

# JURNAL

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## **EFL TEACHERS' REFLECTION IN TEACHING ENGLISH TO EFL STUDENTS OF RURAL AREAS**

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### **Abstract**

Theoretical and empirical grounds suggest that the discussions on the practices of teaching English in rural area are limited in numbers. Ergo the voices, challenges, and recommendations echoed by EFL teachers of rural areas remain unexplored. This study is thus to shed light on the voices, challenges, and recommendations of EFL rural teachers in teaching EFL to students of rural areas. This study used qualitative research method with multiple case study design. The participants were two EFL service teachers teaching English in Pegunungan Bintang in Papua and Talaud Island in North Sulawesi, Indonesia. The data collection techniques were teaching reflection writing journal and phone and WhatsApp call semi-structured interview. This study extended our knowledge that teacher-centered learning was not always perceived to be a left-behind and invaluable teaching approach. This study revealed that teacher-centered learning, which the teachers became the sources of knowledge, was an appropriate teaching approach to teach English to students of rural areas. Moreover, this study found that lack of facilities and learning recourses as well as students' low motivation and proficiency in English language were main challenges faced by EFL teachers in rural areas. Therefore, shared-recommendations were given by the participants to English teacher candidates taking career to be English teachers in rural areas. First, English teacher candidates should have or build strong and good characters. Meaning, they have to be discipline, creative, innovative, patient, firm and adaptable. These characters are non-negotiable for other English teacher candidates teaching English in any region as well. Second, English teacher candidates should take into account students' competency and social condition of learning to make students succeed in target language. Third, they had better use teacher talk and caretaker speech to explain English teaching materials or topics to the students.

**Keywords:** English language teaching, rural region, teaching reflection, reflective journal, EFL teachers

### **INTRODUCTION**

Teachers as one of organic elements in formal and informal education ecosystem play a prominent role in disclosing practical problems of teaching in the field. Their voices and thoughts must therefore be listened as for the amelioration of teaching and learning endeavors. This great importance of teachers in education enterprises, conversely, is not compensated by numbers of empirical studies scrutinizes teachers' voices or thoughts, especially in rural teachers. Ergo vital information about the problems and challenges faced by teachers of rural regions are found to go unnoticed induces few improvements in rural

education including the realm of English Language Teaching (ELT).

Substantial body of studies particularly related to EFL rural teachers' reflection in teaching are limited in numbers. Most of studies only concerns on topics such as the relation between teaching reflection and gender, teachers' efficacy and autonomy, and teaching experiences and the effectiveness of teaching reflection for teacher professional development (*see Afshar & Farahani , 2015*); *Afsar & Farahani, 2015*; *Noormohammadi, 2014*; and *Qing, 2009*). Thus, there has been paucity of scientific knowledge on the hopes or voices, recommendations, or challenges

of EFL rural teachers teaching English to students of rural regions. This study therefore utilized teaching reflection framework to disclose the thoughts or actions of EFL rural teachers as of teaching reflection *per se* has an essential function to unveil thoughts or actions of teachers in teaching practices (Afsar & Farahani, 2015). As a result, recommendations, challenges, and voices of ELT rural teachers in teaching English are easily identified and revealed.

In a nutshell, the overarching goal of study is to shed light EFL rural teachers' reflection on their practices of teaching English to students of rural regions. It is expected that this study can portray real conditions and voices of EFL rural teachers regarding of their teaching English to students of rural areas for the benefits of broader cases of rural areas English language teaching in other regions in the world.

## LITERATURE REVIEW

### Teaching Reflection in ELT

Teaching reflection or reflective teaching is becoming a pivotal feature in professional development of teachers including EFL/ESL teachers [2]. In EFL/ESL contexts, teaching reflection gives avenues for the EFL/ESL teachers to self-reflect or even evaluate their English teaching practices as for the improvements of their learners and learning ecosystem and their quality of teaching. Likewise, teachers of EFL or ESL will gain benefits from the application of reflective teaching, that is, they understand the whole trajectories of their English teaching process. In other words, they learn from teaching experiences so that they can produce appropriate changes in methodology, assessment, and instruction (Pacheco, 2005 and Cimer, Cimer, & Velki, 2013). Moreover, teaching reflection not only a mean of understanding the classroom practice but also detecting the critical impacts of social contexts on English learning and teaching (Orvola, 2009).

The implementation of teaching reflection itself is not merely focused on the service teachers. It can also be applied in pre-service teachers (Pacheco, 2005). Thus, the chronicle of reflective thinking culture, as inferred, must actually be started since becoming a student in English education department in the university. They, pre-service English teachers, will have basic critical thinking to evaluate and make improvements in their learning of teaching for the benefits of teaching practice in the actual classroom in future. Besides, regards to the procedures conducting teaching reflection, a substantial study suggests seven ways to implement teaching reflection in EFL contexts. Those ways include peer observation, written accounts of experiences, self-reports, teachers' diary or journal, recording lesson, reflective inquiry groups, and collaborative action research (Qing, 2009).

### Teaching English as a Foreign Language in Rural Areas

Teaching English as a foreign language in rural areas or regions has lately received great importance especially in developing countries. The demand of English as an international language makes EFL countries take more attentions in providing continuous improvements in ELT practices in rural regions. However, the problems of ELT have found stay still such as lack of supplementary teaching materials and facilities, lack of teachers, low quality of teachers, very limited or even no access of technology for learning, and many more (A'ling, 2015; Rosliana, W, Lutfie, Hidayah, & Aziza (2015); and Taneri & Engin-Demir, 2011). Unfortunately, these problems can lead to unfavorable attitudes of EFL rural learners in learning English language and lack of language inputs and exposures.

The teaching of English in rural areas itself is supposed to have special treatments in terms of teaching methodology, strategy and approach, learning materials, and speed of learning. This is due to the acquisition poor

environment caused by lack of professional teachers and teaching materials (A'ling, 2015; Rosliana, et al, 2015; and Taneri & Engin-Demir, 2011). In addition, the special treatments by teachers are also given to the students in terms of motivation and availability of teachers to be the center of learning in and outside school. This is due to unsupportive environment from rural students' respective parents and situations of learning in students' home. It is reported in a study that one of basic problems faced by rural students is unsupportive attitude of parents by which affect immensely the English learning process of students (Tariq, A. R., Bilal, H. A., Sandhu, M. A., Iqbal, A., & Hayat, U, 2013). It is further stated in the study that 80% of rural students urge their home atmosphere is neither peaceful nor helpful for learning. In a nutshell, a special treatment of teaching and learning must be administrated to students of rural regions (Tariq et al, 2013).

#### Previous Related Studies

The studies on teaching reflection in ELT has found great in numbers. The following are three current previous related studies on teaching reflection which focused on EFL teachers' teaching reflection. The first study us<sup>4</sup> a quantitative research to investigate the relationship between reflective teaching and thinking of 233 EFL Iranian teachers based on genders and teaching experiences (Afshar & Farahani, 2015). To some exte<sup>4</sup> the results of this first study showed that male and female EFL teachers are different in terms of teaching reflection and reflective thinking. This was showed by an Independent t-test. Moreover, teaching experiences of teachers were found can differentiate the reflective teaching among them. This was showed by ANOVA and Post-hoc analysis.

<sup>3</sup> The two second study scrutinized a relationship between teacher reflection, efficacy, and autonomy and teacher reflective inventory. The participants were 172 EFL Iranian teachers. The method used was

quar<sup>3</sup>itative using a questionnaire survey. The results showed that there was a positive relation between teacher reflective inventory and teacher reflective practice, efficacy, and autonomy (Noormohammadi, 2014). The last study scrutinized a correlation research regards to personality type and teaching reflection was become the focus. It employed a quantitative correlation analysis with BFPT and TRC inventories reliability reports. The results showed that there was a significant correlation between personality types: extraversion, agreeableness, conscientiousness, neuroticism, and openness and teaching reflection areas: practical, cognitive, learner and moral. However, there was a finding which reported that personality type went against metacognitive teaching reflection area (Safarie & Tarlani-aliabadi, 2014).

#### Research Questions

From the above rationales of literary reviews <sup>1</sup> teaching reflection in ELT and teaching English as a Foreign Language in rural areas followed by previous related studies on teaching reflection in ELT, the research found that a study on teaching reflection or reflective teaching related to EFL rural teachers using a qualitative method has not yet been taking shape. The present study therefore addresses three folds research questions as follows:

1. How are the reflections of EFL teachers in teaching English as a foreign language to students of rural regi<sup>1</sup>s?
2. What are the kinds of challenges faced by the teachers when teaching English as a foreign language to students of rural regions?
3. What are the recommendations given by the teachersto English teacher candidates regarding the teaching of English as a foreign language to students of rural regions?

#### METHODOLOGY

This study employed qualitative method with a multiple case study design. The researcher shed important issue on English



Language Teaching (ELT) practices in rural regions of Indonesia called as 3T regions (forefront, outermost, and lesser-developed regions). The design of a multiple case study was used as a catalyst to delve into English teaching practices in rural regions by comparing the practices to get the similarity and differences. In a nutshell, this design was an avenue to obtain a vivid and rich information and better understanding of real practices in real situations of ELT in rural regions (Cohen, Manion, & Morrison, 2007 and Hood, 2009).

### Participants

This study was conducted in a four week long. The participants were two experienced

Indonesian EFL volunteer teachers teaching. One was male EFL teachers teaching English to junior high school students in Talaud island of Indonesia. The other one was female EFL teachers teaching English to elementary students in Pegunungan Bintang, Papua Island of Indonesia. Two criteria determined their choice; first, when contacted before the study, they stated that they had pivotal experiences in teaching English in their class worth to propagate to other EFL teachers or EFL teacher candidates; and second, they were interested in contributing to this study. To increase our understanding on the participants, this study presents the following descriptions of the participants and their location of teaching.

Table 1: Participant in this study

Pseudonyms	Sex	Age (range)	Highest academic qualification	School region	Location of School
Rangga	Male	26-35	B.Ed TEFL	in Forefront and outermost region of Indonesia	Talaud island in North Sulawesi
Ana	Female	26-35	B.Ed TEFL	in Lesser-developed region of Indonesia	Pegunungan Bintang in Papua Province

### Data Collection

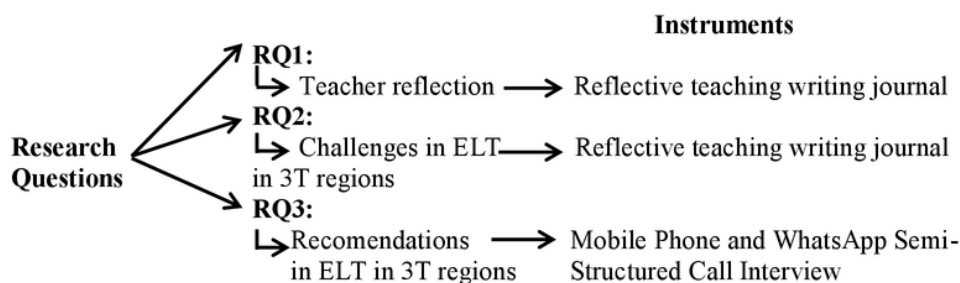


Figure 1: Data collection instruments for answering research question

### Reflective Teaching Writing Journal

Numbers of empirical studies show that reflective writing journal is avenues to disclose teachers' thoughts and awareness of

their learning and thinking aimed to overcome positive or negative situations in teaching learning activities (Cengiz, Karatas, & Yadigaroglu, 2014 and Mansor, 2011).

Likewise, it is stated that reflective writing journal give benefits for language teachers to understand themselves, their learners, and the process of teaching learning itself (Qing, 2009). Thus, this study used reflective writing journal as a data collection instrument to reveal EFL teachers experiences and challenges in teaching English in Talaud and Papua.

The reflective writing journal used *per se* was made by participants. The participants could use either Bahasa Indonesia or English to write or type the journal. The participants were given time for 3 days to write or type about their reflections in teaching English to students of rural regions. The participants were informed to elaborate some key points such as experiences, lesson learned, and challenges they have been faced or obtained since they teach English to students of rural regions.

#### **Semi-structured Interview**

Semi-structured interview (SSI) was used to get verbal commentaries of EFL rural teachers on their recommendations of teaching English to students of rural. Moreover, participants' personal background information and thinking about the qualities of EFL teachers of rural regions were also asked in this semi-structured interview. Therefore, there were four questions administrated to the participants as follows: *First think first, could you tell me briefly about your personal background at least includes name, age, and academic qualifications? (2) Could you tell me how do you feel to teach English as a Foreign Language to remote students in 3T Regions? (3) As you are currently EFL volunteer teachers in 3T regions, in your opinions, what are actually the qualities of English teachers in 3T regions?(4) Regarding teachers are one of critical elements in Education, based on your experiences as volunteer teachers teaching English in 3T regions, what are your recommendations for Indonesian EFL pre-service teachers who intend to teach English to remote students?*

The use of semi structured interview *per se* is beneficial to identify and transmit the thoughts and perceptions of interviewees, of whom in this case the SM3T EFL volunteer teachers (Aleandri & Russo, 2015) and (Celebioglu & Ezentas, 2011). Furthermore, the semi-structured was conducted in two modes. The first one was mobile phone semi-structured interview. This mobile phone interview was administrated to participant Ana. It was lasted in about 9 minutes and recorded by *anautomatic call recorder application* installed in the phone. During phone interview to participant Ana, the researcher also took notes. The second one was WhatsApp semi-structured interview. The researcher used a free call feature of WhatsApp android application to do an interview to participant Rangga. It was lasted in about 10 minutes and it was recorded and taken notes.

#### **Data Analysis**

This study used four steps data analysis procedures on sequence of a case study research (Creswell, 1998). The first one was the researcher categorized the data got from reflective writing journal and semi-structured interview into three categories: reflections; challenges, and recommendations of teaching English to students of rural regions. The second one was the researcher interpreted the data carefully supported by the researcher's research diary and notes written during collecting the data. The third step was the researcher compared the data of participant Rangga and Ana to find out the differences and similarity in those three areas: reflections; challenges, and recommendations. The last one was the researcher developed naturalistic generalization toward the analysis whether the results of analysis on the cases are able to be implemented in specific or general condition.

#### **Trustworthiness**

This qualitative study used Lincoln and Guba's (1985:290) forms of credibility, transferability, dependability and

conformability to provide internal and external validity, objectivity, and reliability (Richards, 2003). The credibility or internal validity of this study was achieved by triangulation method by using various data collection technique and instruments: reflective journal writing and phone and WhatsApp semi-structured interview. Moreover, the researcher utilized participant validation; the participants checked and signed the transcripts of semi-structured interview. Furthermore, the researcher gave negotiated rights to participants to veto if there were disagreements on the interpretations of the data (Cohen, Manion, & Morrison, 2007). Besides, the transferability or external validity in this study was shown by the richness of interpretations and descriptions on the cases.

The dependability (reliability) in this study was shown by a clear documentation or record of research design, data collection techniques and instruments, procedures of data analysis, and clear outlooks of contexts of the cases so that other researchers can follow and check the whole activities in this study. The last is conformability or objectivity, the researcher used Audit technique, which was, the researcher asked an expertise in TEFL to check the trajectory of data collection technique, analysis, and interpretations in this study.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **The Case of Rangga**

##### **Rangga's writing teaching reflection journal**

Based on the result of writing reflection journal, it is gained that the writing teaching reflection journal of participant Rangga used a type mode of writing, as many as 413 words, in one page. The participant Rangga states that he is currently an EFL teachers teaching in junior high school or SMP in Talaud Island in North Sulawesi, Indonesia. He has already been teaching in the school for 8 months. Moreover, as informed in Rangga's writing teaching reflection journal,

he is the only English teachers in the school and therefore he teaches three grades: grade VII, VIII, and IX and the total of students in grade VII is 17, grade VIII is 20, and grade IX is 22. Thus, the total students are 59 in Rangga's school.

Considering the teaching experiences of participant Rangga, it is stated that patience and creativity are two vital points dealing with teaching English to students of rural regions from grade VII to grade IX in Talaud Island. The patience and creativity must be reflected in handling the students and process of teaching learning activities in the classroom. More importantly, teachers must have strategies and techniques to make students love learning English. Besides, in terms of challenges faced by participant Angga in teaching English to his students for 8 months, it is found in his teaching reflection journal that there 5 (five) points of challenges. These are the challenges which are in the areas of students' motivation, learning resource and materials, students' unsupportive environment, and accessibility of teaching preparation.

#### **Rangga's recommendations for English teacher candidates**

Based on the results of WhatsApp call semi-structured interview to participants Angga for 10 minutes, it is found some recommendations for English teacher candidates who intend to be English teachers in rural regions. The first recommendation related to personality traits or characters which must be possessed by candidate EFL teachers willing to teach English in rural regions, that is, discipline, creative, innovative, patience, and firm. The next recommendation related to the language used when teaching English in the classroom. The last one related to times explaining the materials to the students.

#### **The case of Ana**

##### **Ana's writing teaching reflection journal**

Ana's writing teaching reflection journal used a type mode of writing, 1.116 words, 3 pages. In her writing, the participant Ana

states that she teaches in elementary level or SD in Pegunungan Bintang in Papua, Indonesia. It is also stated that in Ana's writing that Ana teaches grade one to six and the total of class in Ana's school is as many as 5 classes. The students in grade 1 and 2 are combined in one class and sometimes there are kindergarten students in the class so that Ana has to divide one class into 3 parts: for grade 1, 2, and kindergarten. Moreover, the rest of students of grade 3-6 have each own class.

As in informed in Ana's writing teaching reflection journal, English language is given to students in grade 4, 5 and 6, otherwise, students grade 1, 2, and 3 focused on basics reading Bahasa Indonesia and writing Bahasa Indonesia as well as counting. The topics of the English language given were about "letters", "numbers", "things in surrounding", and "greeting". Based on Ana's teaching experiences, Ana's students basically like English. However, because lack of facilities and learning materials, the students become less interest in English and lazy to learn English. To cope with this condition, Ana created her own material, making a picture with English language and she also walked with students around the school to see plants and therefore Ana introduces the names of plants in English. Likewise, she teaches greeting and used remembering technique. Besides, in relation to the challenges faced by Ana when teaching English to her students are students' low comprehension, and very limited learning facilities.

#### **Ana's recommendations for English teacher candidates**

Ana's recommendations for English teacher candidates willing to teaching in rural regions especially in Pegunungan Bintang in Papua were found in three areas. The first one was related to "topic of learning" when teachers are willing to teach English. The second one was related to "teachers' attitude" when teaching English to students. The last one dealt with the language used by teachers

or "teachers talk" when teaching English in the classroom.

#### **Discussions**

##### **EFL rural teachers' teaching reflections in teaching English as a foreign language to students of rural regions**

Teaching reflection is an impetus for EFL/ESL teachers to self-reflect or evaluate their teaching practices or a way of teachers sharing their teaching experiences. It is to make teachers understand the trajectory of their teaching learning process so that they can produce appropriate changes in methodology, assessment, and instruction and it can be in the form of journal or diary (Qing, 2009; Pacheco, 2005; and Cimer, Cimer, & Velki, 2013).

Based on the writing teaching journal of both participant Rangga and Ana, it is found that both participants can understand more the process of English teaching and learning, the learners' characteristics, and the situations or conditions influencing ELT practices. The participant Rangga for instance, in his teaching journal, he shows how the teaching of English to his students should be. He pinpoints that the teaching of English to rural students, that is, to his students requires creativity and patience. The first one is creativity, due to limited numbers of learning resources and media, he creates a technique of teaching vocabulary called "Action Game", that is, students guess the meaning of an English words using gestures. Therefore, there is a process of negotiating meaning of English word in the form of gestures. For example, when Rangga says a word "laugh", then the students express the word into appropriate gestures. This type of technique was created because Rangga's understanding on his students' interest in learning English.

*"Students more like studying (English) using games" (TR.R.1)*

In terms of patience in teaching English to students of Rangga, he states in his teaching reflection journal that the patience



itself needed due to the bustle of students after schooling. Participant Rangga states that their students often help their parents work after the end of learning at school so that it makes the time allotment for learning in home is limited. If there is a time for learning in home, the students prefer watch TV “opera soap”, presumably to refresh their tough activities in the day. Thus, teachers of English need to have high patience in teaching English to the students.

*“Here students do schooling and helping parents so that sometimes after schooling they carry sand from the beach or gardening..., the bustle of the students make their understanding towards English is low and their time studying English is limited so that they have low motivation in learning” (TR.R.2)*

The same as participant Rangga, participant Ana also can understand more her teaching practices, learners’ characters, and situations or conditions of her teaching. Participant Ana points out in her teaching journal that she teaches Basic English to their students, that is, everyday activities such as greeting. Numbers and letters are also taught. Participant Ana teaches English only to students grade 4, 5, and 6, otherwise students’ grade 1, 2, and 3 focus on basics reading and writing Bahasa Indonesia as well as counting. The participant Ana choose basic English as teaching materials because the competence of the students still low, student have difficulties in understanding foreign language even national language of Indonesia, Bahasa Indonesia.

Regards to the process of teaching and learning, teacher centered is the only way dealing with teaching English to rural students in rural regions with all limitations and conditions. Participant Ana even states that students-centered is mostly impossible to be designed in the class, like the implementation of the new curriculum of Indonesia, K13 curriculum, using scientific approach with 5 phases of learning:

observing, questioning, experimenting, associating, and communicating. This concept of K3 curriculum is so difficult in the class or even the region of participant Ana. This is because the conditions of learners and facilities are not possibly support the implementation. The following is her statements regards to this case:

*“teach the students there especially English is difficult compare to teach in a city. Whereas it must be in line with the 13 curriculum. With complete media or tools and therefore will be a student center learning activities. This is difficult to be imagined”. (TR.A.1)*

In her teaching journal, participant Ana teaches English using certain strategy, for example when she teaches topic about greeting and name of plants. She along with students walks around the school to see plants around the school and Ana says the English words of the plants. Direct teaching is used in this case. The rest topic such as greeting, the material and practice of greeting are blended with the previous outdoor activity talking about “plants”. This way of teaching – at least in participant Ana’s view – can make students easily understand and remember the materials.

*“sometimes walk around the school introducing names of plants in English. The most important thing is there is an object and the name (English language) so that they will remember. Though it slows they are still be able to remember. While also doing a greeting in English. Because this is in line with the habits of these children so that they remember easily. (TR.A.2)*

Participant Ana also created her own teaching materials because very limited English learning resources. She provides pictures of things with the English language. This is used in Ana’s class when teaching English. As a result, the students like this kind of teaching activity.

*"I ever make my own facility. There is a picture with English language. Finally the students like it. However, the students still need supporting facilities to increase their motivation"* (TR.A.3)

From the above teaching reflection of participant Rangga and Ana, it is concluded that both participants are categorically in the same page in teaching English to their students, that is, teacher centered. The problems of very limited learning resources and facilities are also become key problems in both participant Rangga and Ana. Besides, in terms of students' characteristics, students of participant Rangga are perceived busier because they have to help their work after schooling while students of participant Ana more need fun and engaging learning, such as using direct method with pictures or outdoor activity in teaching English.

#### **The challenges faced by SM3T EFL volunteer teachers when teaching English as a foreign language to their students based on their teaching reflection**

Based on the results of participants Rangga and Ana's writing teaching reflection journal, the challenges of teaching English to students of 3T regions especially in Papua and Talaud Island are found in three areas: students and learning facilities, learning environment, and accessibility of teaching preparation. These three challenges area are simultaneously interwoven and influenced one another.

The first challenges in the area of students are students' lack of motivation, lack of knowledge about English language, and low comprehension. Participant Rangga states an issue in regards to students' lack of motivation in his teaching journal. He states that the students in his class have low motivation in learning English because the students themselves believe that English language is not important for them. Otherwise, participant Ana found his students have low motivation in learning

because the English learning facilities such as dictionary, books, and so forth are limited numbers. This first challenge both in participant Rangga and Ana is basically in line with the general challenge in rural education as reported in the current studies which noted that lack of supplementary teaching materials and facilities is one critical problem in rural education including the realm of ELT (A'ling, 2015, Rosliana, et al, 2015; and Taneri & Engin-Demir, 2011). The statements related to this first students' lack of motivation challenge as follows:

*"Students' motivation in learning English is still low because they believe that learning English is not important for them"* (TJ.R.Ch.S1)

*"Not they don't like English language learning. But, with lack of facilities such as book, dictionary, etc. makes them less motivated".* (TJ.A.Ch.S1)

Besides students' <sup>1</sup> lack of motivation, students' lack of knowledge about the English language and low comprehension is also become the challenge. These two issues are found in case of participant Ana. Participant Ana states that her students are lack of English language knowledge. This is because lack of learning materials or books so that the students rely heavily on teachers. Not only lack of knowledge, the students also has low speed in comprehension the English learning topics even it is related to the simple topics, for example reading. These two issues are portrayed below:

*"Being funny, interesting, and passionate when teaching English for children. Sometimes, they confuse with their Bahasa Indonesia whereas their English, they just know their native language. What I explained is only basic English for example numbers, letters, things in their surrounding and greeting".* (TK.A.Ch.S2.1)



*"...but for students who know their native language is difficult. Added by their slow comprehension ability" (TK.A.Ch.S2.2)*

The second challenge is unsupportive learning environment. The participant Rangga pinpoints "opera soap" in the television is the challenge. This is deal with students are being lazy to do homework because when they go home, they choose to watch TV especially related to an opera soap. Participant Rangga states: "the students here are mostly influenced by opera in the television"(TK.R.Ch.S3). This problem leads to such inference that little attention given by parents regards to students' learning activities in home. It seems the parents let alone the students watch the TV regardless any questions or checking from the parents on the students' homework or process of learning in the school. This challenge is consistent with Ariq *et al* (2013)'s study which reported one of basic problems faced by rural students is unsupportive attitude of parents about the learning activities in students' home environment. Besides, participant Ana sees nothing related to unsupportive learning environment in her teaching reflection.

The third challenge is accessibility of teaching preparation which is related to preparing the learning materials for students in teaching learning process. This issue is found in the teaching journal writing of participant Rangga. He states that

*"to copy and get learning materials for the teaching learning process is categorically difficult because the distance from my house to the market is very far, it takes about an hour to go there plus the bad and potholes road so that sometimes difficult to pass". (TK.R.Ch.S2)*

### **The recommendations given by SM3T EFL volunteer teachers for Indonesian EFL pre-service teachers regards to the teaching of English as a foreign language to students of 3T regions of Indonesia**

Based on the results of mobile phone and WhatsApp semi-structured interview to participant Rangga and Ana, it is obtained for three vital recommendations given for other EFL teachers especially Indonesian pre-service EFL teachers willing to teach English in Papua and Talaud Island of Indonesia. These recommendations are in the area of "teachers' personality or attitude"; "selecting and explaining the materials"; and "teacher talk".

The first recommendation is in the area of teachers' personality or attitude. Participant Rangga who has been teaching in Talaud Island for 8 months pinpoints 5 personality traits must be had by candidate teachers in order to teach English in participant Rangga's school or regions. The traits include discipline, creative, innovative, patient, and firm. He states when interviewed as follow:

*"English teachers intend to teach here must be discipline, creative, innovative, patient, and firm" (I.R.1)*

The case of personality traits is also found when teachers intend to teach in Papua, in participant Ana's region. Participant Ana states that creativity, adjustability, and firm are three vital traits candidate EFL teachers need to have to teach English in Papua. The first two are creativity and adjustability, based on participant Ana, EFL teachers have to know and adapt real conditions and situations of teaching in her regions due to very limited numbers of facilities and no learning materials like books. Hence, EFL teachers need to create their own materials based on the level of students and the conditions and situations of learning in Papua province. Besides, firm also become a key point necessarily be understood by Indonesian EFL pre-service teachers want to teach in Papua. Participant Ana states that

teachers of English must be firm to the students. They are not supposed to be soft or weak in front of students because it will make students underestimate the teachers. As a result, they will be lazy and do not do the homework. This firm trait must be had by teachers because it deals with the unique characteristics of learners. These elaborations are illustrated below:

*"Here teachers must understand the conditions and able to adjust into the conditions" (I.A.1)*

*"..have to be firm to the students here, their life is not the same as students in the city or in Java, if teachers are too soft to the students in teaching, they will be insolent, they will therefore be more lazy... firm... so that students honor us, "yes mam, this will be done later", if we are soft, students will be lazy, they say "ah.. teachers will be ok". They will be lazy..." (I.A.2)*

*"see the condition and situation of school which does not have book, very limited facilities, we have to be really creative, how to make students become more understand.., able to comprehend what we explain." (I.A.3)*

Besides personal traits or attitudes of teachers, the way teachers select and explain the materials to the students are also become important issue pre-service teachers need to understand. Participant Rangga urge that when teaching English to his students, teachers need to explain the materials continuously. One topic of learning could be 4-5 times each meeting. Thus, it sometimes in the mid-term or final test, the learning objectives is not fully achieved. Otherwise, participant Ana points out another issue which is the materials themselves. Teachers of English must select and teach Basic English to her students such as numbers, letters, greeting, and so forth. These Basic English topics administrated to grade 4, 5, and 6 because grade 1, 2, and 3 focus on basics reading Bahasa Indonesia and writing

Bahasa Indonesia as well as counting. The illustrations of these elaborations as follow:

*"teach the English repeatedly, 1 topic is repeated 4-5 times, however, mid-term and final test are not yet finish all the materials" (I.R.2)*

*"..teach basic everyday topics such as numbers, letters, things in surroundings, because if teaching the above level of students, they will get difficulties, even learning Bahasa Indonesia, they are struggling, what if it is the English language. These (basic everyday topics) for students grade 4, 5, and 6" (I.A.4)*

The last recommendation is related to the language used by teachers when teaching English. Both participant Rangga and Ana are agreed that the teachers must use simple codes in teaching English to their students. This is to make students understand the materials easily. In regards to participant Rangga who teaches secondary level or SMP, teacher talk strategy is used as it is to make students acquire the target language easily (Kashem, 1981). Besides in participant Ana who teaches in elementary students or young children, a caretaker speech is used, that is, a language used by teachers to communicate with children containing shorter sentences, restricted vocabulary and topics, and well-formed utterances with less subordination and this caretaker speech is suitable for child's growing competence (Kashem, 1981). Thus, as suggested, English teacher andidates can apply teacher talk and caretaker speech when teaching English to students of rural regions. The illustrations towards what participant Rangga and Ana recommendations on the case of teacher language are stated below:

*"teach using English language slowly and loudly" (I.R.3)*



“must be slowly if explaining to them, cannot fast as we teach in the city, look at their condition, their competence is different from the general students” (I.A.5)

## CONCLUSION

The results indicated that students-centered is appropriate in the process of learning in rural schools. Direct method is also useful in teaching learning process. Besides, in terms of students' characteristics, students of participant Rangka are perceived busier because they have to help their work after schooling while students of participant Ana more need fun and engaging learning. Very limited facilities and learning resources are become the most factors influencing the practice of English teaching in both participants.

Granted the second research questions related to the challenges faced by both participants Rangka and Ana teaching English to students in Papua and Talaud Island, the challenges are obtained in three areas. The first one is students and learning facilities. This first challenge includes students' lack of motivation, lack of knowledge in English language, and low comprehension as well as very limited learning facilities such as books, dictionaries, and so forth. The second challenge is in the area of learning environment, that is, lack of attentions from parents regards to the process of English learning in the home. The last challenge is in the area of accessibility of teaching preparation. This deals with difficult access to copy and get learning materials due to the distance far away from the market in the city, it takes about an hour to go there.

The last regards to the recommendations of participant Rangka and Ana for English teacher candidates. The recommendations are in three areas. The first one is in the area of teacher personality, that is, teachers must possess personal qualities: discipline, creative, innovative, patience, firm, and adaptability. The second recommendation is in the area of teaching and learning materials. The teaching of English in rural students

should consider the level of students' proficiency and continue. The last recommendation is to use two strategies: teacher talk and caretaker speech in explaining teaching materials.

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