

CHAPTER V

CLOSURE

A. Conclusion

This study explored the pedagogical and logistical challenges faced by an English teacher working in a remote area and examined the adaptation strategies she employed to sustain effective teaching and learning despite those challenges. The research was conducted at MTs Darul Da'wah Wal Irsyad, Teluk Tamiang, Kotabaru, through a narrative inquiry approach that centered on the lived experiences of a single English teacher with eight years of teaching experience in a remote setting. Through narrative inquiry, this study was able to capture not only the external challenges encountered by the participant but also the meanings, reflections, and emotions embedded within her professional experiences as a teacher in a geographically isolated environment.

In response to the first research question regarding the pedagogical challenges faced by the teacher, the findings revealed two interconnected categories of difficulty. First, the participant faced significant limitations in accessing diverse and updated teaching materials, as the school's remote location resulted in repetitive instructional content that limited pedagogical variety and student engagement. The lack of supporting media and learning resources made it difficult for the participant to provide more interactive and varied English learning activities. Consequently, the learning process often depended heavily on textbooks and direct explanation methods. Second, students' learning behavior was significantly affected by limited

parental involvement, as many students arrived unprepared, lost focus during lessons, or fell asleep in class due to insufficient supervision and support at home. These conditions affected classroom participation and created additional challenges for the participant in maintaining students' motivation and concentration during lessons.

Regarding the logistical challenges, the findings also revealed two key difficulties. First, the participant faced limited access to instructional technology, as the school's LCD projector remained unused due to a lack of technical guidance and institutional support, compelling her to rely entirely on the whiteboard and printed textbooks. The absence of adequate technological facilities limited opportunities to create more engaging and multimedia-based learning experiences. Second, the participant faced substantial barriers to professional development, as the long distance and difficult road conditions surrounding the school made it practically impossible for her to attend workshops or training programs held in urban areas. This limited access to professional development reduced opportunities for the participant to gain updated pedagogical knowledge, teaching strategies, and professional networking experiences commonly available to teachers in urban schools.

In response to the second research question regarding how the teacher adapted to these challenges, the findings identified five key adaptation strategies. First, the participant maximized the use of simple and readily available resources, relying on direct explanation and the available textbook to sustain instructional quality. Second, she adopted a flexible and empathetic classroom management

approach by adjusting lesson pacing and activities in response to students' readiness and emotional conditions. Rather than strictly following lesson plans without adjustment, the participant continuously adapted her teaching approach according to the classroom situation and students' needs. Third, she engaged in self-directed professional development through digital platforms such as YouTube and WhatsApp-based teacher communities, enabling her to remain professionally connected despite geographical isolation. Fourth, she practiced regular reflection after each lesson, using her observations to continuously refine and improve her instructional strategies. Fifth, throughout all of these efforts, the participant demonstrated sustained emotional resilience and deep professional commitment, maintaining her dedication to her students despite the persistent structural constraints of her teaching context.

The findings of this study also demonstrated that teaching English in a remote area requires more than pedagogical competence alone. The participant was required to continuously negotiate between limited resources, students' diverse learning conditions, infrastructural limitations, and institutional constraints while still maintaining meaningful learning experiences in the classroom. In this context, resilience emerged not merely as an individual characteristic but as a dynamic process shaped by the participant's commitment, reflective practice, emotional endurance, and ability to adapt creatively to ongoing challenges. The participant's narratives illustrated how professional identity and resilience were continuously developed through lived experience and long-term engagement with the realities of remote education.

Furthermore, this study highlighted the importance of understanding teachers' experiences from a narrative perspective. Through narrative inquiry, the researcher was able to understand how the participant interpreted her experiences, gave meaning to challenges, and developed strategies for coping with difficulties over time. The participant's stories revealed not only practical teaching challenges but also emotional struggles, personal reflections, and professional values that may not easily emerge through other research approaches. Therefore, narrative inquiry proved valuable in capturing the complexity and humanity of the participant's lived professional experience in a remote educational setting.

Overall, this study concluded that the challenges faced by the participant were systemic and multi-layered, rooted in compounding geographical, infrastructural, and socio-cultural conditions. At the same time, the participant's responses to these challenges illustrated that resilience and adaptation were not passive qualities but active, ongoing processes expressed through practical classroom decisions, self-directed growth, reflective practice, and sustained professional commitment. Ultimately, this study emphasized that the participant should not merely be viewed through the lens of educational limitations, but also through her creativity, perseverance, dedication, and meaningful contribution to students and the surrounding community. Her experiences reflected the broader realities of educational inequality while simultaneously demonstrating the important role of teachers in sustaining educational access and learning opportunities in underserved areas.

B. Suggestion

Based on the findings and conclusions of this study, several suggestions are offered to parties involved in English language education in remote areas.

For English teachers working in remote areas, it is suggested that they continue developing their adaptive capacity by actively seeking alternative resources and professional learning opportunities. Engaging with online teacher communities, utilizing digital platforms for self-directed learning, and consistently reflecting on teaching practices are strategies that may support professional growth even in the absence of formal training programs. Teachers are also encouraged to build collaborative relationships with fellow educators in order to reduce professional isolation and exchange practical teaching strategies suitable for remote learning contexts. In addition, teachers are encouraged to document and reflect upon their professional experiences, as such experiences may provide valuable insights for other educators facing similar challenges.

For school principals and institutional leaders, it is suggested that they provide clearer guidance and support for teachers in utilizing available facilities, including instructional technology such as LCD projectors. Leadership plays an important role in creating an environment where teachers feel supported in their efforts to improve the quality of teaching and learning. School leaders are encouraged to maintain regular communication with teachers regarding the challenges encountered in the classroom and to provide practical assistance whenever possible. Schools are also encouraged to facilitate collaborative activities among teachers, such as peer discussions or lesson-sharing sessions, to strengthen

teacher motivation and professional confidence.

For educational policymakers and government institutions, it is suggested that policies related to teacher professional development be made more accessible and contextually responsive, particularly for teachers serving in remote and geographically isolated areas. Mobile training programs, online professional development platforms, and incentive-based policies that recognize the dedication of teachers in remote areas are recommended as practical steps toward addressing the professional development gap identified in this study. Policymakers should also prioritize improvements in school infrastructure, internet connectivity, transportation access, and the availability of teaching materials in remote schools as part of a broader commitment to educational equity. In addition, policymakers are encouraged to consider the emotional and psychological well-being of teachers working in isolated settings by providing mentoring programs and professional support systems that acknowledge the challenges faced in remote educational environments.

For future researchers, it is suggested that subsequent studies expand the scope of investigation by involving participants from different remote schools or regions to allow broader comparison and richer narrative data. Future research may also explore the experiences of English teachers at different educational levels, such as elementary schools or senior high schools, to provide a more comprehensive understanding of English language teaching in remote areas. In addition, future studies may investigate students' perspectives regarding English learning in remote schools in order to provide a more holistic picture of the teaching and learning

process. Researchers may also combine narrative inquiry with other qualitative approaches, such as ethnography or participatory action research, to deepen understanding of teacher resilience, adaptation, and professional identity in challenging educational contexts.