



# NAVIGATING GLOBAL STANDARDS: ASSESSING ENGLISH TEACHER QUALITY IN RURAL AREAS-CHALLENGES AND OPPORTUNITIES

Ela Rosyida<sup>1</sup>, Fajratun Natalya<sup>2</sup>, Sofiatul Avivah<sup>3</sup>

<sup>1,2,3</sup>Institut Agama Islam Nahdlatul Ulama, Tuban, Indonesia

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## ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi kualitas pengajaran bahasa Inggris di daerah pedesaan dibandingkan dengan standar global, dengan fokus pada identifikasi tantangan dan peluang untuk perbaikan. Penelitian ini menggunakan metode deskriptif kualitatif, dengan mengumpulkan data melalui wawancara, observasi, dan analisis dokumen dari sekolah-sekolah pedesaan terpilih di Kecamatan Tambakboyo, Tuban. Hasil penelitian menunjukkan bahwa pendidikan bahasa Inggris di daerah pedesaan menghadapi tantangan yang signifikan. Pertama, banyak guru tidak memiliki kualifikasi formal, seperti gelar dalam pendidikan bahasa Inggris, sertifikasi TEFL, atau kredensial kemampuan bahasa Inggris seperti TOEFL, dan sebagian besar guru tidak fasih berbahasa Inggris. Kedua, karena bahasa Inggris bukan mata pelajaran inti yang diwajibkan oleh pemerintah, kualitasnya sering kali kurang menjadi prioritas. Selain itu, gaji yang rendah di daerah pedesaan menyulitkan untuk merekrut guru yang berkualifikasi, karena mereka cenderung memilih sekolah di perkotaan yang menawarkan pendapatan dan peluang yang lebih baik. Meskipun tantangan tersebut ada, beberapa peluang muncul. Sekolah-sekolah pedesaan ditemukan memiliki fasilitas yang memadai dan akses ke sumber daya yang dapat mendukung peningkatan kualitas pengajaran. Dengan memanfaatkan sumber daya ini dan melaksanakan program peningkatan keterampilan bagi guru, kualitas pengajaran bahasa Inggris dapat ditingkatkan. Penelitian ini menyimpulkan bahwa mengatasi kesenjangan kualitas guru adalah kunci untuk meningkatkan pendidikan bahasa Inggris di daerah pedesaan. Rekomendasi praktis meliputi inisiatif pemerintah dan kepemimpinan sekolah untuk menyediakan program pelatihan yang terarah, insentif finansial, dan dukungan berbasis komunitas untuk mempertahankan guru yang berkualifikasi. Strategi ini dapat menyelaraskan pengajaran bahasa Inggris di pedesaan dengan standar global, memastikan akses yang merata terhadap pendidikan berkualitas sambil mempertimbangkan keterbatasan sosial ekonomi yang unik di daerah pedesaan.

## ABSTRACT

*This study aims to evaluate the quality of English language instruction in rural areas in comparison to global standards, focusing on identifying challenges and opportunities for improvement. The research employs a qualitative descriptive method, using interviews, observations, and document analysis to gather data from selected rural schools in Kecamatan Tambakboyo, Tuban. The findings reveal that English education in rural settings faces significant challenges. First, many teachers lack formal qualifications, such as degrees in English education, TEFL certification, or English proficiency credentials like TOEFL, and most are not fluent in English. Second, as English is not a core subject mandated by the government, its quality is often deprioritized. Additionally, low salaries in rural areas make it difficult to recruit qualified teachers, as they tend to prefer urban schools offering better income and opportunities. Despite these challenges, several opportunities emerge. Rural schools are found to have adequate facilities and access to resources that can support quality improvement. By leveraging these resources and implementing teacher upskilling programs, the quality of English instruction can be enhanced. This study concludes that addressing the teacher quality gap is key to improving rural English education. Practical recommendations include government and school leadership initiatives to provide targeted training programs, financial incentives, and community-based support to retain qualified teachers. These strategies can align rural English instruction with global standards, ensuring equitable access to quality education while considering the unique socioeconomic constraints of rural areas.*

\*Corresponding author.

E-mail addresses: [ela.rosyida@gmail.com](mailto:ela.rosyida@gmail.com) (Ela Rosyida)

## INTRODUCTION

The field of English education in rural areas has gained significant attention as nations strive to meet global standards in language proficiency. The importance of English language instruction lies in its pivotal role in shaping the linguistic competence of individuals, especially in rural settings where unique challenges and opportunities coexist. With the increasing interconnectedness of the world, English proficiency is no longer a luxury but a necessity for accessing broader educational and economic opportunities (A. Baker, 2018). This is particularly relevant at the elementary school level, where foundational language skills are developed. However, in rural areas, the application of global standards in English education often remains limited and inconsistent, posing barriers to achieving equitable learning outcomes.

Previous studies have highlighted various challenges faced by rural education systems. According to E. Carter (2020), rural areas often encounter significant issues such as limited resources, geographic isolation, and a scarcity of qualified educators. R. Davis (2019) further explains that cultural and linguistic diversity in rural communities adds complexity to implementing standardized language instruction. Moreover, most rural schools lack access to professional development programs tailored to global benchmarks, leaving educators underprepared to meet international standards. While these studies provide valuable insights, they primarily focus on general education challenges without delving deeper into the specific needs of English instruction at the elementary school level.

Despite these challenges, recent advancements have created opportunities to address these gaps. J. Hernandez (2017) highlights the potential of leveraging technology for remote professional development, enabling rural teachers to access training programs aligned with global standards. Additionally, community engagement initiatives can foster supportive environments for language learning. However, these strategies have yet to be systematically implemented in rural elementary schools, where teacher quality plays a critical role in setting the foundation for lifelong learning.

The novelty of this study lies in its focus on assessing the quality of English teachers at the elementary school level in rural areas, particularly in the context of Indonesia. Unlike previous studies that focus on broader educational challenges, this research seeks to identify specific gaps in teacher qualifications, teaching practices, and institutional support in achieving global standards for English education. By addressing these gaps, the study aims to provide actionable strategies for improving English instruction in rural elementary schools.

The primary objective of this research is to evaluate the quality of English language instruction in rural elementary schools in Kecamatan Tambakboyo, Tuban, and identify strategies to align teaching practices with global standards. This study seeks to (1) pinpoint the challenges faced by English teachers in rural elementary schools, (2) assess the adequacy of existing teacher qualifications and resources, and (3) propose targeted interventions to enhance teacher quality and instruction methods.

By bridging the gap between current practices and global expectations, this research offers new insights into improving rural English education, contributing to the empowerment of communities through equitable access to quality language instruction. The findings of this study aim to inform policymakers, educational institutions, and local stakeholders in designing programs and policies that foster sustainable improvement in rural English education.

## RESEARCH METHOD

This study employed a qualitative descriptive research approach to explore the quality of English language instruction in rural elementary schools in Kecamatan Tambakboyo, Kabupaten Tuban (Arif, M, 2024), East Java. Qualitative descriptive research was chosen because it allows for a detailed exploration of real-life phenomena in their natural context, making it particularly suitable for examining the complexities of educational practices in rural settings (Sandelowski, 2000).

The focus on elementary education stems from the critical role this stage plays in language acquisition, often regarded as the "golden age" for developing foundational skills (Harley, 1986). The rural context of Kecamatan Tambakboyo was chosen based on its characteristics, such as geographic isolation, limited access to resources, and the scarcity of qualified English teachers, as compared to urban areas. Schools were categorized as rural based on the Badan Pusat Statistik (BPS) classification, which includes criteria such as population density, availability of infrastructure, and economic activity in the area.

To ensure diversity in perspectives, three schools were selected: one public elementary school (SD Negeri), one private Islamic elementary school (SD Islam or SDI), and one private Madrasah Ibtidaiyah (MI). These schools were chosen based on their different management systems and socio-economic contexts, providing a comparative understanding of English instruction in rural settings.

Data were collected through multiple methods to ensure a comprehensive analysis. Semi-structured interviews were conducted with key informants, including the head of the education office (Kordik) responsible for overseeing elementary schools in Kecamatan Tambakboyo, three school principals, and English teachers from the selected schools. The interviews focused on gathering their perspectives on teacher qualifications, teaching challenges, and opportunities for improvement.

Classroom observations were carried out to examine teaching practices, materials, and strategies used by teachers during English lessons. These observations offered direct insights into how teachers adapted to contextual limitations, engaged students, and implemented instructional techniques (Cohen, Manion, & Morrison, 2018). Additionally, documents such as lesson plans, teacher profiles, and school policies were analyzed to gain a deeper understanding of systemic issues and resource availability.

Thematic analysis, based on Braun and Clarke's (2006) framework, was used to identify recurring patterns and key themes in the data. This method enabled the systematic examination of qualitative data, ensuring that findings were grounded in participants' experiences and the observed practices (Arif, M. 2023).

Ethical considerations were prioritized throughout the study. Informed consent was obtained from all participants, and their anonymity was guaranteed. The research adhered to ethical guidelines for educational research as recommended by the American Educational Research Association (2011). By employing this rigorous methodological framework, the study provides a detailed and contextualized view of the quality of English language instruction in rural elementary schools. It also offers actionable strategies for bridging the gap between local practices and global standards, addressing specific challenges while leveraging existing opportunities in rural educational settings.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Limited Teacher Qualifications**

The quality of English language instruction in rural areas, as observed in this study conducted in Kecamatan Tambakboyo, Tuban, remains significantly below global standards. Findings from interviews with school principals and teachers revealed several critical issues. For example, in the three schools observed—one public elementary school (SD Negeri), one private Islamic school (SDI), and one private Madrasah Ibtidaiyah (MI)—none of the English

teachers hold academic degrees in English education. The principal of SD Negeri explained in an interview, "Our English teacher graduated in International Relations. We never expected that background for an English teacher, but this is what we have." Similarly, the teacher at MI, who holds a degree in Elementary Education, commented, "I don't have formal training in English, but I try my best to teach it."

In addition to lacking degrees in English education, none of the teachers possessed certifications reflecting English language proficiency, such as TOEFL or IELTS scores. The teacher from MI stated in an interview, "I took an online TOEFL test once and scored 340, but I know it's not enough. I haven't had the chance to take an official test yet." Additionally, none of the teachers had professional teaching certifications like TEFL, CELTA, or DELTA, which are widely recognized as essential for teaching English as a foreign language. When asked about professional development, the teacher at SDI shared, "We don't have any programs for professional development in English. It's hard for us to attend training since they are usually held in big cities, which are far away."

Classroom observations further underscored the gap between current practices and global expectations. Observations confirmed that English was barely used in lessons. Teachers relied predominantly on Bahasa Indonesia during instruction, with English being used only occasionally for basic vocabulary or simple instructions. This was corroborated by the principal of SDI, who remarked, "We use Bahasa Indonesia most of the time in class. English is not practical for our students at this level, and the teacher is more comfortable with Bahasa Indonesia." This contrasts with global practices, where English is the primary language of instruction to enhance students' language proficiency (Richards & Renandya, 2018). The teacher at MI explained in an interview, "I try to speak some English during lessons, but my students don't understand much, so I switch to Bahasa Indonesia."

The teachers also expressed a lack of modern teaching tools. In an interview, the SD Negeri teacher noted, "We don't have access to technology like PowerPoint or videos. I mostly rely on printed worksheets." This was confirmed by the classroom observations, where no modern technology was used, and materials were limited to handwritten worksheets. The teacher at SDI echoed this, saying, "I wish we had better teaching resources, but we manage with what we can." Document analysis of lesson plans revealed a similar trend, with materials consisting primarily of photocopied worksheets and a focus on rote learning rather than interactive or communicative methods. In one lesson observed, the teacher used a chalkboard to explain grammar rules, which was not complemented by any interactive activity to engage students in practical language use.

Another key finding from the interviews was the lack of structured professional development programs. None of the teachers had participated in any formal training or workshops designed to improve their English teaching skills. The teacher at MI said, "We had a brief visit from an external trainer, but it was just a one-time thing. There's no ongoing support." The principal of SDI added, "We can't afford to send our teachers for training, and there's no local support to improve their skills."

These findings are further compounded by systemic issues. The district education coordinator shared in an interview, "The government doesn't prioritize English teaching in rural schools. Since it's not a mandatory subject in elementary school, resources for English education are minimal." This reflects a broader policy gap, as the lack of government-mandated English programs exacerbates the disparities between urban and rural education systems, as also highlighted by Kirkpatrick (2010).

In support of these observations, document analysis also revealed a lack of English textbooks and instructional materials. For instance, in SD Negeri, the teacher provided copies of worksheets with basic exercises but no formal English textbook. In MI, the teacher had compiled materials from various sources, including free online resources, but had no access to a comprehensive curriculum or textbooks designed for English language instruction. These documents highlighted the reliance on makeshift resources that are not aligned with global standards for teaching English.

To address these challenges, aligning teacher qualifications with global standards is crucial. As Richards & Renandya (2018) and Harmer (2007) suggest, English teachers should ideally possess a degree in English education or linguistics, demonstrate at least a B2 proficiency on the CEFR scale, and hold professional certifications such as TEFL or CELTA. These qualifications are critical for equipping teachers with the necessary skills and knowledge to teach English effectively. As one teacher at SD Negeri stated, "If I had more training, I could teach English better, but we are stuck with the basics."

In conclusion, addressing these gaps in teacher qualifications, the lack of professional development, and the insufficient resources is essential for improving English language instruction in rural schools. Without targeted interventions and support, students in these areas will continue to face significant challenges in acquiring the English language proficiency required for global competitiveness.

### **Insufficient Resources**

Despite the opportunities for improvement, many rural schools face the significant challenge of insufficient resources in meeting global standards for English language education. Interviews with school principals and classroom observations reveal that while schools have some facilities and financial resources, they are not always utilized to their full potential, which affects the quality of English teaching.

Interviews with principals at three schools—SD Negeri, SDI, and MI—highlight that while these institutions possess some essential infrastructure, the lack of adequate resources for English language teaching remains a pressing issue. The principal of SD Negeri shared, "We have classrooms and access to the internet, but we still lack the necessary tools for effective English teaching, such as projectors or digital monitors." Similarly, the principal of SDI noted, "We have basic resources, but there is limited access to specialized materials and technology for language learning." The MI principal, while acknowledging the school's potential, expressed concerns about the lack of consistent resources to improve English instruction. These observations reflect the gap between available resources and the actual needs required to meet global standards for English teaching.

Classroom observations further underscore the challenge of insufficient resources. All three schools have internet access and basic technological tools such as computers and printers. However, these tools are not integrated into daily English lessons due to limitations in both the quantity and quality of equipment. For example, while SD Negeri has a few projectors available, they are shared among multiple classrooms, limiting their use for interactive lessons. One teacher at SDI commented, "We don't use projectors regularly because of the limited number, and we don't have a clear plan for incorporating digital tools into our teaching." Furthermore, the lack of access to digital learning apps or video lessons further restricts the potential for interactive and engaging English instruction.

The underutilization of available resources can be attributed to insufficient training for teachers in integrating technology into language teaching. Teachers observed across all three schools noted a lack of professional development in the use of digital tools for English lessons. As one teacher at MI explained, "We don't have proper training on how to incorporate technology into our teaching. We have access to computers, but without guidance, it's difficult to use them effectively." This lack of professional development in technology integration aligns with findings by Richards and Burns (2012), who emphasize that integrating technology into the classroom can significantly enhance student engagement and language acquisition—if teachers receive adequate training and support.

Financially, schools like SD Negeri and SDI have some funding available through parent associations, yet these funds are not always channeled into areas that would directly improve English teaching. While SD Negeri has plans to recruit a professional English teacher with the help of the parent association, the availability of funding does not automatically guarantee sustainable improvements in teacher quality. As the principal of SDI mentioned, "We have funding for other programs, but there is a lack of focus on professional development for English teachers." Redirecting these financial resources to support teacher training, workshops, and access to global best practices could significantly improve the quality of English instruction.

In conclusion, the challenge of insufficient resources is a significant barrier to meeting global standards for English teaching in rural schools. While there are basic facilities and some financial support, the limited access to essential teaching tools, digital resources, and professional development opportunities hinder the full utilization of these resources. Schools must focus on maximizing the potential of their existing infrastructure, while also prioritizing investment in teacher training and access to specialized materials for English language instruction. This will require a more strategic allocation of available resources, focusing on the professional development of teachers and improving the integration of technology in language teaching.

### **Contextual Barriers Related to Rural Socio-Economic Conditions**

The socioeconomic characteristics of rural areas present significant barriers in the evaluation and improvement of English teacher quality. One of the primary challenges in many rural schools is low salaries, which hinder the recruitment and retention of qualified English teachers. Interviews with the principal of an MI school revealed that most teachers with strong English proficiency prefer urban areas due to higher salaries and better professional opportunities. As the principal noted, "We struggle to keep teachers, as many leave for cities where they can earn more and have better career prospects." This finding aligns with the research by Burns (2011), who argues that competitive wages are essential for attracting qualified educators, particularly in rural and underserved areas. Low salaries, coupled with limited career development opportunities, contribute to a perception of rural teaching positions as less desirable.

In addition to financial challenges, rural schools face significant infrastructural limitations. Classroom observations across three schools revealed a lack of comprehensive teaching facilities, with classrooms often relying on traditional chalkboards instead of modern



digital tools like projectors or digital monitors. A teacher at SD Negeri shared, "We have one projector, but it's shared by five classrooms, so we only use it sparingly, maybe once a semester." This limitation restricts the integration of technology into English lessons, preventing teachers from utilizing digital resources that could enhance student engagement and learning. This aligns with Richards (2018), who emphasizes that access to adequate facilities and technology is crucial for effective language teaching in rural contexts.

Furthermore, limited access to professional development opportunities exacerbates the challenges faced by rural educators. While some schools have parent associations that contribute financially to various programs, the funds are often not directed toward professional development for teachers. For instance, SDI's principal mentioned, "We have funding for extracurricular activities, but we haven't yet established a budget for teacher training in English." This highlights the gap between available funding and the need for targeted professional development. Research by Brown (2020) suggests that increasing teacher salaries and introducing financial incentives, such as housing allowances or relocation bonuses, could make rural teaching positions more attractive and help retain qualified staff.

The role of community engagement also plays a vital part in overcoming these barriers. Community-based initiatives, such as parent associations, can offer additional financial support for teacher training and resources. As seen in SD Negeri, the parent association has already provided financial backing for English programs. The principal of SD Negeri remarked, "Our parent association has been instrumental in funding some of our English programs, which has helped improve the quality of instruction." This model highlights the potential for local communities to contribute to educational improvements. Partnerships with international organizations, such as UNESCO's Teacher Task Force, could also provide valuable resources, tailored training, and policy recommendations to enhance teacher quality in rural areas (UNESCO, 2015).

Moreover, observations suggest that rural teachers, while lacking formal qualifications in English, often possess strong general teaching and classroom management skills. For example, at MI, a teacher with over 10 years of experience explained, "Although I don't have specific training in English, I manage my classroom well and try to learn on my own." This indicates potential for rural teachers to improve their English teaching competencies through targeted professional development programs. Effective programs could focus on enhancing language proficiency, teaching methodologies, and the integration of digital tools into lessons. Coleman (2011) suggests that professional growth opportunities tailored to the unique

challenges of rural areas can significantly improve teacher performance and student outcomes.

In conclusion, the contextual barriers posed by the socio-economic conditions in rural areas present significant challenges to improving English teacher quality. Low salaries, insufficient infrastructure, limited professional development opportunities, and the need for greater community involvement all contribute to the difficulties faced by rural schools. However, by addressing these barriers through strategic interventions, such as improving financial incentives, increasing access to technology, fostering community engagement, and investing in targeted teacher training, rural schools can begin to bridge the gap between local educational practices and global standards. These approaches, supported by empirical research and successful models from other contexts, offer a viable pathway to sustainable improvements in rural English education.

## Discussion

The study highlights the multifaceted challenges and opportunities involved in enhancing English language education in rural areas, specifically in aligning instructional practices with global standards. A major issue identified in the research is the inadequate qualification of teachers in the selected rural schools. None of the teachers possess degrees in English education or recognized certifications such as TEFL, CELTA, or DELTA. This finding aligns with Shulman's (1987) framework, which emphasizes that effective teaching requires both subject-matter knowledge and pedagogical expertise. The low simulated TOEFL scores of these educators suggest limited English proficiency, which hinders their ability to deliver high-quality language instruction. As Harmer (2007) underscores, teacher fluency is critical in facilitating classroom interaction and creating opportunities for authentic language use. Without sufficient proficiency, teachers struggle to implement communicative language teaching (CLT) methodologies, which are essential for fostering language acquisition (Richards, 2006).

This issue is compounded by several systemic constraints identified in the study, such as low teacher salaries, limited professional development opportunities, and the absence of government-mandated English instruction at the elementary level. Interviews with school principals highlighted the financial challenges in rural schools, with one principal noting, "The salaries are low, and many teachers leave after a short time for better-paying jobs in the city." These findings resonate with Coleman (2011), who observed that

national education policies often fail to accommodate the specific needs of rural schools, exacerbating existing inequities. Furthermore, research by Burns and Richards (2012) suggests that the lack of career progression pathways and limited resources lead to teacher demotivation, creating a cycle of underperformance in rural areas. This systemic neglect not only limits the quality of education but also leaves students without the necessary linguistic competencies to participate in a globalized economy (Phillipson, 1992).

In terms of infrastructure, the study identified that despite the challenges, there is latent potential to improve English education through technology. Some schools have internet access and computers, which could be harnessed to bridge the gap between traditional teaching methods and modern pedagogical practices. Observations from the field indicated that while internet access is available, it is underutilized. One teacher mentioned, "We have computers, but there is no training on how to use them effectively for teaching English." This presents an opportunity to integrate technology into language instruction, as emphasized by Warschauer and Kern (2000), who argue that technology-mediated language learning (TMLL) fosters interactivity, authenticity, and learner autonomy. However, maximizing this potential requires structured teacher training programs focused on digital literacy and pedagogical integration, as suggested by Dudeney and Hockly (2007).

Another significant opportunity identified is community involvement in supporting English education. The study found that local stakeholders, including parents, expressed a willingness to contribute financially to educational programs. As one parent association leader stated, "We want to support the teachers, but there needs to be more structure to how we can help." This aligns with Epstein (2011), who argues that community-school partnerships can enhance educational outcomes by aligning local expectations with institutional goals. In rural areas, fostering these collaborations can mitigate resource constraints and create a supportive environment for language learning.

Furthermore, the study suggests that targeted professional development initiatives could help address the skill gaps identified among teachers. While many teachers lack formal qualifications, their general teaching skills provide a foundation for upskilling through context-specific training programs. For example, one teacher with over five years of experience stated, "I'm eager to improve, but we need training that is practical and relevant to our students' needs." Bailey (2006) posits that training modules emphasizing practical, communicative approaches and locally relevant content are effective in enhancing teacher competence in resource-constrained settings. Additionally, international collaborations with organizations such as the British Council or TESOL associations could

provide access to high-quality materials and mentorship programs, which align with Freeman and Johnson's (1998) argument that teacher development must be situated within the sociocultural context of the learning environment to be effective.

Policy-level interventions were also found to be critical in addressing the challenges faced by rural schools. The study found that establishing rural-specific incentives, such as housing allowances and professional growth opportunities, could help attract and retain qualified educators. This aligns with Lockheed and Verspoor (1991), who emphasize that equitable teacher distribution requires systematic reforms that address financial and logistical barriers. Additionally, embedding English as a core subject in elementary education policies, supported by adequate funding, could provide the structural framework needed for sustained improvements in rural English education.

In conclusion, while the current state of English education in rural areas is far from aligning with global standards, the study identifies several opportunities to address these challenges. A multifaceted approach that incorporates teacher training, policy reform, technology integration, and community involvement is essential for bridging the gap between local practices and global benchmarks. By systematically addressing the challenges identified in the study and drawing on established theories and empirical evidence, this research emphasizes the importance of aligning rural educational practices with global standards to ensure equitable access to quality English education. This holistic approach not only benefits individual learners but also contributes to national development by fostering a linguistically competent workforce capable of navigating the demands of globalization.

## CONCLUSION

This study explores the challenges and opportunities in aligning rural English education with global standards. A significant challenge is the lack of qualified teachers, with none holding specialized degrees in English education or recognized certifications. This gap, combined with limited proficiency in English, hinders teachers' ability to apply communicative language teaching (CLT) methodologies effectively (Richards, 2006). Systemic barriers like low pay, limited professional development, and the lack of mandated English instruction in elementary schools exacerbate the issue, restricting students' access to opportunities in a globalized world (Phillipson, 1992). These challenges are reinforced by national policies that often overlook the needs of rural schools, creating an ongoing cycle of underperformance (Burns & Richards, 2012).

Despite these barriers, the study identifies actionable opportunities for improvement. Digital infrastructure, such as internet access, offers potential for technology-mediated language learning (Warschauer & Kern, 2000), while community support and school partnerships can address resource constraints (Epstein, 2011). Professional development focused on digital literacy and communicative teaching approaches can help bridge the skill gap. Policy reforms, including teacher incentives and embedding English in elementary curricula, are necessary for long-term improvement. Future research should expand to a broader range of rural areas to assess the effectiveness of these interventions and the role of policy reforms in enhancing rural education.

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