

## Adapting the English Language Teaching Curriculum to Overcome Resource Limitations in Rural Areas

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### ABSTRACT

This research explores the adaptation of the English Language Teaching (ELT) curriculum to address the significant resource limitations faced in rural areas, specifically in Sorong, West Papua, Indonesia. The study aims to investigate how teachers creatively modify lesson plans, instructional methods, and assessment strategies in environments lacking essential resources, such as teaching materials, technological tools, and professional development opportunities and the impact on the students' outcomes. Using a qualitative multi-case study approach, data were gathered through semi-structured interviews, classroom observations, and document analysis over a two-month period. The findings reveal that teachers employed various strategies to cope with resource constraints, such as simplifying lesson content, utilizing locally available materials, and incorporating peer collaboration in the classroom. These adaptations resulted in enhanced student participation and improvements in oral communication skills. However, significant challenges were observed in fostering literacy, particularly reading and writing skills, due to the scarcity of instructional resources and limited teacher training. Moreover, while short-term engagement and speaking proficiency increased, the long-term impacts on overall English proficiency remained limited. The study underscores the need for comprehensive professional development for rural teachers and better access to teaching materials to fully bridge the educational gap between urban and rural students. Ultimately, these findings offer valuable insights for future curriculum development aimed at improving language education in resource-limited settings.

**Keywords:** ELT adaptation; rural education; curriculum development

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### INTRODUCTION

In recent times, there has been a growing awareness of the importance of English language teaching (ELT) as crucial for enhancing education and employment in certain parts such as West Papua Province, Indonesia. In West Papua in the city of Sorong which has some rural areas there are also many obstacles to carry out ELT because it does not have sufficient resources, such as competent learning materials, unskilled teachers and technologies. With the English language becoming more and more a global common ground, we are striving towards leaving Sorong (one of many rural areas in Indonesia) behind. It requires a new adaptation of

the English language teaching curriculum to suit rural students and resourceless society (Nurteteng et al., 2024).

English is a compulsory subject of Indonesia's National Curriculum, with the rules for learning English starting at elementary school; this has resulted in standards that often leave rural area students far adrift. In fact, based on Jon et al., (2021) mostly the rural schools may not satisfy to a national curriculum requirement because lack of useful resources for teaching and learning that have difficulty in implementing English academic course which promote communicative language competency as well as School-based Curriculum at Once. This usually means that the curriculum is created with inner city schools in mind which have had more highly trained teachers and equipment. A huge disparity is found in rural areas where teachers are generally devoid of pedagogical skills and resources needed for worthwhile teaching.

Additionally, rural areas have also a looming issue of teacher quality which makes curriculum adaptability hampers. Rahman (2021) notes, teachers in rural areas frequently have less professional development and are not as adaptable to the context of local curriculum content relevance due to being such an isolated space for most students living there. It is the experience of many English teachers in Sorong, West Papua who are not fully equipped with pedagogical strategies to teach students at an early age with a foreign language as their medium. This kind of rift between what one is expected to teach and how competently it can be carried out by English language teachers appears at the heart of this matter.

There are additional challenges added by limited learning materials and infrastructure. Nakul & Murtafi'ah (2024) noted that the rural schools in Eastern Indonesia especially West Papua, are frequented with insufficient teaching facilities like textbooks audio-visual aids and English educational technology. This most often leaves teachers to practice with aged materials and as a result work off what little they find themselves situated within limited exposure. This is made worse by the fact that internet connectivity remains sporadic at best throughout large areas of Southern and East Africa, further reducing access to online platforms and tools which have obvious potential for supporting teachers as well as pupils.

Research have been undertaken to address these concerns, looking into how English teaching curricula in such areas can be adopted and tailored for rural conditions. Setiawati et al. (2023) suggest a flexible curriculum approach where teachers may easily add, change and/or eliminate lesson plans or learning strategies depending on the materials they possess. This adaptive approach allows teachers to account for individual student needs, which in turn make it possible to adjust the curriculum without losing fundamental learning goals — making English instruction more realistic even within resource-poor environments. Further research is necessary to explore the feasibility of systematically implementing these adaptations across diverse rural and sub-rural settings in Indonesia.

However, a serious research shortfall remains over how exactly more targeted adaptations of the English curriculum could tackle these issues in Sorong, West Papua. Yet, resources like those produced by Roen et al. (2024) only go as far to offer country-wide advice on how the curriculum can be adapted but fall short in explaining what is possible for areas such as Sorong due to cultural and language factors influencing choice of teaching English stakeholders face an additional layer challenge when wanting change from outside Jakarta. At the same time, this combination of languages and traditional lifestyles is specifically defining learning spaces in those territories where we most need culturally responsive pedagogy.

Additionally, research is needed which evaluates long-term effects of adaptations to the curriculum on student outcomes in rural areas. Short-term studies have demonstrated that adaptive strategies can boost classroom engagement and comprehension, but it is unknown if these initial successes lead to long-lasting improvements in English proficiency. One of the

main research gaps mentioned by Zein et al. (2020) is that there has been no follow-up comprehensive observation system on the efficacy and effectiveness of adjusted-English curriculum designed for rural Indonesian areas, who are characterized with vulnerabilities due to limited resources over time.

Despite the rise of theories such as differentiated instruction and resource-based learning in curriculum adaptation research, much of this work is rooted in urban contexts with higher levels of access to resources. Differentiated instruction is the action of designing lessons that cater to various students (Muhamad Ario Setiawan & Zaitun Qamariah, 2023). Yet, the practical realization of differentiated instruction especially in resource-scarce environments requires exploration. With other strategies more difficult to implement in rural settings such as Sorong, West Papua – where there is lack of technology advantages and learning tools/materials/teachers are qualified enough to make use the strategy- showing research that approaches how differentiation can be implemented for a remote region.

The current study sought to bridge those gaps by examining how the English curriculum in Sorong, West Papua could be not only tailored around a set of available resources but also remain engaging enough while fostering language learning. More specifically, this research will explore the extent to which teachers in rural areas adapt their lesson plans, teaching practices and assessments when operating without sufficient materials or supplies, technology resources (including internet access) and professional development. Furthermore, this research investigated how teachers adapted lesson plans, instructional methods, and assessment strategies in environments lacking essential resource and the impact of the teachers adaption on the students learning outcomes.

To conclude, although past research reveals the general issues and measures of EFL teaching in rural parts of Indonesia, further localized-focused studies are needed to examine these constraints related particularly to Sorong region comprehensively. The findings of this study will help to develop the current literature with respect to ELT curriculum adaptation and enlighten teachers on how they can make resourceful adaptations while still adhering as closely as possible to their national syllabi. This study will provide valuable insights for education practitioners in other rural or underprivileged areas, expanding the pedagogy of teaching English in those environments by providing practical recommendations and narrowing the educational gap between urban area and rural area students in Indonesia.

## **METHOD**

The study employed a qualitative multi-case approach to examine how English teachers in remote areas of Sorong, West Papua Province adapted lesson plans, instructional strategies, and assessments under limited-resource conditions. The research involved four English teachers across three different schools in remote area South Sorong, each representing varying degrees of resource constraints. The schools were SMP Negeri 6 Kais, SMA Negeri 1 Kokoda, and SMP Negeri 3 Teminabuan. Data were gathered through semi-structured interviews, classroom observations, and document analysis over two months. A total of four English teachers participated in the study. Semi-structured interviews were conducted individually with each teacher, lasting approximately 45 minutes to one hour per session, allowing for comprehensive insights into their adaptation strategies, instructional challenges, and resource utilization. The interviews were held in a mix of English and Bahasa Indonesia, depending on the teacher's comfort level, to facilitate clear and effective communication. Classroom observations were conducted for each participating teacher, covering three class sessions per teacher, each lasting 45 minutes. These observations offered real-time insights into

instructional methods and adaptation strategies, verifying the alignment between teachers' reported practices and actual classroom behavior.

Observations focused on aspects such as teaching aids, student engagement, and instructional modifications, and notes were taken in real-time to capture immediate observations. Lesson plans, instructional materials, and assessment tools were collected and analyzed from each teacher to identify specific adaptations made to the prescribed curriculum. The documents provided context for understanding teachers' approach to curriculum modifications and assessment adjustments, considering the constraints of limited resources and technological access. Thematic analysis was employed to process interview transcripts, observation notes, and document data, with key themes identified around adaptation strategies, such as resource improvisation and alternative assessment methods. Data were coded manually to identify patterns related to curriculum adaptation, and descriptive and interpretive techniques were applied to assess the broader implications of these adaptations for English language education in remote contexts. Additionally, the analysis evaluated the impact of these adaptations on short- and long-term student learning outcomes, particularly focusing on engagement, participation, and English language proficiency development over time.

## **FINDINGS**

### **The teachers' adaption towards lesson plan, teaching methods and assessment**

The findings of the study illuminated how English language teachers in remote villages of Sorong adapted creatively to limited resources. Their lesson plans, techniques, and assessments optimized available materials, tapping local understanding while relying on mutual assistance. A notable strategy simplified plans to key vocabulary and grammar as covering all content proved unrealistic given constraints. Teachers opted for a focused approach, crafting materials from scant textbooks and erratic internet access. During interviews, instructors explained adjusting methods incorporating additional group work and peer teaching to compensate for technology and aid deficits. For example, one described encouraging pairs to practice speaking, stating students learn swifter instructing one another as technology remains scarce for demonstration. This reveals how teachers leveraged student collaboration to fill gaps left by absent language labs or electronic devices. The result of the interview can be seen as follows:

I encourage students to work in pairs to practice speaking. They often learn faster by teaching each other since technology for demonstrations is scarce.

Source: Teacher 2

The classroom observations confirmed this claim, as teachers were frequently spotted engaging students through grouping activities. Without audiovisual tools, teachers employed handcrafted flashcards and charts created from local materials. In one class, a teacher fashioned vocabulary cards from discarded cardboard for students to use in a matching game to reinforce word recognition. While not as sophisticated as standard teaching aids, these improvised materials were essential in sustaining student involvement without formal resources.

A significant modification in English language teaching was the incorporation of local context and knowledge. Teachers highlighted the use of familiar cultural references and the learners' native languages to make lessons more engaging and understandable. For example, one teacher used traditional Papuan stories to explain narrative structures in English, helping students link new concepts to familiar content. This approach was observed in multiple classrooms, where educators translated important ideas into Indonesian or local dialects before introducing the English equivalent. Utilizing local languages as a bridge to English proved to

be an essential strategy, as many teachers noted that their students had little direct exposure to English outside the school environment. The result of the interview can be seen as follows:

In my classroom, I often use local Papuan stories as a foundation for teaching narrative structures in English. This helps the students connect what they already know with new ideas in a way that makes learning easier and more meaningful for them..

Source: Teacher 1

The research also revealed significant challenges related to assessments. Teachers struggled to create evaluations that aligned with the national curriculum due to the absence of standardized testing resources and guidelines. One teacher explained, "We lack access to the resources that urban schools have for standardized testing, so I have to develop my own assessments, which often do not fully align with what is required." As a result, there was a heavy reliance on informal assessments, such as verbal presentations and peer evaluations. Document analysis of lesson plans and assessment tools supported this finding, indicating that many assessments were designed to test basic communicative skills rather than the broader linguistic competencies outlined in the national curriculum. The result of the interview can be seen as follows:

One of the main issues we face is the lack of standardized testing resources. Unlike urban schools, we don't have easy access to these materials, so I often have to create my own assessments. Unfortunately, they don't always fully align with the national curriculum."

Source: Teacher 4

Despite these challenges, teachers observed positive results in terms of student participation and language development. Many educators reported that while students may not have reached the level of British proficiency expected by national standards, they demonstrated significant progress in speaking and listening skills, especially through collaborative learning activities. One teacher mentioned, "Students are more confident speaking English in informal settings now," a sentiment that was shared by other instructors. This improvement in verbal communication was largely attributed to the focus on group work and peer interaction, which provided students with more chances to practice speaking. The result of the interview can be seen as follows:

By working in groups, students get more opportunities to practice speaking English in a less formal environment. It builds their confidence because they can practice with peers, which feels less intimidating.

Source: Teacher 3

I agree. In fact, I've noticed that students are now more confident speaking English in informal settings, like during breaks or casual conversations.

Source: Teacher 2

The findings underscored the significance of peer collaboration among teachers. Due to the lack of formal professional development opportunities in rural areas of Sorong, teachers established informal networks to exchange materials and teaching strategies. One teacher mentioned, "We regularly meet to discuss what works and what doesn't, as we have limited access to training." This collective effort was vital for sharing resources and devising innovative teaching methods. Teachers frequently exchanged lesson plans, brainstormed ideas

for creating low-cost instructional materials, and provided constructive feedback on each other's assessments. The result of the interview can be seen as follows:

We've created informal networks where we meet regularly. We discuss what works in our classrooms and what doesn't because, honestly, we don't have many chances for formal training here. It's a way to support each other and find solutions together.

Source: Teacher 2

The study revealed that a lack of professional training continued to be a significant barrier to the effective implementation of the curriculum. Many teachers were limited by the unavailability of in-service training, and several expressed frustration over having to rely on teaching methods that had developed in an informal manner, either from their own school experiences or by observing colleagues. One teacher echoed this sentiment, stating, "We are doing our best, but without proper education or training in our field, how can we keep up with the advancements in more developed areas?" This absence of professional development not only diminished teachers' confidence in delivering the curriculum but also restricted their ability to innovate beyond pre-scripted lesson plans. The result of the interview can be seen as follows:

It's frustrating. We want to do our best, but without training, we're kind of stuck using outdated methods. We try to adapt, but it's hard to keep up with new approaches when we don't have access to proper education in our field.

Source: Teacher 4

Definitely. When you don't have professional development, you lose confidence in what you're doing. And it's not just about confidence... it limits how much we can innovate beyond what's written in the lesson plans. We feel constrained.

Source: Teacher 3

While improvements in students' conversational abilities were evident, disparities remained in achieving sustained proficiency, particularly in literacy. Progress in reading and writing was hampered by inconsistent access to relevant materials. Teachers acknowledged that they struggled to nurture these skills due to a lack of appropriate textbooks and reading resources. As one teacher explained, "We only have a few outdated books, not enough for all students. As a result, they don't get to practice reading as much as they should." Classroom observations confirmed this, showing limited reading activities, with students frequently copying text from the board instead of engaging with independent reading materials. The result of the interview can be seen as follows:

One of the main issues we face is the lack of proper reading materials. We only have a few old books, and they're not enough for all the students. As a result, they don't get enough reading practice. It really limits their ability to improve their literacy skills."

Source: Teacher 1

In conclusion, this research underscores the ingenuity and resilience of rural Sorong's teachers adapting English language lessons amid significant constraints. Through simplified plans, collaborative work, local knowledge applied, and peer assistance, instructors engaged students and facilitated some acquisition, particularly speaking and comprehending. However, lacking professional growth, standardized assessments, and reading materials posed sizeable obstacles restricting both curriculum implementation fully and long-term proficiency gains,

especially regarding literacy. These findings point to the need for targeted support, such as instructor development programs and basic material provision, to help rural teachers more effectively alter lessons and improve outcomes.

### **The impact of the teachers' adaption on the students' learning outcome**

The English Language Teaching (ELT) curriculum in the remote areas of Sorong, West Papua, required significant strategic adaptations by teachers dealing with scarce resources. Through interviews, lesson plan analyses, and classroom observations, there are several key findings regarding the impact of these adaptations on students' learning outcomes.

#### ***Increased engagement and participation***

Teachers consistently observed that students showed increased engagement and participation when lessons were connected to local materials and familiar contexts. By incorporating discussions of daily life and local traditions into their teaching, students found the lessons more relevant and easier to understand. This approach not only sparked greater interest in learning but also encouraged more active involvement in classroom activities, especially during speaking exercises. As a result, students became more confident in using English in everyday conversations, enhancing their overall language development. The result of the interview can be seen as follows:

Definitely. When we talk about things like traditional ceremonies or their daily activities, the students get excited and more involved. I've seen a big difference, especially in speaking activities. They're more willing to practice speaking because they feel comfortable with the topic, and it helps build their confidence.

Source: Teacher 2

Moreover, the classroom observation found that during oral language exercises, students were more willing to practice speaking English when the subject matter was tied to familiar topics. Teachers emphasized oral communication over complex reading or writing tasks, which seemed to lower students' anxiety about learning the language. This adaptation helped build their confidence in using English in everyday conversations.

#### ***Positive impact of collaborative learning***

Teachers described how they fostered collaboration among students as a solution to the shortage of learning materials. By incorporating group activities, students were able to share the few available resources, such as textbooks and visual aids, to enhance their collective learning experience. Peer teaching emerged as a particularly effective strategy, where students with stronger skills supported their peers in understanding vocabulary and grammar. This approach was especially beneficial during speaking exercises, where students practiced language skills together, allowing for mutual learning and growth. The result of the interview can be seen as follows:

For example, during vocabulary or grammar lessons, I pair stronger students with those who might need extra help. This way, the students with a better grasp of the material can assist their peers. We find that "peer teaching" really helps, especially in speaking exercises.

Students seem to learn faster when they work together and explain things to one another.

Source: Teacher 3

Moreover, analysis of lesson plans revealed that group work and peer teaching were common techniques used to address material shortages. Teachers structured their lessons around these collaborative activities, promoting more interaction among students, which led to noticeable improvements in speaking and listening skills.

### *Gaps in reading and writing skills*

Although teachers made effective adjustments to enhance students' oral communication skills, they recognized the limitations of the simplified curriculum. During interviews, many teachers admitted that they often steered away from using complex texts or assigning writing tasks due to the lack of appropriate materials. This resulted in noticeable gaps in students' reading comprehension and writing abilities. Teachers expressed concerns about these shortcomings, highlighting that students were struggling to develop the more advanced literacy skills necessary for well-rounded language proficiency.

The result of the interview can be seen as follows:

One of the main challenges is the lack of suitable materials for reading and writing exercises. We don't have enough textbooks, and the ones we do have are often too simple. As a result, I focus more on speaking activities, which are easier for students to grasp with limited resources. But this means that we don't cover more complex reading or writing tasks as much as we should.

Source: Teacher 4

In addition, observers noted that students were frequently asked to copy text from the board, rather than engage in independent reading or writing tasks. As a result, their exposure to more complex English structures was limited, which hampered their ability to develop advanced reading and writing skills. This lack of balance in language proficiency was evident in classroom activities focused almost exclusively on oral practice.

### *Limited exposure to authentic English resources*

Teachers voiced their frustration with the limited access to multimedia resources and exposure to native English-speaking content. One common concern was that students rarely had the opportunity to listen to English as spoken by native speakers or encounter different accents, primarily due to poor internet access and the absence of language labs. This lack of exposure hindered students' ability to develop a broader understanding of the language and its varied nuance. The result of the interview can be seen as follows:

One of the biggest challenges is the lack of multimedia materials. We don't have language labs, and internet access is unreliable at best. Because of this, my students rarely get the chance to hear English spoken by native speakers or to experience different accents. It's a major gap in their learning..

Source: Teacher 1

Besides, observers found that students were primarily exposed to the local dialect of English spoken by their teachers, which gave them a narrow view of the language. This limited exposure affected students' ability to comprehend different varieties of English, and teachers worried this would pose challenges in the future when students encountered unfamiliar accents or speech patterns.

***Lack of professional development for teachers***

Many teachers identified the lack of professional development as a major obstacle in enhancing their teaching methods. Most had not received adequate training in modern pedagogical techniques for teaching English as a foreign language, which hindered their ability to effectively adapt the curriculum to meet students' needs. Without proper guidance or updated training, teachers were often left to rely on their own resourcefulness to figure out how best to teach, making it challenging to implement innovative or effective approaches. The result of the interview can be seen as follows:

Honestly, more professional development opportunities would make a big difference. Many of us haven't had proper training in new methods for teaching English, especially in a way that fits the unique needs of our students. We often rely on older techniques or just try to figure things out on our own. It would be really helpful to have some formal guidance or workshops to update our skills."

Source: Teacher 2

The analysis of lesson plan showed that many teachers relied on traditional methods and rarely introduced innovative teaching techniques. This lack of instructional diversity contributed to slower progress in students' overall language proficiency, especially compared to students in urban areas with better-trained teachers. The findings, based on a combination of interviews, classroom observations, and lesson plan analysis, illustrate a complex picture of how the curriculum adaptations impacted students' learning outcomes. While there were positive short-term effects, particularly in oral communication and classroom engagement, there were also significant challenges related to long-term proficiency, particularly in reading and writing. Teachers' efforts to creatively adapt the curriculum were impressive, but the resource limitations, lack of professional development, and inconsistent instructional access hindered overall progress. These findings suggest the need for a more balanced approach to curriculum adaptation and greater support for teachers in rural areas

**DISCUSSION**

The findings of this research highlight the resourcefulness and adaptability of English language teachers in the remote villages of Sorong, West Papua, as they strive to provide effective education despite facing significant challenges. The adaptations made in lesson plans, teaching methods, and assessment practices are indicative of a broader trend in rural education, where teachers must leverage creativity to meet the needs of their students. This aligns with recent studies that emphasize the importance of local context in educational practices, as noted by Patras et al. (2023) who found that culturally relevant pedagogy can significantly enhance student engagement and learning outcomes in under-resourced settings.

One of the most notable adaptations observed was the simplification of lesson plans to focus on key vocabulary and grammar. This approach allowed teachers to tailor their instruction to the limited materials available while ensuring that essential language skills were prioritized. This finding resonates with the work of Hadi et al. (2023) which suggested that curriculum simplification could help teachers maintain educational standards when faced with resource constraints. However, while this method yielded immediate benefits in terms of student participation, it raises questions about the long-term implications for language proficiency. The reliance on basic communication skills, without a balanced emphasis on

reading and writing, can hinder students' overall development and limit their ability to succeed in future academic endeavors.

The use of local cultural contexts as a teaching tool further exemplifies the innovative strategies employed by teachers. By incorporating familiar narratives and examples from students' lives, educators created a more relatable learning environment. This practice not only facilitated comprehension but also strengthened students' connection to the content. This approach aligns with the findings of Samuels (2018) which highlighted the positive impact of culturally responsive teaching on language acquisition. However, while leveraging local knowledge is beneficial, it is essential to ensure that such practices do not inadvertently limit exposure to the broader English language and its varied contexts.

Despite these positive adaptations, the findings also reveal significant challenges that hinder students' long-term language proficiency, particularly in literacy skills. The lack of adequate reading materials and resources meant that students had limited opportunities for independent reading practice. This limitation mirrors the concerns raised by Setiawan & Qamariah (2023) who emphasized the critical role of access to diverse reading materials in fostering literacy development. The absence of formal assessments aligned with national standards further compounded this issue, as teachers struggled to evaluate students' comprehensive linguistic abilities. This situation underscores the need for standardized assessment resources that cater specifically to the unique challenges faced by rural educators.

The reliance on peer teaching and collaborative learning emerged as a positive adaptation, providing students with valuable opportunities to practice speaking and listening skills. However, the lack of formal training for teachers in modern pedagogical techniques raises concerns about the overall quality of instruction. As noted by Cabahug et al., (2024), ongoing professional development is crucial for educators to effectively implement innovative teaching strategies and adapt curricula to meet the diverse needs of their students. The informal networks formed by teachers in Sorong are commendable; however, they should be supported by structured professional development programs that equip educators with the necessary skills and knowledge.

The interplay between engagement and achievement is complex, particularly in resource-constrained environments. While the adaptations led to increased student participation and confidence in speaking, they did not fully address the comprehensive skills necessary for proficiency in English. This situation highlights the necessity of a balanced curriculum that integrates all aspects of language learning. Recent research by Husain & Ali (2024) underscores the importance of a holistic approach to language education, emphasizing that speaking, listening, reading, and writing should be developed concurrently to foster well-rounded language proficiency.

Moreover, the consistent disruptions to school attendance due to logistical issues further complicate the learning landscape in rural areas. These interruptions hinder students' exposure to English, impeding their overall language acquisition. Jahrani & Listia (2023) research showed that regular and sustained exposure to a language is critical for mastery. Consequently, addressing the underlying issues related to school access and attendance is paramount to improving language outcomes in rural communities.

The findings also reveal that, while adaptations provided immediate engagement benefits, they did not adequately prepare students for national exams or higher education requirements. The gap in literacy skills and standardized assessments highlights the systemic inequities faced by rural students compared to their urban peers. This observation is consistent with the work of Nurcahyoko et al., (2024) who documented similar disparities in educational outcomes, emphasizing the urgent need for policy interventions that ensure equitable access to quality education resources across all regions.

This research illustrates the critical need for targeted support to enhance the effectiveness of English language teaching in rural areas of Sorong, West Papua. By recognizing the unique challenges faced by teachers and students in these environments, stakeholders can work towards implementing strategies that address resource limitations and promote comprehensive language proficiency. Future efforts should focus on developing professional development programs, providing access to diverse educational materials, and establishing standardized assessment tools tailored to rural contexts. Ultimately, such initiatives can help bridge the gap in language learning outcomes and foster a more equitable educational landscape for all students in West Papua.

## **CONCLUSION**

The study highlights the need for targeted adaptations to the English Language Teaching (ELT) curriculum in rural areas like Sorong, West Papua, due to resource limitations such as inadequate learning materials, insufficient teacher training, and a lack of technological access. The research shows that teachers in these regions have creatively modified their lesson plans, instructional methods, and assessments by leveraging local knowledge, using minimal resources, and adopting collaborative learning techniques to engage students. Despite these efforts, gaps remain in students' proficiency, particularly in reading and writing skills, due to limited exposure to English and lack of comprehensive instructional materials. These findings emphasize the necessity for professional development and access to diverse educational resources to strengthen English language education in resource-poor environments. While these adaptive strategies have improved short-term student engagement and oral communication skills, they do not fully address the broader language proficiency required to meet national standards or prepare students for advanced educational settings. To enhance long-term learning outcomes, it is essential to implement systematic support programs that provide rural educators with appropriate training, standardized assessment tools, and a balanced curriculum that integrates all language skills. This approach would promote a more equitable educational experience, narrowing the proficiency gap between rural and urban students in Indonesia.

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