

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The findings of this study were obtained from two data collection techniques, namely in-depth interviews and narrative photovoice documentation conducted with one English teacher who has been teaching for eight years at MTs Darul Da'wah Wal Irsyad, Teluk Tamiang, Kotabaru. The interview results revealed the teacher's lived experiences, challenges, and adaptation strategies in detail, while the photovoice documentation provided visual evidence that supported and enriched the narrative data. The findings are organized based on the two research questions of this study: (1) the pedagogical and logistical challenges faced by the teacher, and (2) the adaptation strategies she employed to sustain the teaching and learning process.

##### **1. Pedagogical Challenges in a Remote Teaching Context**

This section presents the findings related to the pedagogical challenges faced by the teacher in her daily teaching practice at MTs Darul Da'wah Wal Irsyad, Teluk Tamiang, Kotabaru.

###### **a. Limited Teaching Materials and Lack of Instructional Variety**

The teacher explained that the school's remote location restricted her access to diverse and updated learning materials. English teaching materials tended to be repetitive and lacked variation, which limited her ability to design engaging and innovative learning activities.

The teacher stated:

*"Because the school is in a remote area, the teaching materials are limited and tend to be repetitive, so it is difficult to vary the lessons. Sometimes I get confused about what else to use so that the students do not get bored."*



**Figure 4.1** Whiteboard in the Classroom

The whiteboard in Figure 4.1 represented the primary instructional tool used alongside the textbook in daily teaching. The repeated reliance on these two media reduced the teacher's pedagogical flexibility and limited the variety of learning experiences available to students.

#### **b. Students' Learning Behavior and Limited Parental Involvement**

The teacher identified students' learning behavior as a significant pedagogical challenge. Several students frequently did not complete homework assignments, engaged in side conversations during lessons, and occasionally fell asleep in class. The teacher associated these behaviors with limited parental involvement and supervision at home.

The teacher stated:

*"Many students do not complete their homework. At home, they receive very little attention from their parents, so they are not guided or reminded to study. Because of that, they often come to school without finishing their assignments. In the classroom, some students also lose focus during the lesson. A few of them fall asleep, while others prefer to talk with their friends instead of paying attention. This situation makes it challenging for me to maintain students' engagement and ensure that the lesson runs effectively."*



**Figure 4.2** Classroom Situation

The classroom image in Figure 4.2 reflected the challenges of maintaining student engagement and classroom discipline. It highlighted how external factors, particularly limited parental support, directly affected students' attitudes toward learning and contributed to classroom management difficulties.

## **2. Logistical Challenges in Remote Area**

This section presents the findings related to the logistical challenges faced by the teacher, particularly those concerning facilities, infrastructure, and access to professional development.

**a. Limited Access to LCD Projectors and Internet Connectivity**

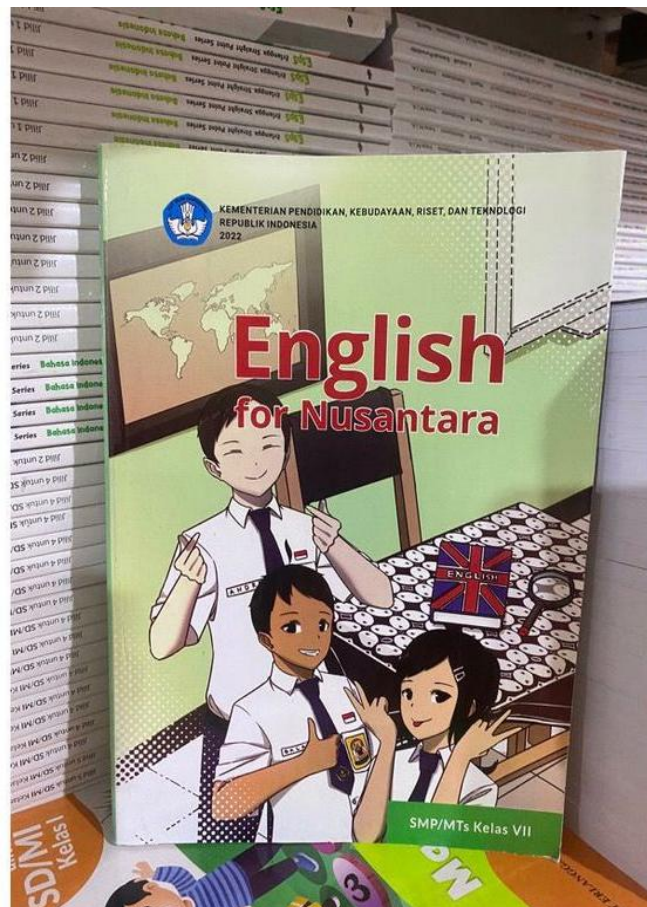
The teacher revealed that although the school owned an LCD projector, it was stored in the school office and had never been utilized during English lessons. She explained that this situation was caused by a lack of technical guidance, limited institutional support, and insufficient awareness regarding the use of instructional technology. As a result, she relied on simple and readily available teaching media in the classroom.

The teacher stated:

*"Actually, the school has an LCD projector, but it is kept in the office and has never been used in my class. I have never used it during English lessons because it is not prepared for classroom use. Usually, I just teach using the whiteboard and the textbook. If I need additional materials, I write them manually on the board or prepare simple printed worksheets. Since the projector is not easily accessible and there is no clear instruction about using it, I prefer to use whatever is directly available in the classroom."*



**Figure 4.3** Unused LCD Projector



**Figure 4.4** English Textbook

The textbook shown in Figure 4.4 served as the primary resource used during English instruction. However, its use as the sole teaching medium reflected limited instructional variation, as it was rarely supported by additional media or resources. This finding indicated that challenges in remote educational settings were not only related to the absence of resources but also to limited support systems in maximizing available infrastructure.

#### **b. Limited Access to Professional Development Opportunities**

The teacher reported significant difficulties in accessing professional development programs. Limited transportation and long travel distances made it difficult to attend training sessions or seminars held in urban areas.

The teacher stated:

*"I have attended training before, but not often, because the location is far away. It is difficult to join training programs because the distance between the school and the training location is relatively far."*



**Figure 4.5** Road Conditions

Figure 4.5 documented the road conditions surrounding the school area. The difficult access routes represented a significant logistical barrier that directly prevented the teacher from regularly participating in professional training programs. During rainy seasons, the roads became muddy and increasingly difficult to access, further discouraging participation in external development opportunities.

### **3. Teachers' Adaptation Strategies in Responding to the Challenges**

#### **a. Instructional Adaptation and Resource Maximization**

In response to limited facilities and the unavailability of instructional technology, the teacher maximized the use of simple and readily available resources. She relied primarily on the textbook, whiteboard, and direct verbal explanation to deliver her lessons.

The teacher stated:

*"I overcome the limitations by using the available textbook. I use the whiteboard and explain the material from the book."*

#### **b. Flexible Classroom Management and Behavioral Adaptation**

To address students' disengagement and limited parental involvement, the teacher adopted a flexible and patient approach in managing her classroom. She adjusted her lesson delivery based on students' readiness and conditions.

The teacher stated:

*"I have to be patient and adjust to the students' conditions. I cannot force them."*

#### **c. Self-Directed Professional Development**

Due to geographical barriers that prevented regular access to formal training programs, the teacher developed self-directed learning strategies. She utilized the internet and participated in WhatsApp-based online teacher communities.

The teacher stated:

*"I develop myself through the internet and WhatsApp teacher groups."*

#### **d. Emotional Resilience and Professional Commitment**

Throughout her eight years of teaching, the teacher demonstrated sustained emotional resilience and deep professional commitment. She described teaching as a noble calling and drew motivation from witnessing her students' enthusiasm and development.

The teacher stated:

*"My biggest motivation is that I consider teaching a noble profession — every moment is an act of worship. My love for knowledge and seeing my students enthusiastic and beginning to develop keeps me going."*

She further reflected:

*"The most valuable lesson I have gained is being more patient, sincere, and able to understand others' limitations."*

She also expressed her hopes:

*"I hope that teachers in remote villages receive more attention — from welfare to adequate facilities — and that there is greater support from the community."*

### **B. Discussion**

The discussion is organized around the two main research questions of this study: (1) What pedagogical and logistical challenges are faced by the English teacher in a remote area? and (2) How does the teacher adapt to the challenges she faces? The discussion focuses not only on the challenges themselves but also on how the participant experienced, interpreted, and responded to those challenges throughout her teaching journey.

#### **1. Pedagogical Challenges Faced by the English Teacher in a Remote Area**

##### **a. Limited Teaching Materials and Lack of Instructional Variety**

The findings revealed that the participant experienced significant limitations

in accessing varied and updated teaching materials. Because of the school's geographical location, the participant relied mostly on textbooks already available at the school and simple classroom explanations. As a result, classroom activities often became repetitive, and opportunities to create more interactive learning experiences were limited.

The participant's narratives showed that the lack of instructional variety affected not only the teaching process but also students' classroom engagement. She frequently had to adjust her expectations and teaching methods according to the resources available to her. Rather than focusing on ideal teaching conditions, the participant concentrated on maintaining the continuity of learning with whatever materials she could access. This situation demonstrated how geographical isolation indirectly shaped pedagogical practices within the classroom.

The participant's experience also illustrated that teaching English in a remote area required continuous creativity despite limited support. Even with minimal resources, she still attempted to explain lessons clearly and encourage students to participate during classroom activities. This finding reflected previous discussions regarding how remote educational contexts often restrict teachers' access to updated instructional resources and pedagogical support (Mulkeen, 2010; Poedjiastutie, 2021). However, this study further highlighted the personal and practical impact of those limitations on the participant's daily teaching experience.

#### b. Students' Learning Behavior and Limited Parental Involvement

Another important pedagogical challenge identified in this study was students' learning behavior. The participant explained that some students frequently

came to class unprepared, lost concentration during lessons, or occasionally fell asleep in the classroom. According to the participant, these behaviors were strongly influenced by limited parental supervision and support at home.

The participant's experience showed that classroom challenges were closely connected to broader social and family conditions surrounding students' lives. In this context, teaching English involved not only delivering learning materials but also responding to students' emotional readiness, motivation, and classroom behavior. The participant was often required to exercise patience and emotional understanding when students appeared disengaged during lessons.

These experiences suggested that the participant's role extended beyond academic instruction alone. She continuously attempted to maintain students' attention and participation despite conditions that were not always supportive of learning. The participant's narratives reflected how teachers in remote areas frequently carry additional emotional and social responsibilities within the classroom. This finding aligned with previous discussions regarding socio-cultural and emotional challenges experienced by teachers working in remote educational settings (Gay, 2010; Mansfield et al., 2012).

## **2. Logistical Challenges Faced by the English Teacher in a Remote Area**

### **a. Limited Access to Instructional Technology and Internet Connectivity**

The findings indicated that the participant faced limited access to instructional technology. Although the school possessed an LCD projector, the participant explained that it was rarely used because there was limited technical guidance and institutional support regarding its operation. Consequently, she relied

mainly on the whiteboard, textbooks, and direct explanation during classroom instruction.

This condition illustrated that the presence of facilities alone did not automatically improve the teaching process. Without sufficient support and guidance, available technology could not be utilized effectively in classroom practice. The participant's experience showed how infrastructural limitations were intertwined with institutional limitations, ultimately influencing the quality and variety of classroom instruction.

The lack of technological support also reduced opportunities to create more visually engaging and interactive learning activities for students. As a result, the participant had to continuously adapt her teaching methods to fit the available conditions. These findings reflected broader issues commonly experienced in remote educational contexts, where limited infrastructure and institutional support affect teachers' ability to maximize learning resources (UNESCO, 2014).

#### b. Limited Access to Professional Development Opportunities

The participant also experienced difficulties in accessing professional development opportunities due to geographical barriers and difficult transportation conditions. She explained that attending workshops or training programs conducted in urban areas required long travel distances and challenging road access, making participation difficult.

This situation limited the participant's opportunities to gain updated pedagogical knowledge, exchange ideas with other educators, and participate in formal professional learning activities. The participant's narratives demonstrated

how geographical isolation affected not only classroom teaching but also long-term professional growth.

Despite these limitations, the participant remained motivated to improve her teaching abilities independently. Her experience reflected the reality that teachers in remote areas often depend heavily on personal initiative to sustain professional development. This finding supported previous studies emphasizing how geographical isolation and limited institutional access may restrict teachers' professional learning opportunities (Galut, 2025; Mulkeen, 2010).

### **3. The Teacher's Adaptation Strategies in Overcoming Challenges**

#### **a. Instructional Adaptation and Resource Maximization**

In response to limited facilities and teaching materials, the participant attempted to maximize the use of simple and available resources. She relied on textbooks, whiteboards, and verbal explanation as the primary instructional tools in the classroom. Although these resources were limited, the participant continuously adjusted her teaching methods to maintain students' understanding and participation.

The participant's experience demonstrated that adaptation was not carried out through major instructional changes but through small and practical adjustments within everyday classroom situations. She focused on ensuring that learning activities could still continue effectively despite limited support and resources. This finding illustrated how adaptation in remote teaching contexts often emerged through practical decision-making and continuous adjustment to classroom realities.

The participant's ability to work within limitations reflected flexibility and problem-solving capacity in her professional practice. Rather than passively accepting the limitations, she gradually developed ways to manage classroom conditions using the resources available to her.

b. Flexible Classroom Management and Behavioral Adaptation

To respond to students' disengagement during lessons, the participant adopted a flexible and empathetic classroom management approach. She explained that she often adjusted lesson pacing and classroom activities depending on students' conditions and readiness to learn. When students appeared tired or lost concentration, she attempted to modify the learning atmosphere to regain their attention.

The participant's narratives showed that classroom management in a remote area required emotional sensitivity in addition to instructional planning. She was required to understand students' situations while still maintaining the learning process. This demonstrated that adaptation in teaching was not limited to instructional techniques but also involved emotional and interpersonal adjustments.

The participant's approach reflected how resilience could be expressed through patience, flexibility, and continuous effort in responding to daily classroom challenges. Her experience suggested that effective teaching in difficult contexts often depended on the teacher's ability to balance instructional goals with students' actual classroom conditions.

### c. Self-Directed Professional Development

Because access to formal training programs was limited, the participant independently sought alternative ways to improve her professional knowledge. She utilized platforms such as YouTube, educational websites, and WhatsApp-based teacher communities to access teaching ideas and learning materials.

The participant's narratives demonstrated that professional growth in remote contexts often depended on self-initiative and independent learning efforts. Rather than passively accepting the limitations, the participant actively searched for resources that could support her teaching practice. Through online platforms and informal teacher communities, she attempted to remain connected to professional learning despite geographical isolation.

This experience illustrated that adaptation involved not only classroom strategies but also efforts to sustain professional competence over time. The participant's willingness to continue learning independently reflected strong professional commitment and personal motivation.

### d. Reflective Practice as an Adaptive Mechanism

The findings also revealed that the participant consistently reflected on her teaching experiences after classroom sessions. She evaluated students' responses, classroom atmosphere, and the effectiveness of instructional activities in order to improve future lessons.

The participant's reflective practice demonstrated that adaptation occurred through an ongoing process of observation and evaluation. By reflecting on previous teaching experiences, she gradually developed a better understanding of

how to respond to students' needs and classroom challenges. Reflection therefore became an important mechanism that supported continuous improvement in her teaching practice.

This finding suggested that resilience was closely connected to the participant's ability to learn from experience and continuously adjust her instructional decisions. Through repeated reflection, the participant was able to refine her teaching approaches and maintain instructional effectiveness despite challenging conditions.

e. Emotional Resilience and Professional Commitment

Throughout her teaching journey, the participant demonstrated strong emotional resilience and professional commitment. Despite experiencing continuous pedagogical and logistical challenges, she remained committed to teaching and supporting her students. The participant described teaching as an important responsibility and expressed personal satisfaction when witnessing students' progress and development.

Support from family members and fellow teachers also played an important role in sustaining her motivation. The participant's narratives showed that emotional support and positive relationships contributed significantly to her ability to continue teaching in a challenging environment.

The participant's experience illustrated that resilience was not simply an individual trait but a process developed through experience, reflection, emotional support, and professional dedication. Her commitment to continuing her work despite limited facilities and geographical isolation reflected the important role of

emotional endurance in sustaining long-term teaching practice in remote educational contexts.

#### **4. Contribution of the Study**

This study contributes to the understanding of English teaching in remote areas by providing an in-depth narrative account of one English teacher's lived experience. Unlike studies that focus mainly on structural or institutional challenges, this study highlighted how the participant personally experienced, interpreted, and adapted to those challenges within her daily teaching practice.

Through narrative inquiry, this study was able to capture the emotional, reflective, and personal dimensions of the participant's professional journey. The findings demonstrated that resilience was expressed not only through major achievements but also through small and meaningful professional actions carried out consistently over time. The participant's experiences illustrated how adaptation, reflection, and emotional commitment became essential components in sustaining English teaching within a remote educational setting.