

**TEACHER STRATEGIES TO FOSTER ENGLISH LEARNING
INTEREST IN REMOTE SCHOOLS WITH LIMITED
RESOURCES**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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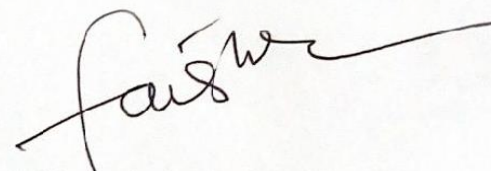
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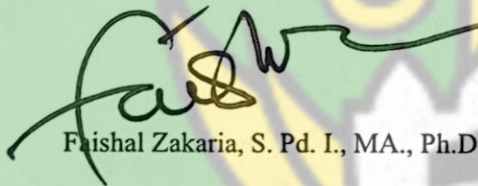
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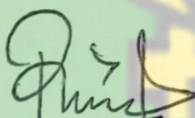
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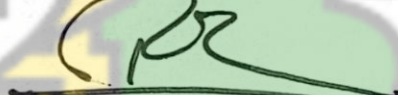
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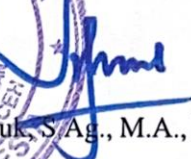
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**Teacher Strategies to Foster English Learning Interest in Remote Schools
With Limited Resources**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10 Juli 2026

Saya yang membuat surat pernyataan


Nurkaida



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ABSTRACT

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Thesis Working Title : Teacher Strategies to Foster English Learning Interest in Remote Schools With Limited Resources
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Keywords : Teacher strategies, students interest, English language learning, remote schools, limited resources.

Learning English in remote schools with limited resources can be challenging for teachers and students. This study aimed to explore the strategies used by English language teachers to foster students' interest in learning English and the challenges they faced in a remote school with limited resources. The study used a qualitative case study involving two English language teachers at SMP Negeri 2 Lembah Seulawah, Aceh Besar. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings showed that the participants used different strategies to foster students' interest. Among the strategies used are connecting L1 (i.e., Acehnese and Indonesian) with English when teaching vocabulary, sharing personal experiences to encourage students, using songs with familiar melodies, using greetings and simple English conversations in daily classroom routines, and using games and movement activities. One participant also used repetition to help students understand the lessons and asked students who understood the material to help their classmates. The participants reported several challenges, including the lack of internet connection and learning media, students' low interest in English and participation in classroom learning activities, difficulties in communication when students mainly used Acehnese, and teacher-related difficulties such as limited physical ability and technology skills. In conclusion, the participants adapted their strategies to students needs and the resources available at the school.

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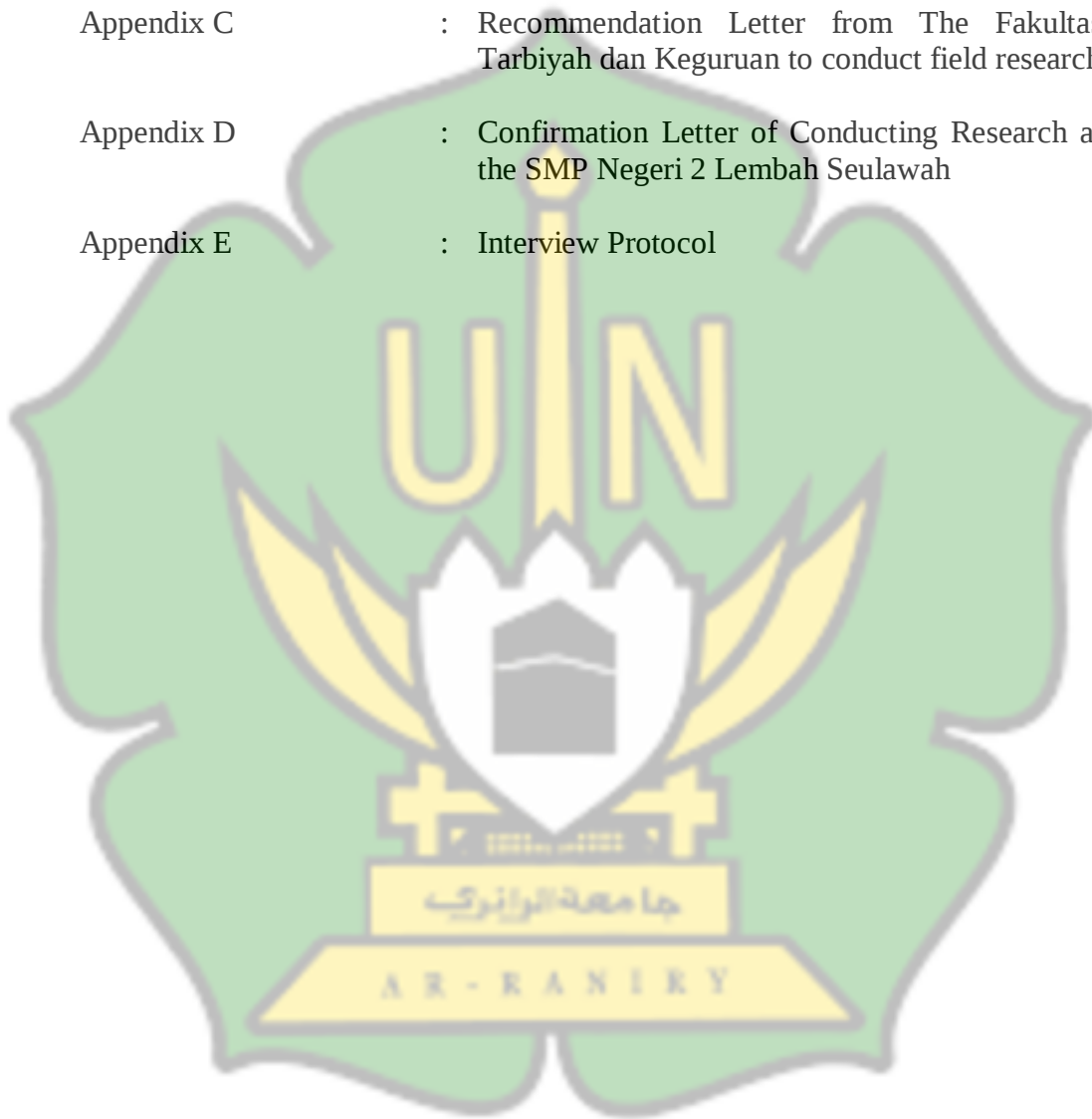
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CHAPTER I

INTRODUCTION

A. Background of the Study

Although English is a compulsory subject in Indonesia, students in rural and remote schools still face challenges in learning English because of limited facilities, a lack of qualified teachers, and socio-economic problems (Laila et al., 2023). These conditions can make it difficult for teachers to provide varied learning activities, so they may rely on traditional teaching methods, such as using textbooks and memorizing vocabulary. These methods may give students fewer opportunities to actively participate in learning English. Setiawan and Nadia (2022) also found that limited educational resources and teacher support can affect students' motivation and interest in learning English.

Remote schools in Indonesia are educational settings located in remote areas where geographical, infrastructural, and resource-related conditions can influence the teaching and learning process (Juharyanto et al., 2023; Poedjiastutie et al., 2021). These conditions may include limited educational resources, infrastructure, access to teachers, and other factors that create challenges for schools in remote areas (Juharyanto et al., 2023). In English language teaching, such conditions can also affect teachers' ability to provide learning activities and resources that support students' learning (Poedjiastutie et al., 2021). Therefore, understanding the characteristics of remote schools is important when examining how teachers adapt their teaching strategies to the conditions of their school.

Nurteteng et al. (2024), in a study conducted in rural areas of Sorong, West Papua, found that English teachers faced limited teaching materials, technology, and professional development opportunities. These limitations made it difficult for teachers to provide English instruction, especially in developing students' reading and writing skills. Similarly, Mariyam et al. (2025) found that English teachers in rural schools in Nusa Tenggara Barat faced challenges such as inadequate infrastructure, limited internet access, a shortage of qualified teachers, and limited supervision and motivation. These studies show that teachers in rural schools need to adapt their teaching to the available resources and the needs of their students.

As a result of these challenges, students in remote schools may have less interest in learning English. Limited facilities and learning resources can affect students' learning experiences and participation in English lessons. Learning interest is important because it can encourage students to take part in learning activities and make an effort to learn. Therefore, teachers need to find suitable ways to encourage students' interest in learning English, especially when teaching resources are limited.

Because teachers need different ways to encourage students' interest in learning English, teaching strategies are an important part of the teaching and learning process. Teaching strategies help teachers decide how to present lessons and adjust their teaching to student' needs. Apoko and Marcellinda (2023) define teaching strategies as techniques used by teachers to teach English effectively and help students improve their language skills. Similarly, Solikhah and Sofi (2023) explain that teaching strategies are planned actions used by teachers to encourage

students to take part in learning and make classroom activities more active. These definitions show that teaching strategies are the ways teachers plan and carry out their lessons to support students' learning.

Teaching strategies contribute to improving students motivation, engagement, and academic performance. Therefore, the learning process must be carefully planned and implemented using appropriate strategies that encourage student participation and comprehension. When teachers use well-structured, engaging strategies, students are more likely to develop an interest and achieve meaningful learning outcomes.

Although previous studies have examined English teaching strategies and challenges in rural and remote schools, limited attention has been given to how English teachers foster students' interest in learning English in remote schools in Aceh Besar. Teachers in these schools may need to adapt their teaching strategies to the available resources and the learning needs of their students. Therefore, this study aimed to investigate the strategies used by English teachers at SMP Negeri 2 Lembah Seulawah to foster students' interest in learning English and the challenges they faced in implementing these strategies in a remote school with limited resources.

B. Research Questions

The study aimed to answer the following research questions:

1. What creative and adaptive strategies do English teachers employ to foster students interest in learning English in remote schools with limited resources?

2. What pedagogical and contextual challenges do teachers encounter when implementing these strategies in resource-constrained environments?

C. Research Objectives

Based on the research question, the objectives of the study were formulated as follows:

1. To examine creative and adaptive teaching strategies employed by English teachers in remote schools of Aceh Besar to enhance students interest in learning English.
2. To analyze pedagogical and contextual challenges faced by teachers in applying these strategies within resource-constrained settings.

D. Significance of the Study

Based on the background and objectives, the researcher believes that the study provides meaningful insights for the researcher and future research. The significance of the study consists of both theoretical and practical contributions, which are outlined as follows:

1. for Researchers

This study provided the researchers with valuable experience in conducting academic research in English language teaching, particularly in the unique context of remote schools with limited resources. By engaging in the processes of data collection, analysis, and interpretation, the researcher can broaden her understanding of how teacher strategies influence students interest in learning. Moreover, this study allows the researcher to sharpen critical thinking, research, and academic writing skills, which will be beneficial for future scholarly and professional development.

2. For Teachers

The findings of the study provide useful information for English teachers, especially those working in rural or remote areas. The strategies identified in the study may help teachers consider different ways to foster students' interest in learning English when facilities and learning materials are limited. The findings may also provide teachers with ideas that they can consider when planning and adapting their teaching strategies to their classroom conditions.

3. For Schools

The findings of the study provide useful information for schools, particularly those in remote areas, about the teaching strategies used to foster students' interest in learning English when resources are limited. The findings also provide school administrators with information about the importance of supporting English teachers through appropriate training, encouragement, and learning resources. These findings can help schools consider ways to support teachers and create better conditions for English learning.

4. For Students

The practical benefit of the study provides information about teaching strategies used by English teachers to foster students' interest in learning English. The strategies identified in the study provide ideas for teachers to plan learning activities that encourage students to participate in English lessons. This can help teachers consider students' needs and interests when planning English lessons.

E. Research Terminology

1. Teacher strategies

Stones and Morris (1972) describe teacher strategies as plans that guide how teachers organize lessons, set learning goals, and choose the activities needed to achieve those goals. teacher strategies refer to the creative and adaptive approaches used by teachers to foster students' interest in learning English in remote schools with limited resources.

2. English Learning Interest

English learning refers to students positive attitude, curiosity and enthusiasm toward learning English, which encourage them to participate actively and enjoy the learning process (Schiefele, 1991). In the study, learning interest is defined as students willingness and enjoyment in learning English, influenced by teachers instructional strategies and classroom experiences.

3. Remote Schools

Remote schools are educational institutions located in geographically isolated areas and often face resource and staffing limitations. Boeskens et al. (2018) explain that schools in isolated or rural regions often face limited access to adequate learning facilities, qualified teaching staff, and professional development opportunities due to their distance from educational centers. Such geographic isolation may also contribute to smaller school sizes and difficulties in attracting and retaining experienced teachers. In this context, Egbert and Yang (2004) highlight that limited-technology contexts may involve limited access to computers, the Internet, and other technological resources. They also emphasize that language

learning can still be effectively supported by making appropriate use of the available technology and resources.

4. Limited Resources

Limited resources in education refer to constraints or shortages in essential inputs, such as learning materials, facilities, and technology, that directly influence the effectiveness and quality of teaching and learning. These limitations hinder equitable access to adequate educational tools, restrict teachers ability to provide inclusive instruction, and widen disparities among learners. According to the OECD (2023), schools located in socio-economically disadvantaged or rural areas are more likely to experience shortages of material resources and qualified educators, which significantly affects students learning opportunities and outcomes. Addressing these constraints is essential for promoting equity, improving learning quality, and ensuring that all learners, regardless of their socio-economic or geographic context can benefit from meaningful educational experiences.



CHAPTER II

LITERATURE REVIEW

A. Teacher Strategies in English Language Teaching

Strategy is broadly defined as a well-thought-out plan of activities aimed at achieving specific goals (Mintzberg, 1987). In the context of learning and teaching, strategy refers to a general approach that influences the selection of methods, learning activities, and assessments to help students achieve learning outcomes (Killen & O'Toole, 2023). This definition shows that a teaching strategy provides a general plan for how teachers organize and carry out learning activities. Effective teachers need to use a variety of teaching methods and techniques to implement teaching strategies. Roestiyah (2008) emphasized that developing teaching strategies requires teachers to use different instructional approaches, particularly cooperative and interactive methods that encourage student participation. Asrori (2020) also stated that teachers need to manage and combine different approaches to support effective and enjoyable learning. Combining different approaches allows teachers to adapt their methods to different classroom contexts and respond to students' learning needs while maintaining their engagement and motivation.

Teaching strategies are important because they help teachers organize learning activities and encourage students to participate in the learning process. Zainudin (2024) found that teaching strategies can support student motivation, engagement, and learning performance. Teachers can use different methods, activities, and learning materials to create learning experiences that match their students' needs. Previous studies have also shown that teachers use different

strategies to encourage students' motivation and participation in learning. Meldayani and Sa'adah (2021) found that English teachers in remote areas used strategies such as learning through play, rewards and sanctions, and student autonomy to encourage students' interest in learning during the pandemic. Similarly, Saputra et al. (2023) found that teachers used motivational techniques to encourage student participation in face-to-face learning. These studies show that teachers can use different strategies to encourage students to participate and stay interested in learning.

The use of teaching strategies also depends on the conditions and needs of the learning environment. According to Suprijono (2009), teachers should consider several factors when choosing a teaching strategy, including learning objectives, students' knowledge, the subject matter, available instructional time, class size, and teachers' experience. Clear learning objectives help teachers choose activities that match the goals of the lesson (Suprijono, 2009). Teachers also need to understand students' initial abilities through pre-tests or class discussions so they can choose strategies that match students' needs and support the learning process. The curriculum should also consider students' knowledge, attitudes, and skills so that teaching does not only focus on giving information but also helps students develop these areas.

Teachers also need to consider classroom conditions, such as available learning resources and class size. Available instructional media can help make learning activities more interesting and easier to carry out (Suprijono, 2009). In smaller classes, teachers can give more attention to individual students, while larger

classes may require different strategies to keep students involved in learning. Teachers' experience is also important because experienced teachers are often better able to manage classrooms, motivate students, choose suitable teaching methods, and evaluate learning outcomes.

B. Understanding Learning Interest and Motivation

Interest refers to a feeling of pleasure and interest in an object or activity that arises without external pressure. According to Slameto (2010), interest encourages a person to pay attention to and engage in an activity. Similarly, Mardiani (2024) describe interest as a positive feeling that encourages a person to focus on and engage in an activity. These definitions show that interest involves a person's feelings, attention, and involvement in an activity. In the context of learning, Chandra (2023) explains that learning interest refers to students' active involvement and enthusiasm in the learning process. Thus, learning interest is related to how students feel, pay attention, and take part in learning activities.

In English language learning, learning interest refers to students' interest and enthusiasm in learning English. Maharani and Fitriani (2024) examined the role of teaching strategies and the learning environment in supporting students' interest in learning English. Their study shows that learning interest is an important part of the English learning process. Learning interest is also important because it encourages students to pay attention to and understand learning materials. Djaali (2007) explains that interest acts as a driving force that encourages students to explore and understand learning materials more deeply.

Several studies (e.g., Asih, 2021; Hanipa, 2019; Rozikin et al., 2018) have identified indicators of learning interest. Rozikin et al. (2018) describe these indicators as enjoyment, attention, desire to learn, active participation, and effort to gain knowledge. Similarly, Asih (2021) identifies enjoyment, attention, interest in learning activities, and disciplined behavior as indicators of learning interest. Hanipa (2019) also highlights enjoyment, active participation, enthusiasm, and attention during the learning process. These studies indicate that learning interest can be seen through students' feelings, attention, and participation in learning activities.

Learning media is also discussed in relation to students' interest in learning. Riani et al. (2019) explain that learning media helps teachers present learning materials clearly and in an engaging way. Hadad et al. (2023) also discuss the use of appropriate learning media in supporting students' interest and enthusiasm for learning. These studies provide a basis for understanding how learning media can be considered as one part of the learning process.

C. Challenges in Remote and Resource-Limited Schools

Remote areas often face challenges in providing adequate educational facilities and resources. UNESCO (2015) reports that remote areas may have limited access to schools, learning facilities, and qualified teachers. These limitations can affect students' participation and learning outcomes. The Indonesian Ministry of Education and Culture (Kemendikbud, 2021) also reports that schools in Indonesia, particularly those in 3T (frontier, outermost, and disadvantaged) areas, face challenges related to infrastructure and learning resources, including limited

teaching materials, difficult road access, limited electricity and internet connections, and professionally trained teacher.

These conditions can also affect teachers' ability to carry out learning activities. Juharyanto et al. (2023) found that schools in remote areas of Indonesia face challenges related to infrastructure and human resources. Their study also found that school principals need to adapt to local community conditions and manage available resources to support school activities. Uzer (2020) similarly found that teachers in remote areas face practical challenges, including difficult transportation, limited learning media, and limited administrative support. These conditions can make it difficult for teachers to plan and carry out engaging learning activities.

In English learning, these conditions may be accompanied by challenges related to students' interest and teachers' working conditions. Harlina and Yusuf (2020) found that low student interest in English can be related to limited support from parents and the school community. This condition may affect students' motivation and participation in English learning activities. Mariyam et al. (2025) also found that teachers in rural Indonesian schools face limited infrastructure and limited access to the internet and information technology, which can make it difficult to provide interactive English learning.

Laila et al. (2023) identified several challenges in teaching English in rural schools, including the low status of English in the curriculum, limited infrastructure, negative student attitudes toward English, and socio-economic conditions that may affect learning. These challenges show that English teachers in

remote schools need to consider the conditions of their students and learning environments when planning instruction. Therefore, teaching in these settings may require teachers to adjust their approaches according to the resources and conditions available to them.

Previous studies have also reported several strategies used by teachers in response to these conditions. Anggela et al. (2024) found that teachers used their own money to provide teaching materials, used storytelling to motivate students, and took part in professional training. Teachers also communicated with parents to support student learning. These practices show how teachers adjusted their teaching and support to the conditions of their schools.

In a study of EFL teacher strategies conducted at SMPN 2 Plampang, Safitri et al. (2025) described that the teachers used translation between English, Indonesian, and local languages to help students understand words and learning materials. They also adjusted learning content to students' English proficiency levels and used techniques such as Problem-Based Learning and gamification to support student participation despite limited resources. Saputri and Sukarno (2024) similarly identified interactive and contextual teaching methods, including group discussions, role-plays, and environment-based learning, as important strategies. Teachers also took part in professional development and encouraged community participation to support students' motivation.

D. Innovative and Creative Pedagogies in ELT for Fostering Students' Learning Interest

Innovative and creative pedagogies in English Language Teaching (ELT) refer to teaching approaches that give teachers flexibility in selecting activities and materials based on students' needs and classroom conditions. Richards and Rodgers (2014) explain that different teaching methods can be combined with classroom activities and materials to support student engagement. These approaches allow teachers to vary the way English is taught and provide students with opportunities to take part in the learning process.

In the Indonesian education context, these ideas are also reflected in the principles of Kurikulum Merdeka. According to Kemendikbud Ristek (2024), the curriculum promotes student agency, differentiated instruction, and contextualized learning. These principles give teachers greater flexibility to design learning activities based on students' abilities, interests, and learning needs. Therefore, the curriculum provides a basis for teachers to use learning activities that are relevant to students and their classroom conditions.

Teacher creativity is also important in applying these approaches in English classrooms. Teachers can use different activities, materials, and classroom techniques to make English learning more interesting for students. In schools with limited resources, creativity can involve making use of materials that are already available and adapting activities to the classroom situation. Such practices can provide students with more opportunities to participate in learning English and may help maintain their interest in the subject.

E. Theoretical Frameworks

Self-Determination Theory (SDT) proposed by Deci and Ryan (2000) provides a theoretical foundation for this study. SDT explains that students' motivation and engagement are related to the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the need to feel a sense of choice and control, competence refers to the need to feel capable of achieving learning goals, and relatedness refers to the need to feel connected to others. In this study, SDT provides a lens for understanding how teacher strategies may support students' interest and participation in learning English.

Furthermore, the study is also grounded in Vygotsky's Sociocultural Theory (1978), which emphasizes that learning is a socially mediated process shaped by interaction, cultural tools, and guidance from more knowledgeable individuals. In remote, resource-constrained school settings, teacher-student interaction becomes the central and most powerful learning tool. Sociocultural Theory helps explain how teachers modify their teaching techniques, adjust explanations, provide step-by-step guidance, and create supportive learning environments despite limitations.

These two theoretical perspectives complement each other by offering both psychological and sociocultural explanations of learning. Self-Determination Theory helps interpret how teacher strategies influence students' motivation and interest, while Sociocultural Theory explains how learning interactions are constructed and sustained in environments with limited resources. Together, they provide a comprehensive lens for examining the creative and adaptive strategies teachers employ and the challenges they encounter in remote educational contexts.

These theories serve as guiding frameworks for interpreting the findings and understanding the dynamics of English teaching in resource-constrained settings.

F. Empirical Studies on ELT in Rural Indonesia

Empirical studies have examined various approaches to teaching English and increasing students' interest in learning English in different contexts. Silalahi (2019) investigated the use of games as a medium for teaching English to elementary students. The findings showed that games created a more enjoyable and interactive classroom atmosphere, encouraged active participation, and increased students' enthusiasm for learning English (Silalahi, 2019). Similarly, Mardiani (2024) found that icebreaking activities increased students' engagement and enjoyment during English lessons and supported their motivation and participation. These studies indicate that interactive classroom activities can be used to encourage students' participation and interest in learning English.

Other studies have examined the role of the learning context in English teaching. Poedjiastutie et al. (2021) examined the socio-cultural challenges of English teaching in Pemana Island, Indonesia, and found that cultural values, local norms, and economic conditions influenced students' attitudes and teachers' teaching approaches. Ghimire (2022) examined blended learning in rural and remote schools and found that technology-based learning could help address geographical barriers and support student engagement when used appropriately. These findings show that English teaching practices can be influenced by the social, cultural, and geographical conditions of the school.

Juharyanto et al. (2023) examined factors related to school quality in remote primary schools in Indonesia. The study identified leadership, teacher

professionalism, and school climate as important factors related to school quality and learning outcomes. The findings also show the importance of considering school conditions and teacher-related factors when examining educational practices in remote areas. Together, these empirical studies provide evidence that English teaching in rural and remote contexts is influenced by both classroom practices and the conditions in which teaching takes place.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a qualitative case study design. Creswell and Poth (2016) explain that a case study is an in-depth investigation of a single case within a clearly defined setting. In this study, the case was a remote junior high school in Aceh, focusing on the English teachers and the strategies they used to foster students' interest in learning English despite limited resources.

The qualitative case study design was chosen because it allows for a detailed exploration of how teachers develop, adapt, and implement teaching strategies in response to challenges. Yin (2018) states that case studies are useful when researchers seek to understand how and why certain practices occur in natural settings. In remote schools, teaching practices are influenced by limited resources, infrastructure, and students' socio-economic backgrounds. Therefore, Applying a case study design allows the researcher to examine these conditions within the school context.

Stake (1995) emphasizes the importance of detailed descriptions in case study research. In this study, the case study design allowed the researcher to describe the teachers' perspectives on teaching English in a remote school, including the strategies they reported using and the challenges they encountered. This description helped present the teaching context and the experiences shared by the participants.

Furthermore, a qualitative case study design aligns with the constructivist assumption that individuals construct meaning through their interaction with the environment (Creswell & Creswell, 2017). This perspective is relevant to the study because it focuses on how teachers describe their experiences, adapt their teaching strategies, and respond to challenges in the teaching process.

The qualitative case study design also supports the use of methods that allow the researcher to gather detailed information from the participants. In this study, data were collected through semi-structured interviews. According to Adams (2015), semi-structured interviews allow researchers to explore participants' perspectives while following a set of guiding questions. The interview data were then analyzed using thematic analysis to identify patterns and themes in the participants' responses (Braun & Clarke, 2006). These methods helped the researcher describe the teachers' perspectives and experiences based on the information they shared during the interviews.

B. Research Participants

The participants in the study were selected through purposive sampling, a qualitative research sampling technique used to select participants based on specific criteria related to the study (Patton, 2015). The study involved two English teachers from SMP Negeri 2 Lembah Seulawah, Aceh Besar. The school was selected based on a preliminary study conducted in several rural schools in Banda Aceh and Aceh Besar. From this preliminary study, SMP Negeri 2 Lembah Seulawah was selected because it is located in a rural area and has limited resources for English learning. Therefore, the school was chosen as the research site to examine the strategies used

by English teachers to foster students' interest in learning English.. The following criteria were used to select the participants:

1. A minimum of two years of teaching experience at the school, so that the teachers were familiar with the students and the school's conditions.
2. Active involvement in teaching English, so that the researcher could obtain information about their teaching strategies.
3. Experience in fostering students' interest in learning, especially when teaching with limited resources.

Before collecting the data, the researcher obtained permission from SMP Negeri 2 Lembah Seulawah and informed consent from the two participants. The purpose and procedure of the study were explained to them. Participation was voluntary, and the participants could withdraw at any time without any consequences. The participants' identities were kept confidential by using pseudonyms, and all data were stored securely. These steps were taken to protect the participants' privacy and rights throughout the study.

Participant	Age	Gender	Educational Background	Teaching Experience	Teaching Role
R	50	Female	English Education	25 Years	English Teacher
Z	50	Female	English Education	23 Years	English Teacher

C. Data Collection

Data for the study were collected through semi-structured interviews. Semi-structured interviews allowed the researcher to ask prepared questions while giving the participants the opportunity to explain their answers. Adams (2015) explains that this type of interview provides a clear set of questions while allowing participants to give further explanations. Two interviews were conducted, one with each of the two participants.

Each interview lasted approximately one hour and was conducted face-to-face with each of the two participants. The interviews were conducted in Indonesian and were audio-recorded with the participants' permission. The recordings were transcribed verbatim in Indonesian and then translated into English for data analysis and presentation in the findings. The interview guide included the following questions:

1. What strategies do you use to maintain students' interest in learning English?
2. How do you adapt your teaching when resources are limited?
3. What challenges do you encounter when teaching in a remote school?
4. What motivates you to continue supporting students' learning interest?
5. How do your students typically respond to the strategies you implement?

These questions focused on the teachers' strategies, challenges, and experiences in fostering students' interest in learning English. Before each interview, the researcher explained the purpose of the study, the confidentiality of

the participants' responses, and the voluntary participation. All recordings and transcripts were stored securely to protect the participants' identities.

D. Data Analysis

The data were analyzed using thematic analysis, as described by Braun and Clarke (2006). Thematic analysis is suitable for the study because it provides a clear process for identifying patterns and themes in the data. It also used to organize the interview data and identify the main points related to the research questions.

The analysis followed six key steps:

1. Familiarization with the data was conducted by repeatedly reading and reviewing the interview transcripts to understand the content of the interviews.
2. Initial coding was conducted by identifying important parts of the data related to teaching strategies, learning challenges, student interest, and other relevant information.
3. The codes were then grouped to form initial themes based on similarities in meaning.
4. The emerging themes were reviewed to ensure that they represented the data and to make any necessary changes.
5. Each theme was named and explained based on its main meaning and its relation to the focus of the study.
6. The final stage involved presenting the findings in a clear narrative supported by interview excerpts.

The themes identified through this process were presented in Chapter 4 together with supporting interview excerpts.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study on the teaching strategies used by English teachers to foster students' interest in learning English and the challenges they encountered in a remote school with limited resources. The data were collected through semi-structured interviews with two English teachers at SMP Negeri 2 Lembah Seulawah and analyzed using Thematic Analysis.

The findings are organized into two major themes: creative and adaptive teaching strategies used to foster students' interest in learning English and challenges encountered in implementing these strategies. Each theme is supported by excerpts from R and Z responses. The discussion relates these findings to Self-Determination Theory (SDT), Sociocultural Theory, and relevant previous studies.

A. Research Findings

This section presents the findings based on the interview data from R and Z. The findings are presented under two major themes: creative and adaptive teaching strategies used to foster students' interest in learning English and challenges encountered by them in implementing these strategies in a school with limited educational resources.

a. Creative and Adaptive Teaching Strategies Used to Foster Students Interest in Learning English

The interview findings showed that R and Z used different strategies to foster students' interest in learning English. The strategies identified from the interviews included the use of local language, motivational approaches, songs, Embodied out-of-class vocabulary learning, repetition, and peer learning activities.

1. Utilizing Local Language and Motivational Approaches

One strategy identified from the interview data was the use of local language to help students understand English. This strategy was mainly used by Z, who reported that many students were more familiar with Acehnese than Indonesian or English. According to Z, some students still had difficulty using Indonesian in their daily communication. Therefore, she connected Acehnese with Indonesian and English when introducing new vocabulary.

During the interview, Z explained that she often asked students to mention a word in Acehnese before translating it into Indonesian and then into English. This step-by-step approach helped students understand new vocabulary.

Z explained:

“I ask students to mention a word in Acehnese first. Then we translate it into Indonesian, and after that I introduce the English word. For example, I ask them how to say a word in Acehnese, then in Indonesian, and finally in English. This helps them understand vocabulary better.” (Z)

The statement shows that Z used Acehnese and Indonesian to introduce English vocabulary. She started with words that were familiar to her students and

then connected them to Indonesian and English. This helped her students understand new English vocabulary.

Z further explained that she used Acehnese, Indonesian, and English during classroom instruction. Z stated, “I usually mix three languages in class: Acehnese, Indonesian, and English. Sometimes students understand the meaning better when I explain it through the languages they use every day.” (Z)

Z’s statement shows that she used the three languages to help her students understand English. Acehnese and Indonesian were used to explain meanings that were already familiar to her students, while English was introduced as the target language. This approach helped Z explain new vocabulary using languages her students already understood.

In addition to utilizing local language, Z also used motivational approaches to encourage students to learn English. She explained that many students initially believed that English was difficult and beyond their ability. To address this, she frequently shared her personal experiences of learning English and encouraged students to believe that they could learn English successfully.

Z described:

“When students say that English is difficult, I tell them that I am also Acehnese. I tell them about my experience learning English when I was young. I always encourage them and tell them that they can do it if they are willing to learn.” (Z)

The excerpt shows that Z used her personal experience to encourage students when they felt that English was difficult. By sharing her own experience,

she tried to show students that they could also learn English if they were willing to make an effort. This approach was used alongside her use of local language to help students understand and engage with English learning.

Z also explained that she regularly encouraged students to have aspirations beyond their current environment. She motivated them to continue their education and think about their future through encouragement during classroom interactions. According to Z, motivation was an important part of her teaching because she wanted students to believe in their ability to learn English and continue their learning.

Overall, the findings indicate that R used local language and motivational approaches to foster students' interest in learning English. Through the use of Acehese, Indonesian, and English, Z reported that students could understand the learning materials more easily. Starting with a language that was familiar to students also helped connect new English vocabulary with words they already knew. In addition, Z used encouragement and personal experiences to motivate students and support their confidence and willingness to learn English.

2. Creating Engaging Learning Experiences Through Songs, Games, and Embodied out-of-Class Vocabulary learning

One of the creative strategies identified from the interview data was the use of songs, games, and Embodied out-of-class vocabulary learning to create a more engaging learning environment. The findings revealed that these activities were primarily employed by Z to attract students attention, increase their participation, and make English learning more enjoyable. Considering that many students had limited interest in English and were rarely exposed to the language outside the

classroom, Z attempted to introduce English through activities that were familiar and enjoyable for the students.

During the interview, Z explained that songs became one of the teaching media she frequently used in her classroom. According to her, students generally enjoyed listening to music, making songs an effective way to introduce English expressions and vocabulary. Rather than relying solely on existing educational songs, she occasionally modified the lyrics and created simple songs using melodies that were already familiar to the students. She said: “I often use songs. Sometimes I create the lyrics myself using melodies that students already know. That way, they can learn while singing and they become more interested in the lesson” (Z).

The statement indicates that Z adapted her teaching strategy to students interests and learning preferences. Instead of presenting English solely through explanations and written exercises, she integrated music into classroom activities to create a more enjoyable learning atmosphere. According to Z, this approach appeared to help students engage with English in a way that felt less intimidating and more enjoyable.

Furthermore, Z explained that she consistently incorporated simple English expressions into her daily classroom routines. She stated:

“When I enter the classroom, I always say ‘Good morning students.’ Then they respond, ‘Good morning teacher.’ I ask, ‘How are you?’ and they answer, ‘I’m fine, and you?’ We do this in every class. Eventually, they memorize it.” (Z)

Z further explained:

“Sometimes when students meet me outside the classroom, they greet me first by saying ‘Good morning, Miss’ or ask ‘How are you, Miss?’ They still remember the expressions.” (Z)

The excerpts above suggest that regular exposure to simple English expressions was perceived by Z as helping students become more confident in using the language. Although the conversations were basic, the conversations gave students opportunities to practice English beyond formal classroom instruction. According to Z, the repeated use of these expressions appeared to help students become more familiar and comfortable with using English in their daily interactions.

In addition to songs and language routines, Z also employed Embodied out-of-class vocabulary learning during the learning process. She explained that students appeared more enthusiastic when learning involved physical movement rather than sitting and listening throughout the lesson. Therefore, she frequently combined vocabulary learning with hand gestures, body movements, and simple dancing activities.

Z elaborated:

“When teaching numbers or vocabulary, I sometimes use hand movements. Sometimes we dance a little, sometimes we move around. At first the students are shy, but later they become more confident.” (Z)

Moreover, the interview findings revealed that Z frequently organized simple games that connected English learning with students’ surroundings. Rather

than limiting learning to textbooks, she encouraged students to interact directly with objects found around the school environment.

Z explained:

“I write five to ten vocabulary words on the board that refer to things around the school. Then students are given five or ten minutes to go outside and find the real objects. After that, they return to the classroom with the objects and we discuss them together. Sometimes they also present them.” (Z)

The findings further revealed that these activities generated positive responses from the students. According to Z, students appeared to become more enthusiastic and willing to participate in English lessons. Z observed that students who were initially hesitant appeared to become more confident when engaging in songs, games, and movement-based activities.

While Z relied heavily on songs, games, and Embodied out-of-class vocabulary learning, R adopted a different approach to maintain students' engagement. Rather than emphasizing interactive activities, R focused on ensuring that students understood the lesson through repetition and continuous guidance.

3. Encouraging Student Participation Through Peer Learning and Repetition

Another strategy identified from the interview data was encouraging student participation through peer learning and repetition. This strategy was mainly used by R to help students understand the lesson and support those who had difficulties.

During the interview, R explained that she made sure students understood the lesson before moving on. When students did not understand the material, she repeated the explanation and made sure they could understand it. She explained, “They have to understand the lesson first. I always repeat the material and make sure that the students understand it.” (R)

R also encouraged students who had already understood the lesson to help their classmates who had difficulties. She explained, “I also ask students who understand the lesson to help their friends who do not understand it.” (R)

The findings show that R used repetition to support students’ understanding and peer learning to help students who needed additional support. Through these approaches, R encouraged students to participate in the learning process and help one another during English lessons.

Overall, the findings indicate that R used repetition and peer learning as part of her teaching strategies. While Z used songs, games, Embodied out-of-class vocabulary learning, and classroom routines, R focused more on repeating the material and involving students in helping their classmates.

b. Challenges Encountered by English Teachers in Implementing the Strategies

The second major theme identified from the interview data concerns the challenges encountered by the R and Z while implementing strategies to foster students’ interest in learning English. Although both R and Z made efforts to adapt their teaching practices to the school context, they faced several obstacles that influenced the teaching and learning process. These challenges included limited

educational facilities and learning resources, low student interest and motivation, language barriers, and teacher-related constraints.

1. Limited Educational Facilities and Learning Resources

One of the challenges reported by R was the limited availability of educational facilities and learning resources. During the interview, R explained that she mainly used textbooks and school assignments when teaching English. She stated, “I only use mobile phones or textbooks. Most of the time, I just use school assignments and the available materials” (R).

R also explained that the school had limited facilities, including the lack of internet and learning media.

R stated:

“The facilities are limited. There is no internet and no learning media.” (R)

These statements show that R mainly relied on the resources available at the school when teaching English. The limited facilities also restricted the learning resources that she could use in the classroom.

Similarly, Z acknowledged that limited facilities were also a challenge in her teaching context. During the interview, she explained that internet access was unavailable at the school, which limited the use of online learning resources and technology-based activities. She stated, “There is no internet access here. If schools in the city already have limited facilities, schools in remote areas like this have even fewer facilities.” (Z)

This statement shows that the lack of internet access and supporting facilities was also a challenge in Z’s teaching context. According to Z, the limited

facilities affected the learning resources available at the school. As a result, she relied on the resources that were available in the school environment.

2. Low Student Interest and Motivation

The second challenge identified from the interview data was Low student interest and motivation in learning. Both R and Z acknowledged that not all students were enthusiastic about English lessons. As a result, only some students actively participated in classroom activities, while others showed limited engagement.

During the interview, R explained that students who were interested in English were generally more willing to complete assignments and participate in learning activities. In contrast, students with little interest often ignored the tasks given by the teacher. R explained, “Usually, only the students who like English complete the assignments. Those who are not interested often do not do the tasks, even when homework or exercises are given.” (R)

This statement indicates that students' interest strongly influenced their participation in English learning. For some students, assignments alone were not enough to encourage active involvement in the lesson.

Similarly, Z acknowledged that students' motivation was not always consistent. According to her, some students viewed English as a difficult subject, which reduced their confidence and willingness to participate in classroom activities. To address this issue, she regularly provided encouragement and motivation, reminding students that they were capable of learning English regardless of their background.

Overall, the findings indicate that low student interest and motivation were major challenges faced by the both R and Z. Differences in students enthusiasm, confidence, and willingness to learn often affected classroom participation and influenced the effectiveness of the teaching strategies implemented by the teachers.

3. Language Barriers in the Teaching and Learning Process

The third challenge identified from the interview data was language barriers during classroom instruction. This challenge was mainly experienced by R, who was not originally from Aceh and could not speak Acehnese, while most students frequently used Acehnese in their daily communication.

R explained:

“I only use Indonesian because I cannot speak Acehnese. I am originally from Padang, not Aceh.” (R)

According to R, communication sometimes became difficult because many students were more comfortable using Acehnese than Indonesian. As a result, she occasionally faced challenges in understanding students and ensuring that they fully understood her explanations.

R further stated:

“The students mostly speak Acehnese. Sometimes they understand explanations better when they are given in Acehnese. They often talk to each other in Acehnese, but I cannot understand it. That is one of the challenges because

students in remote areas are more dominant in using their local language and are not always fluent in Indonesian.” (R)

The findings indicate that differences in language backgrounds affected classroom communication and students understanding during English lessons. While R viewed her limited ability to speak Acehnese as a challenge, Z used Acehnese as part of her teaching strategy to help students understand English more easily.

The findings indicate that differences in language backgrounds affected classroom communication and students’ understanding during English lessons. While R viewed her limited ability to speak Acehnese as a challenge, Z used Acehnese as part of her teaching strategy to help students understand English more easily.

4. Teacher-Related Constraints

The fourth challenge identified from the interview data was teacher-related constraints. The findings showed that age, health condition, and limited technological competence were mentioned by R as challenges in her teaching.

R stated:

“My enthusiasm has started to decrease because I am getting older and I have experienced a stroke. However, I still have responsibilities as a teacher, so I must continue teaching until it is time for me to retire.” (R)

R explained that her age and health condition sometimes affected her enthusiasm for teaching, R also acknowledged that her age and condition affected her ideas and creativity in teaching. She compared herself with younger teachers,

whom she considered more creative. R further stated, “It is different from younger teachers. They may be more creative. As for me, because of my age and condition, I sometimes feel that I have fewer ideas and less creativity.” (R)

These responses show that R reported age, health condition, and limited technological competence as challenges that she experienced in her teaching practice.

B. Discussion

This section discusses the findings by relating them to the theoretical framework and previous studies presented in Chapter II. The discussion focuses on the creative and adaptive teaching strategies used by R and Z to foster their students interest in learning English and the challenges they encountered in implementing these strategies. The findings are analyzed using Self-Determination Theory (Deci & Ryan, 2000) and Sociocultural Theory (Vygotsky, 1978), and are compared with previous studies in similar contexts. Through this discussion, the study explains the findings and highlights its contribution to understanding English language teaching in resource-limited schools.

a. Creative and Adaptive Teaching Strategies Used by English Teachers to Foster Students Interest in Learning English

1. Utilizing Local Language and Motivational Approaches

The use of local language and motivational support can be understood as strategies that helped Z address students’ learning needs in the classroom. The use of Acehnese alongside Indonesian and English provided a familiar linguistic

context for students, while motivational support was used to encourage their confidence and participation in learning English.

This finding can be explained through Sociocultural Theory proposed by Vygotsky (1978), which emphasizes the role of social interaction and language in the learning process. In this context, the use of Acehnese can be understood as a way of connecting new English learning with students' existing linguistic and cultural experiences. The finding is also supported by Self-Determination Theory (Deci & Ryan, 2000), particularly the importance of supporting students' sense of competence and relatedness. The data show that encouragement, positive reinforcement, and personal stories were used to support students' confidence and willingness to participate.

The finding is consistent with the study by Masdiati et al. (2023), which found that teachers in rural and remote educational settings used students' first language as a bridge to support their understanding of English materials. The finding regarding motivational support is also consistent with previous research showing that teacher encouragement can support students' willingness to participate in English learning activities.

Overall, the study suggests that, from Z's perspective, local language and motivational support were used to create a more supportive learning environment. In the context of SMP Negeri 2 Lembah Seulawah, these strategies provided students with familiar ways to understand English and encouraged them to participate in classroom activities.

2. Creating Engaging Learning Experiences Through Songs, Games, and Embodied out-of-class vocabulary learning

The use of songs, games, and Embodied out-of-class vocabulary learning was identified in the findings as a strategy to create enjoyable learning experiences. Z incorporated singing activities, educational games, and Embodied out-of-class vocabulary learning into classroom instruction to make learning more interactive and enjoyable. These activities were used to maintain students' attention and reduce boredom during lessons. According to Z, students appeared more enthusiastic and willing to participate when learning activities involved songs, games, and physical movement.

This finding is supported by Self-Determination Theory developed by Deci and Ryan (2000), as these activities provided opportunities for students to actively participate in the learning process. The finding is also supported by Sociocultural Theory proposed by Vygotsky (1978), particularly through the interaction and participation involved in games and other classroom activities.

The finding is consistent with the study by Sari et al. (2022), which reported that songs and games may support students' engagement and interest in learning English by creating a relaxed and enjoyable classroom atmosphere. The finding is also consistent with the data from Z, who reported that students appeared more enthusiastic when classroom activities involved songs and games.

Overall, the findings suggest that songs, games, and movement-based activities were perceived by Z as useful strategies for supporting students' interest and participation in English learning. The data show that students appeared more enthusiastic when these activities were incorporated into classroom instruction.

3. Encouraging Student Participation Through Peer Learning and Repetition

The findings revealed that encouraging student participation through peer learning and repetition was an important strategy used to foster students' interest in learning English. Repetition was frequently used when students experienced difficulties understanding the lesson, while peer learning encouraged students to help classmates who struggled with learning tasks. Peer learning provided students with opportunities to learn collaboratively and support one another during classroom activities. Repeated explanations were also essential because many students had limited English proficiency and required additional support to understand the lesson. These strategies appeared to help students understand the lesson more easily and participate more actively during classroom instruction.

This finding is supported by Sociocultural Theory (Vygotsky, 1978), as peer learning and repetition provided students with support during the learning process. Peer learning allowed students to interact with and assist their classmates who experienced difficulties in understanding the lesson. Meanwhile, repetition provided students with additional opportunities to review and understand the learning material. From the data, these strategies appeared to support students' understanding and encourage their participation during classroom activities.

The findings of the study are also consistent with the study conducted by Rahmawati et al. (2021), which found that peer learning may support students' understanding and participation in language learning. Students often feel more comfortable asking questions and seeking clarification from classmates than from teachers. Similarly, Nurhayati et al. (2022) reported that collaborative learning

activities can support students' confidence and engagement in English classrooms. These studies are consistent with the experiences reported by R regarding the use of peer learning and repetition to support students' participation during English lessons.

Overall, the findings of the study suggest that, based on R's perspective, peer learning and repetition were useful strategies for supporting students' participation and interest in learning English within the context of SMP Negeri 2 Lembah Seulawah. By providing opportunities for collaboration and repeated explanations, these strategies appeared to help students address learning difficulties and participate more actively in classroom activities.

b. Challenges Encountered by English Teachers in Implementing the Strategies

1. Limited Educational Facilities and Learning Resources

The findings revealed that limited educational facilities and learning resources constituted one of the major challenges encountered by R and Z in implementing their teaching strategies. Both R and Z reported difficulties related to inadequate technological facilities, limited internet access, and insufficient learning materials. According to the both R and Z, these limitations affected their ability to implement more varied and technology-based instructional activities. As a result, they explained that they adapted their teaching practices by utilizing the resources available within the school environment.

This finding may be explained through Sociocultural Theory, which also emphasizes that learning is influenced by the tools and resources available within the learning environment (Vygotsky, 1978). Vygotsky argued that educational

resources can support teaching and learning activities. In the context of SMP Negeri 2 Lembah Seulawah, both R and Z reported modifying classroom activities and maximizing the available resources to support the teaching and learning process despite the existing limitations.

The findings of the study are also consistent with the study conducted by Masdiati et al. (2023), which reported that teachers in rural schools frequently face shortages of educational infrastructure and instructional resources. Similarly, Yani et al. (2022) found that limited access to technology remains a challenge for teachers in implementing innovative learning activities in remote educational settings. These studies are consistent with the experiences reported by R and Z regarding the challenges of limited educational facilities and learning resources.

Overall, the findings of the study suggest that, based on the R and Z perspectives, limited educational facilities and learning resources were significant challenges in implementing English teaching strategies within the context of SMP Negeri 2 Lembah Seulawah. Adapting teaching practices to the available resources was necessary to continue the teaching and learning process despite these constraints. Therefore, the findings suggest that adapting teaching practices to the available resources may help teachers continue the teaching and learning process within this specific context. In addition, greater institutional support may help teachers address challenges related to limited educational facilities and learning resources.

2. Low Student Interest and Motivation

The findings revealed that both R and Z perceived low student interest and motivation as major challenges in learning English. According to both R and Z, some students appeared reluctant to participate in classroom activities, showed limited enthusiasm during lessons, and were sometimes unwilling to complete assignments. R and Z explained that these conditions made it difficult to maintain students' active engagement throughout the teaching and learning process.

This finding may be understood through Self-Determination Theory, which suggests that students' engagement can be influenced by the support they receive during the learning process (Deci & Ryan, 2000). The data show that encouragement, engaging classroom activities, and supportive interactions were used to address students' low interest and motivation. However, from the data maintaining students' interest and motivation remained an ongoing challenge throughout the teaching process.

The findings of the study are also consistent with the study conducted by Maharani and Fitriani (2024), which examined factors influencing students' interest in English lessons at the elementary school level. The study found that teaching methods, learning environment, parental support, and individual student motivation influenced students' interest in learning English. These studies also highlighted the importance of effective teaching strategies and a supportive learning environment in increasing students' interest in learning English.

Overall, the findings of the study suggest that, based on the perspectives of R and Z, low student interest and motivation were among the challenges

encountered during the English teaching and learning process at SMP Negeri 2 Lembah Seulawah. According to both R and Z, these conditions made it difficult to maintain students' participation and engagement during classroom activities despite the strategies they implemented.

3. Language Barriers in the Teaching and Learning Process

The findings revealed that language barriers were another challenge encountered by R in implementing English teaching strategies. According to R, she experienced difficulties communicating with students because she did not speak Acehese, while many students primarily used Acehese in their daily communication. R explained that these differences in linguistic background sometimes made it difficult to explain lessons and ensure that students fully understood the learning materials. To address this challenge, R reported using repetition, simplified explanations, and peer assistance to support communication and students' understanding during classroom activities. According to R, these strategies appeared to help students follow the lessons more easily despite the language differences.

This finding is supported by Sociocultural Theory, which emphasizes the important role of language in learning and social interaction (Vygotsky, 1978). From this perspective, language serves as a mediating tool in the learning process. When teachers and students have different linguistic backgrounds, communication challenges may arise during the teaching and learning process. In the context of SMP Negeri 2 Lembah Seulawah, R's experiences suggest that differences in

linguistic background may require teachers to adapt their communication strategies to support students' understanding.

The findings of this study are also consistent with the studies conducted by Masdiati et al. (2023) and Rahmawati et al. (2021), which reported that differences in linguistic backgrounds can create challenges in classroom communication and may affect students' understanding of learning materials. These previous studies are consistent with the experiences reported by R regarding the communication challenges that arose from differences in linguistic background.

Overall, the findings of this study suggest that, based on R's perspective, language barriers were among the challenges encountered during the English teaching and learning process at SMP Negeri 2 Lembah Seulawah. According to R, differences in linguistic background sometimes made classroom communication more challenging and required her to adapt her communication strategies to support students' understanding during classroom instruction.

4. Teacher-Related Constraints

The findings revealed that teacher-related factors, such as age, health condition, and limited technological competence, were among the challenges encountered by R in implementing certain teaching strategies. According to R, these factors sometimes limited her ability to utilize technology-based learning activities and required her to adjust her instructional practices according to her personal circumstances. R explained that these challenges influenced how she planned and implemented classroom activities. She also reported adapting her teaching

strategies, utilizing available resources, and selecting instructional activities that were appropriate for her classroom conditions.

This finding is supported by Self-Determination Theory (Deci & Ryan, 2000). In the context of the study, R reported that age, health condition, and limited technological competence created challenges in implementing certain teaching strategies. These conditions appeared to require her to adjust her instructional practices according to the situations she encountered.

The findings of this study are also consistent with the study conducted by Yani et al. (2022), which reported that teachers in rural areas often face personal and professional challenges that may influence their instructional practices. These previous findings are consistent with the experiences reported by R, who described adapting her teaching strategies in response to various personal and contextual constraints.

Overall, the findings of this study suggest that, based on R's perspective, teacher-related factors, including age, health condition, and limited technological competence, were among the challenges encountered in implementing English teaching strategies at SMP Negeri 2 Lembah Seulawah. According to R, these challenges required her to adjust her instructional practices and teaching activities according to her personal circumstances and the conditions of the classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The study aimed to investigate the strategies employed by English teachers to foster students' interest in learning English and the challenges they encountered in a remote school with limited resources. The findings revealed that the participants employed various teaching strategies, including the use of local language and motivational support, songs, games, Embodied out-of-class vocabulary learning, peer learning, and repetition. Based on the participants' perspectives, these strategies appeared to support students' participation and contribute to a more engaging learning environment within the context of SMP Negeri 2 Lembah Seulawah.

The participants also perceived these strategies as useful in facilitating communication, supporting students' understanding of learning materials, and encouraging participation during classroom activities. However, these findings are based solely on the participants' perspectives and do not represent direct evidence of students' learning experiences or outcomes.

The study further revealed several challenges encountered by the participants in implementing English teaching strategies. These challenges included limited educational facilities and learning resources, low student interest and motivation, language barriers, and teacher-related constraints such as age, health conditions, and limited technological competence. According to the participants,

these challenges influenced the implementation of classroom instruction and required them to adjust their teaching practices according to the existing conditions.

Despite these challenges, the participants reported adapting their teaching practices by utilizing available resources, modifying classroom activities, and providing continuous support to students. According to the participants, these adaptations enabled them to continue implementing English teaching strategies despite the limitations they encountered in their teaching context.

Overall, the study suggests that, based on the participants' experiences, creative and adaptive teaching strategies may support students' participation and interest in learning English within the specific context of SMP Negeri 2 Lembah Seulawah. However, because the study involved only two English teachers from one school and relied solely on teacher interviews, the findings reflect the participants' experiences and should be understood within the specific context of the study rather than as direct evidence of students' experiences or outcomes.

B. Limitations of the Study

This study has several limitations that should be considered when interpreting the findings. First, the study involved only two English teachers from SMP Negeri 2 Lembah Seulawah, making the findings specific to this particular educational context. Second, the data were collected solely through teacher interviews without including students' perspectives or classroom observations. Therefore, the findings reflect the participants' perspectives on their teaching strategies and students' interest in learning English rather than direct evidence of students' experiences or classroom practices. Consequently, the findings should not be generalized to other educational settings. Future research is recommended to

involve more participants from multiple schools, incorporate students' perspectives, and include classroom observations to provide a more comprehensive understanding of English teaching practices in remote schools with limited resources.

C. Suggestions

Based on the findings and conclusions of this study, several recommendations are proposed for teachers, schools, educational authorities, and future researchers.

1. For Teachers

English teachers are encouraged to use teaching activities that are suitable for their students and school conditions. Teachers can use simple materials and the resources available around the school to make English lessons more interesting. Teachers are also encouraged to give students regular opportunities to use English in the classroom and to provide extra help for students who have difficulties understanding the lesson.

2. For Schools

Schools are encouraged to support English teachers in providing suitable learning activities for students. The school can provide simple teaching materials and make better use of the resources available at school. Schools can also support teachers by providing opportunities to improve their teaching skills, especially in using simple teaching media and activities.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies in different educational contexts and with a larger number of participants to obtain broader insights into strategies for fostering students interest in learning English. Further studies may also explore students perspectives regarding the effectiveness of these teaching strategies or investigate the impact of specific strategies on students motivation and English learning outcomes.



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APPENDICES

Appendix A : Coding Samples

Interview Data	Initial Code	Subtheme	Theme
“I ask students to mention a word in Acehnese first. Then we translate it into Indonesian, and after that I introduce the English word.” (Z)	Using Acehnese and Indonesian to introduce English Vocabulary	Utilizing Local Language and Motivational Approaches	Creative and Adaptive Teaching Strategies
“When students say that English is difficult, I tell them that I am also Acehnese. I tell them about my experience learning English when I was young.” (Z)	Sharing personal experience to motivate students		
“I often use songs. Sometimes I create the lyrics myself using melodies that students already know.” (Z)	Using familiar songs in English lessons	Creating Engaging Learning Experiences Through Songs, Games, and Movement Activities	
“When teaching numbers or vocabulary, I sometimes use hand movements. Sometimes we dance a little, sometimes we move around.” (Z)	Using movement activities in learning		
“I write five to ten vocabulary words on the board that refer to things around the school. Then students are given five or ten minutes to go outside and find the real objects.” (Z)	Using the school environment for vocabulary games		

“They have to understand the lesson first. I always repeat the material and make sure that the students understand it.” (R)	Repeating material to support understanding	Encouraging Student Participation Through Learning and Repetition	
“I also ask students who understand the lesson to help their friends who do not understand it.” (R)	Peer learning		
“I only use my phone or the textbook. I mainly use school assignments.” (R)	Relying on available learning resources	Limited Educational Facilities and Learning Resources	Challenges Encountered by English Teachers in Implementing the Strategies
“The facilities are limited. There is no internet and no learning media.” (R)	Lack of internet and learning media		
“There is no internet access here. If schools in the city already have limited facilities, schools in remote areas like this have even fewer facilities.” (Z)	Lack of internet access		
“Usually, only the students who like English complete the assignments. Those who are not interested often do not do the tasks.” (R)	Low student interest in completing assignments	Low Student Interest and Motivation	
“I only use Indonesian because I cannot speak Acehese. I am originally from Padang, not Aceh.” (R)	Inability to speak Acehese	Language Barriers in the Teaching and Learning Process	
“The students mostly speak Acehese. Sometimes they understand explanations better when they are given in Acehese.” (R)	Students’ preference for Acehese		

“My enthusiasm has started to decrease because I am getting older and I have experienced a stroke.” (R)	Age and health condition affecting teaching	Teacher-Related Constraints	
“It is different from younger teachers. They may be more creative. As for me, because of my age and condition, I sometimes feel that I have fewer ideas and less creativity.” (R)	Perceived limited creativity due to age and condition		



Appendix B : Appoinment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : 849 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: 025 TAHUN 2026
KEDUA : Menunjuk Saudara:
Faishal Zakaria, S.Pd.I., M.A., Ph.D

Untuk membimbing Skripsi

Nama : Nurkaida
NIM : 220203175
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teacher Strategies to Foster English Learning Interest in Remote Schools with Limited Resources

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-026.04.2.423925/2024 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 08 Juli 2026
Dekan,

Saiful Muluk



Tembusan

1. Salinan Kementerian Agama RI di Jakarta;
2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix C: Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct the research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-3587/Un.08/FTK.1/TL.00/5/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala SMPN 2 Lembah Seulawah kabupaten Aceh Besar

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203175

Nama : NURKAIDA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jalan hamzah dansuri lorong laemate Dusun rahmah -

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***TEACHER STRATEGIES TO FOSTER ENGLISH LEARNING INTEREST IN REMOTE SCHOOLS WITH LIMITED RESOURCES***

Banda Aceh, 13 Mei 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 26 Juni 2026

AR - RANIRY

Appendix D: Confirmation Letter from SMP Negeri 2 Lembah Seulawah



PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 LEMBAH SEULAWAH

Jalan Banda Aceh- Medan, Desa Teuladan Km 50 KodePos 23952
 Email: smp2_lembahseulawah@yahoo.co.id

SURAT KETERANGAN
NOMOR : 422/ 040 /2026

Yang bertanda tangan di bawah ini Kepala Sekolah SMPN 2 Lembah Seulawah Kecamatan Lembah Seulawah Kabupaten Aceh Besar menerangkan bahwa yang nama tersebut di bawah ini:

Nama : NURKAIDA
 NIM : 220203175
 Prodi : Pendidikan Bahasa Inggris
 Alamat : Subussalam Barat, Dusun Rahmah

Benar telah melakukan pengumpulan data untuk penelitian pada Mata Pelajaran Bahasa Inggris di SMPN 2 Lembah Seulawah Kecamatan Lembah Seulawah Kabupaten Aceh Besar dalam rangka penyusunan Skripsi yang berjudul :

“ Teacher Strategies To Foster English Learning Interest In Remote Schools With Limited Resources “

Demikian Surat keterangan ini kami buat agar dapat dipergunakan seperlunya.

Aceh Besar , 14 Juli 2026
 Kepala Sekolah SMPN 2 Lembah Seulawah



MURNIATI S.Pd
 NIP. 197801122007012016

Appendix E : Interview Protocol

Interview Protocol

Research Title : Teacher Strategies to Foster English Learning Interest in Remote Schools With Limited Resources

Time of Interview :

Date :

Place : SMP Negeri 2 Lembah Seulawah

Interviewer : Nurkaida

Interviewee :

Age of Interviewee :

Gender of Interviewee :

Position of Interviewee :

List of Questions

1. teacher Strategies

Main Question :

What strategies do you use to foster students interest in learning English?

Probing :

- Can you give specific examples?
- What activities do you usually use?
- Why do you choose those strategies?

- How do students respond?

2. Adaptation to Limited Resources

Main Question :

How do you teach English when resources are limited?

Probing :

- What materials do you usually use?
- Do you create your own teaching media?
- Do you use the surrounding environment as learning resources?
- What difficulties do you face in this situation?

3. Teaching Challenges

Main Question :

What challenges do you face when teaching English in this school?

Probing :

- Are there challenges related to facilities?
- How about students motivation?
- Do students have difficulty understanding English?
- How do you deal with these challenges?

4. Teacher Motivation

Main Question :

What motivates you to continue teaching and supporting students interest in learning English?

Probing :

- Is it from personal goals or responsibility as a teacher?
- Do you get support from the school or community?
- What keeps you motivated despite the challenges?

5. Student Response

Main Question :

How do your students respond to your teaching strategies?

Probing :

- Are they active during the lesson?
- Do they seem interested or enthusiastic?
- Have you noticed any changes in their learning interest?
- Can you give an example of student reactions?

6. Interaction Process

Main Question :

How do you interact with students during the teaching and learning process?

Probing :

- Do you guide students step by step?
- Do students work together or help each other?
- Do you sometimes use the local language?
- How do you support students who have difficulties?

7. Closing Question

Do you have anything else you would like to share about your teaching experience?

