement, Eni hoped to encourage parents to be more supportive of their children's English language development.

Teaching Approach Adapted to Students' Social Context

Addressing the socio-cultural realities of rural schools, teachers adapted their instructional methods to align with students' backgrounds—particularly those from families with limited educational attainment. As one participant noted:

“Most of the students here come from families where the parents didn't get much education. So, as a teacher, I have to adjust to their abilities so they can easily understand what the teacher is saying.”

This inclusive approach allowed educators to deliver material in a way that was both accessible and empathetic, fostering better comprehension and stronger connections with students.

The Role of Parents in Overcoming Limited Access to Technology

Limited access to technology remains a challenge in rural areas, where many students still rely on their parents' phones to access learning materials. However, this situation encourages parental involvement in the learning process. One participant, Elok explained:

“Many students still use their parents' cell phones to access learning materials due to economic factors... From there, parents will convey the information provided by the teacher. I also have a good relationship with the students' parents.”

This highlights how strong communication between teachers and parents can help overcome technological limitations. When collaboration is prioritized, learning remains possible even in resource-constrained environments.

RQ 3: What do EFL teachers in rural schools experience the primary emotional challenges?

Sadness or Frustration due to Unmotivated Students

One recurring emotional challenge faced by teachers is the feeling of sadness or frustration when students show low interest in learning. As Satya shared:

“Sometimes I feel sad, especially when dealing with students who are lazy about studying.”

This emotional strain can lead to exhaustion, particularly when teachers' efforts are not matched by students' engagement.

Stress from Adapting to Learning Conditions and Language Barriers

Teachers in rural areas often encounter emotional stress due to limited resources and linguistic diversity in the classroom. These constraints demand continuous adaptation in instructional methods despite minimal support. One participant, Ela, emphasized the role of personal growth in managing such stress:

“Stress can only occur if we (teachers) are unwilling to learn and develop ourselves.”

This highlights the importance of adaptability and self-development as key coping mechanisms for reducing emotional strain in challenging teaching environments.

Fatigue and Thoughts of Giving Up Due to Overwhelming Challenges

Persistent challenges in rural teaching contexts, such as low student motivation and contextual limitations, can lead to significant emotional fatigue. This is reflected in Eni's statement:

“There are times when I feel tired and almost give up.” (Eni)

Such feelings of exhaustion highlight the psychological toll faced by educators, which may impact their resilience and commitment to the profession.

Mixed Emotions While Teaching

Teachers in rural schools often encounter a mix of emotional responses during the teaching process. As Satya shared:

“Mixed, there are times when I feel happy and challenged...”

This reflects the dynamic nature of teaching emotions, ranging from joy when lessons engage students effectively to frustration when facing challenges like limited participation or inadequate resources.

Risk of Stress if Teachers Do Not Engage in Self-Development

Ela emphasized that emotional stress is closely linked to a lack of professional growth. She noted:

“Stress only occurs when we refuse to learn and develop ourselves.”

This indicates that ongoing self-development is a crucial coping strategy. Without it, teachers, especially in rural contexts, are more vulnerable to emotional exhaustion and burnout.

RQ 4: What strategies are employed by English as a Foreign Language (EFL) teachers in rural school contexts to address emotional challenges?

Creating Enjoyable and Interactive Activities

To address students' low interest, Satya shared that she actively seeks engaging activities to enhance classroom participation:

“...looking for activities/games for learning activities.”

This strategy reflects how emotional challenges can be mitigated through creativity. Designing interactive lessons not only improves student involvement but also helps teachers sustain their motivation and emotional resilience.

Using multilingual teaching strategies

To address language barriers in rural classrooms, Satya adopts a multilingual approach:

“The difficulty is that I have to translate twice, from English to Indonesian, then to the local language they use every day.”

This strategy demonstrates the teacher’s dedication to ensuring comprehension. While it demands extra effort, it helps reduce misunderstandings and emotional strain during the learning process.

Focusing on Small Student Progress as Motivation

Appreciating students’ small achievements can help teachers manage emotional exhaustion and reinforce their sense of purpose. Eni shared:

“Every time one or two students start showing progress, such as daring to speak in English even if only a few words, I feel very proud.”

This reflects how small signs of student improvement can strengthen teachers’ emotional resilience and increase job satisfaction, especially in challenging environments.

Navigating emotions through creative teaching.

Teachers often navigate a spectrum of emotions, from enthusiasm to frustration. Satya shared:

“There are times when you feel happy and challenged to find activities/games for learning activities.”

This highlights how designing engaging learning activities serves not only to boost student participation but also as a way for teachers to positively manage their emotions and maintain motivation.

Engaging in continuous self-improvement and teacher development.

Another strategy teachers use to overcome emotional challenges is continuous self-development. As Ela stated:

“Stress only occurs when we refuse to learn and develop ourselves.”

This underscores the importance of professional growth in maintaining emotional resilience. Teachers who actively seek to improve their skills are generally better prepared to face classroom difficulties with confidence.

DISCUSSION

This study provides a nuanced understanding of the emotional and pedagogical experiences of EFL teachers in rural areas, particularly regarding non-structural challenges. Rather than merely confronting technical limitations, the teachers encountered internal and interpersonal difficulties that required emotional regulation and strategic adaptation.

One of the core findings reveals that students’ low motivation stems from a perceived irrelevance of English to their daily lives. This aligns with Hardré (2012), who argue that students are less likely to engage when they do not see the immediate value of academic tasks. Teachers in this study responded by contextualizing lessons with real-life examples, such as using English terms from music, social media, and everyday objects, thus bridging the perceived disconnect.

Another significant theme is the lack of parental involvement, which contributed to students’ limited academic engagement. Teachers reported that many parents prioritized domestic or

agricultural responsibilities over education. This reflects the view of García & Wei (2014), who emphasize that family and community involvement are crucial for fostering supportive learning environments. The participants in this study addressed this challenge by initiating communication through WhatsApp groups, home-based vocabulary tasks, and even involving parents in small school events, illustrating creative ways to build bridges despite socio-economic barriers.

Cultural distance also emerged as a challenge, particularly for teachers who were not native to the communities in which they taught. The early stages of their placement were marked by feelings of rejection or emotional isolation. Nwoko et al. (2023) underscores that language and education serve not only as tools of knowledge but also as means of character formation and cultural negotiation. This notion is evident in how teachers in this study gradually earned trust through humility and contextual sensitivity, adjusting their delivery styles to better match students' backgrounds.

Emotionally, the teachers experienced fluctuations between stress and fulfillment. Initial reactions included exhaustion, sadness, and frustration, especially when faced with unresponsive students or repeated failures in communication. However, as the teaching process progressed, many teachers discovered meaning through small student progress and creative breakthroughs. This dynamic reflects Bandura's (1986) concept of self-efficacy, where a teacher's belief in their own ability to influence learning outcomes sustains their motivation even under difficult conditions.

Despite these emotional burdens, the findings show that teachers did not succumb to burnout. Instead, they developed coping strategies such as self-reflection, continuous professional development, and support-seeking behaviors. For instance, teachers who adapted their methods and remained open to feedback reported greater emotional stability and satisfaction. This resonates with the idea that resilience among teachers is not merely a trait but a practice sustained through agency, reflection, and relational engagement.

In relation to the original research objectives, these findings illustrate that EFL teachers in rural settings experience a complex interplay of pedagogical and emotional demands. Yet, they respond with adaptive strategies that not only enhance instructional effectiveness but also support their well-being. The ability to reframe challenges into opportunities, and to maintain a sense of purpose, underscores the importance of psychological resilience in teaching, especially in marginalized contexts.

CONCLUSION

This study concludes that EFL teachers in rural schools face a range of non-structural challenges that significantly affect their emotional and instructional practices. These challenges include limited teaching materials, students' unfamiliarity with English or even Indonesian, low motivation, minimal parental support, lack of student autonomy, and cultural disconnection with the surrounding community. Despite these difficulties, teachers exhibit resilience by developing context-based coping strategies and maintaining a commitment to student growth.

The emotional experiences of the teachers were complex and dynamic, involving both negative feelings such as stress and fatigue, as well as positive emotions such as motivation and fulfillment. Teachers' capacity to find meaning in small student progress and adapt creatively to their circumstances reflects a high level of professional agency and emotional endurance.

The findings suggest the need for educational colleague to recognize and support the emotional and contextual realities of teaching in rural areas. Future teacher training programs should

incorporate modules on emotional resilience, adaptive teaching strategies, and culturally responsive pedagogy to better prepare teachers for these environments.

Further research could explore the perspectives of students or parents in similar contexts to gain a more comprehensive understanding of the rural teaching ecosystem.

REFERENCES

- Azami, M. I. (2021). A contradiction of the existence of English in rural and urban pesantren in Indonesia. *IJET (Indonesian Journal of English Teaching)*, 1(10), 36–5. <https://jurnalftk.uinsa.ac.id/index.php/IJET/article/download/689/466>
- Braun, V., & Clarke, V. (2012). Thematic analysis (H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher, Eds.; 1st ed., Vol. 2). American Psychological Association. https://www.researchgate.net/publication/269930410_Thematic_analysis
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (5th ed.). SAGE.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124–130. https://doi.org/10.1207/s15430421tip3903_2
- Dewi, A. A., Yawisah, U., & Siregar, S. (2019). Teaching English to children with hearing impairment: A case study in special school. In *Pedagogy Journal of English Language Teaching* (Vol. 7, Issue 1). <http://dx.doi.org/10.32332/pedagogy.v7i1.1430>
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and researching motivation* (3rd ed.). <https://psycnet.apa.org/doi/10.4324/9781351006743>
- Dzulfikri, D., & Azami, M. I. (2024). International pre-service teachers' anxiety and coping strategies: Perspectives of a geographically disadvantaged Islamic boarding school. *Englisia: Journal of Language, Education, and Humanities*, 11(2), 267. <https://doi.org/10.22373/ej.v11i2.22505>
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism, and education* (1st ed.). Palgrave Pivot London. <https://doi.org/https://doi.org/10.1057/9781137385765>
- Hardré, P. L. (2012). Standing in the gap: Research that informs strategies for motivating and retaining rural high school students. *Rural Education*, 34, 7. <https://files.eric.ed.gov/fulltext/EJ1000099.pdf>
- Mudra, H. (2018). Pre-service EFL teachers' experiences in teaching practicum in rural schools in Indonesia. *Qualitative Report*, 23(2), 319–344. <https://doi.org/10.46743/2160-3715/2018.3115>
- Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2023). A systematic review of the factors that influence teachers' occupational wellbeing. *International Journal of Environmental Research and Public Health*, 20(12), 6070. <https://doi.org/10.3390/ijerph20126070>
- Prabowo, E., & Abasa, A. (2019). Challenges in teaching English at rural and urban schools and their solutions. *INTERNATIONAL JOURNAL OF SCIENTIFIC & TECHNOLOGY RESEARCH*, 8(10), 3706–3710. <https://www.ijstr.org/final-print/oct2019/Challenges-In-Teaching-English-At-Rural-And-Urban-Schools-And-Their-Solutions.pdf>
- Saiful, J. A., & Triyono, S. (2018). EFL teachers' reflection in teaching english to eEFL students of rural areas. *International Journal of Language Education*, 2(2), 1–13. <https://doi.org/10.26858/ijole.v2i2.5637>
- Saputri, Y. E., & Sukarno. (2024). Teacher's challenges and strategies in teaching English in rural areas. *Formosa Journal of Sustainable Research*, 3(9), 2011–2018. <https://doi.org/10.55927/fjsr.v3i9.11494>

Smith, J. A. ., Flowers, Paul., & Larkin, Michael. (2009). Interpretative phenomenological analysis.

https://www.researchgate.net/publication/221670349_Interpretative_Phenomenological_Analysis_Theory_Method_and_Research?enrichId=rgreq-4c13766715c8e4552f361a78f23c8746-XXX&enrichSource=Y292ZXJQYWdlOzIyMTY3MDM0OTtBUzoxMDI3OTE3MjkxMjMzMzZAMTQwMTUxODg2NjY3OA%3D%3D&el=1_x_2&_esc=publicationCoverPdf

Supriadi, B., Patak, A. A., & Korompot, C. A. (2021). Teaching EFL in a rural school: Challenges and strategies. *Pinisi Journal of Art, Humanity and Social Studies*, 3, 208–215. <https://eprints.unm.ac.id/30144/1/2023%20-%20Teaching%20EFL%20in%20A%20Rural%20School.pdf>

Zam, T., Al Arif, Z., Sulistiyo, U., Ubaidillah, M. F., Handayani, R., Junining, E., & Yunus, M. (2022). A Look at Technology Use for English Language Learning from a Structural Equation Modeling Perspective. In *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)* (Vol. 23, Issue 2).

Malang,

Advisor I,

Dr. Dzul Fikri, S.S., M.Pd
NPP. 140105197532133