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Mapping of English Language Teaching in Elementary Schools in Jayapura City

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ABSTRACT

This study aims to describe the implementation of English teaching in Elementary Schools (ES) in Jayapura City. To provide a detailed and accurate mapping, the study focuses on four specific objectives: (a) assessing the availability of English teachers in each ES; (b) describing the qualifications, training, and teaching experience of these teachers; (c) evaluating the availability of facilities and infrastructure for English learning; and (d) identifying the challenges schools face in teaching English. A descriptive-qualitative method was employed, with a sample of 51 schools that continue to teach English. Using snowball sampling, 9 schools were selected, involving 11 English teachers and 9 principals, for a total of 20 respondents. The findings reveal that, while all teachers possess a bachelor's degree in English education, they lack the necessary skills to design lesson plans and have limited experience teaching English at the primary level. Additionally, digital learning resources, textbooks, and printed media for English instruction are insufficient. The study recommends that the Jayapura District Education Office take these findings into account to support the development of an updated English syllabus for elementary schools that aligns with the current curriculum.

Keywords: Mapping; Young Learners; Elementary Schools; English Teaching

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1. Introduction

It has been almost 29 years since the 1994 National Curriculum was officially implemented as a replacement for the 1984 National Curriculum. Of course, during that period, many policies or efforts emerged to smooth the mega-trend program to welcome the era of globalization where communication in English cannot be avoided in almost all aspects of human life[1]. Among these policies or efforts is the change of English which was originally an elective local content subject to a mandatory local content subject in several regions, which was initially only implemented in the upper/upper classes and then shifted to the lower classes[2, 3], namely: grade 1, 2, and 3.

When discussing the new curriculum known as the 2013 curriculum, it is explicitly stated that English will be removed from the Elementary School level, especially classes 1 to 3,[3]. According to the Deputy Minister of Education and Culture for Education, the main reason is because at the most basic school level children need to learn Indonesian which may not be able to pronounce the letters correctly and what their philosophical meaning is. This policy of eliminating English will be mandatory in public schools. Even schools with the status of International Standard Schools (*SBI- Sekolah Berstandar Nasional*) where 80 percent of the teaching and learning process for all subjects uses English must follow this new curriculum[4].

This experience is certainly very disturbing for observers of education in Indonesia, where when the spirit of the community began to increase, and new steps were ready to be taken[5], suddenly everything had to stop before reaching the finish line. Where are the voices of the community who proposed the initial idea? Why was it allowed to stop if it was considered to be able to contribute to educating the nation's children? Has there been an in-depth analysis of the impacts that will arise? This article wants to emphasize the importance of the program to continue to be run by inviting all parties to do a flashback, understand its benefits, and think about the impact of stopping it[4].

We know that the policy on including English lessons in Elementary Schools is under the policy of the Indonesian Ministry of Education and Culture No. 0487/1992, Chapter VIII, which states that Elementary Schools can add subjects to their curriculum, as long as the lessons do not conflict with the goals of national education. Then, this policy was continued with the Decree of the Minister of Education and Culture No. 060/U/1993 dated February 25, 1993, concerning the possibility of an English program as a local content subject in elementary schools, and can be started in grade 4[6]. The basis of this policy is the need for English language skills to participate in the era of communication and globalization[1, 7, 8] and for the transfer of knowledge, both in spoken English (lectures, discussions, presentations) and in writing reference readings, writing reports, and so on. If that is indeed the intention, then it can be said that the decision to end the English program in elementary schools that has been voiced so far is not in line with the goals of national education, namely to create citizens who think and act globally[9–11]. English as an international language of communication needs to be taught from an early age if we want to produce a new generation that is able to compete in the global arena in the millennial era. There is no strong logical reason for the government's hasty decision to stop teaching English in elementary schools, which is a very bad decision[4].

We know that the policy regarding the inclusion of English lessons in elementary schools is under the policy of the Indonesian Ministry of Education and Culture No. 0487/1992, Chapter VIII, which states that elementary schools can add subjects to their curriculum, as long as the subjects do not conflict with national education goals. Then, this policy was followed by the Decree of the Minister of Education and Culture No. 060/U/1993 dated February 25, 1993, regarding the possibility of an English program as a local content subject for elementary schools, and can be started in grade 4[6].

The basis of this Policy is the need for English language skills to participate in the era of communication and globalization[1, 7, 8] as well as for the transfer of knowledge, both in spoken English (lectures, discussions, presentations) and in writing reading references, writing reports, and so on. If that is indeed what is meant, then it can be said that the decision to stop the English program in elementary schools that has been voiced so far is not in line with the goals of national education, namely to create citizens who think and act globally[9–11]. English as an international language of communication needs to be taught from an early age to produce a young generation that is able to compete in the global arena in the millennial era. There is no logical justification

for the government's hasty decision to stop teaching English in elementary schools, which is a very bad decision[4].

The justification put forward is quite weak if the problem is that English can hinder children's ability to learn their mother tongue, namely Indonesian. Teaching English to children from an early age will help them realize that there are other languages besides their mother tongue. In addition, this can develop their cognitive functions[12, 13]. Children aged 10 years (grade 4 of elementary school) are in the process of changing from "egocentric" to "reciprocal" therefore, teaching English from an early age will produce stronger cognitive skills[14].

Furthermore, there is no evidence to support the claim that, once a child learns a foreign language, his/her mother tongue learning will be affected. Grade 4 students in ES are included in the category of children who have a good understanding of Indonesian because they can already speak, listen, read, and write in the language. This means that even though children also have to learn English at the same time, it will not interfere with their ability to speak their mother tongue[15–17].

Considering the statements above about English language learning in elementary schools (ES) and Islamic elementary schools (IES) in Jayapura Regency, surveying each school's readiness for implementing English language education is essential. This readiness mapping will focus on key areas: availability of English teachers, qualifications, competencies and teaching experience of English teachers, availability of English language learning facilities and infrastructure, and obstacles faced by schools in learning English.

The main objective of this study is to accurately describe how English learning is implemented in Jayapura City. However, it is important to create specific research objectives in order to describe in detail and accurately the mapping of the implementation of English learning in Jayapura City, namely: (1) identifying the availability of English teachers in each ES in Jayapura City; (2) describing the qualifications, competencies and teaching experience of English teachers in ES in Jayapura City (3) identifying the availability of facilities and infrastructure for English learning resources in ES in Jayapura City; and (4) describing the obstacles faced by ES in English learning in Jayapura City.

2. Literary Review

2.1. Availability of English Language Instruction

Implementing English language teaching (ELT) at the elementary level in Indonesia varies significantly across regions and is often influenced by factors such as local government policies, school resources, and the availability of qualified teachers. Research has shown that some urban schools in Indonesia, including areas such as Papua, have incorporated English into their curricula; however, rural and remote regions encounter obstacles due to a shortage of teachers and inconsistent education policies[12, 18]. This gap highlights a need for strategic educational planning to standardize ELT across all elementary schools in Jayapura[19].

Availability of Qualified English Teachers with a Bachelor's Degree in English Education Research shows that having teachers with a formal educational background in English language teaching is essential, especially at the primary level. Teachers holding a bachelor's degree in English Language Education possess a more comprehensive knowledge of suitable teaching methods for young learners[6, 20]. These teachers can apply approaches that are aligned with the cognitive development of primary school students, helping to build effective foundational English language skills[6]. However, the distribution of teachers with these qualifications remains a challenge, especially in remote areas such as Papua, which often face a shortage of teachers with relevant educational backgrounds[18].

A structured curriculum that supports English language learning at the primary level is essential to provide a framework for teaching. Such a curriculum not only includes materials but also includes teaching strategies that foster better language skills among students[21]. A study by Hammer and Celce-Murcia showed that a curriculum tailored to young learners can accelerate linguistic development. However, in Indonesia, the development of an English curriculum for primary schools is often limited, depending on local policies, resulting in variations in the implementation and quality of English language education[22, 23].

2.2. Teacher Qualifications, Competencies, and Teaching Experience

The qualifications and competencies of elementary English teachers play a crucial role in achieving successful ELT outcomes. It is essential for teachers to have both strong English language skills and effective teaching methods, particularly when working with young learners, which necessitates expertise in age-appropriate approaches such as Total Physical Response (TPR) and storytelling[12]. However, studies reveal that many Indonesian elementary teachers lack formal qualifications in English, which can lead to difficulties in effectively delivering language instruction[24]. The situation is likely similar in Jayapura, where some teachers may lack specific ELT training, underscoring the importance of professional development programs to improve teacher competencies[25].

The recognized qualification for elementary English teachers is at least a bachelor's degree in English Education. This qualification is necessary to ensure that teachers possess a fundamental understanding of both linguistics and pedagogy required for teaching English at the elementary level[26]. Additionally, educators with this background are often better prepared to incorporate developmentally appropriate teaching methods, which align with young learners' cognitive abilities[20]. Studies also suggest that qualified teachers are more effective at fostering students' interest and comprehension in English, which is vital for early language acquisition[6, 21]. Given the linguistic diversity in areas like Jayapura, a strong educational foundation also helps teachers adapt instruction to meet student's unique linguistic and cultural contexts[27].

The competencies required for elementary English teachers include proficiency in instructional methodologies, basic linguistic knowledge, and effective communication skills. These competencies align with international standards, emphasizing mastery of the subject and a child-friendly approach[18, 23]. Beyond linguistic skills, teachers must be adept at creating an engaging classroom environment that encourages active participation, which is critical for young learners' language development[28]. Effective teachers are also skilled in assessing students' progress in English through various formative assessments, which allow them to tailor lessons to individual learning needs[29]. This combination of competencies enables teachers to implement comprehensive, student-centered lessons that support foundational English learning.

Experienced elementary English teachers can adapt teaching methods and strategies to diverse classroom conditions. Methods such as language games, songs, and storytelling effectively enhance children's interest in learning English[6, 27]. Research shows that teachers with practical experience are often better at managing classroom dynamics, an essential skill in achieving positive learning outcomes for young students[23]. Additionally, experienced teachers can more effectively implement differentiated instruction, ensuring that each student receives the level of support they need to succeed[26]. This adaptability in methodology fosters a learning environment where students feel comfortable and motivated to develop their English skills.

2.3. Infrastructure and Facilities for English Language Teaching

Effective language learning requires supportive infrastructure, including access to classrooms with language labs, learning materials, and digital resources. Indonesian schools, particularly in remote or under-resourced areas, often struggle with inadequate facilities[30]. The availability of multimedia tools and English reading materials has been shown to positively impact students' engagement and learning outcomes. In Jayapura, the availability of such resources is likely inconsistent, presenting a challenge to standardizing ELT quality across schools. It is suggested that providing schools with the necessary instructional materials and training teachers to use them can significantly improve ELT effectiveness[25].

In primary English education, textbooks play a vital role in structuring lessons and providing consistent and accessible content for students[27]. Textbooks often include exercises, vocabulary lists, and structured lesson sequences, which help teachers maintain a cohesive curriculum across grades[29]. However, research suggests that locally adapted textbooks are more effective, as they align with students' cultural backgrounds and contexts, making learning more relevant and impactful[18, 23]. Additionally, supplemental printed materials, such as notecards and posters, provide visual cues that support young learners in associating words with images, thus aiding vocabulary retention[20]. Such resources, when adapted to the local context, can bridge gaps

in comprehension and make English lessons more engaging and meaningful [26].

Incorporating simple digital tools, such as educational videos and interactive games, into English lessons has been shown to significantly increase engagement among young learners [6, 28]. Digital resources allow students to hear authentic language use and practice pronunciation, which can be especially beneficial in settings where native speakers are scarce [26]. Furthermore, resources such as language learning apps and online games introduce interactive elements, allowing students to practice language skills independently and at their own pace [22]. Teachers who have access to basic digital tools, such as projectors or tablets, can enrich their classrooms with multimedia resources that reinforce language concepts and make learning fun. Providing teacher training on the effective use of these digital tools will further maximize their potential as language teaching aids [27].

2.4. Challenges Faced by Elementary School English Teachers in Jayapura

In Indonesia, especially in areas such as Jayapura, English teachers in primary schools face several challenges, such as large class sizes, low English proficiency, and minimal teaching support. Without adequate resources, motivating students and addressing their diverse learning needs can be a significant challenge [31]. Limited parental support and the multilingual environment of Papua, where English is a second language alongside local languages and *Bahasa Indonesia*, pose further challenges. Targeted teacher training programs and community engagement initiatives can play a key role in addressing these challenges by fostering a more supportive environment for language learning [17].

Primary schools in Jayapura face limited resources, including a lack of adequate classrooms, textbooks, and digital learning media to support English language education [23]. Often, schools in remote areas are particularly affected, with teachers struggling to provide quality English language instruction due to limited resources [18]. Such conditions hamper teachers' ability to create engaging and interactive learning experiences for young learners [28]. This lack of resources also limits opportunities for students to practice English in a variety of contexts, which is essential for language acquisition [26]. Addressing these limitations requires targeted investment in infrastructure and resource distribution to improve the educational environment across primary schools in Jayapura [22].

Primary English teachers in Jayapura often do not receive the ongoing training needed to teach in the most effective methods. Regular professional development helps teachers adapt to the evolving educational needs of young learners, particularly in mastering age-appropriate teaching strategies [27]. Without consistent training, teachers may rely on outdated or less effective methods, potentially reducing student engagement and comprehension [29]. Additionally, professional support can provide teachers with up-to-date resources and techniques tailored to the local context, thereby improving the quality of English language teaching in the classroom [18]. Conducting regular workshops or seminars can address this gap and improve teaching practices in line with current educational standards [6].

3. Methods

This study used a descriptive qualitative research design, which was chosen to provide an in-depth examination of the availability of English language instruction, teacher qualifications, and teaching resources in elementary schools (ES) and Islamic elementary schools (IES) in Jayapura City. Descriptive qualitative research is ideal for capturing the complexity and nuances of the educational environment, particularly in areas that cannot be measured such as teacher competence and resource accessibility [32, 33].

This approach is in line with the study's focus on field notes obtained from observations, interviews, and document analysis [34]. The qualitative nature of this study allows for an exploratory approach, which emphasizes understanding of simple statistical analysis (use of percentages) and allows researchers to describe findings contextually rather than relying solely on numerical data [35].

The population of this study included all primary schools in Jayapura City, totaling 97 schools, with 90 primary schools and 7 Islamic primary schools. Snowball sampling was used to identify schools that taught English, where the principal or group leader recommended the school for inclusion in the sample. This sampling approach is effective for exploratory studies in areas where detailed data on English language programs is limited, as it relies on knowledgeable local figures to guide the sampling process [36]. Of the schools

identified, nine were selected as a representative sample of different school clusters, with a total of nine principals and 11 English teachers participating in the study. (See **Appendix A Table A1** for the distribution of sample schools and sample English teachers).

The research instruments included interviews, questionnaires, observation forms, and document analysis, allowing for a comprehensive view of primary and secondary data sources [37]. Primary data were collected through structured interviews with principals and teachers, observations of English language teaching practices, and analysis of school documents. Secondary data included instructional materials, such as syllabus, lesson plans, and question banks for English language assessment, which supported understanding of the curriculum and available teaching resources [38]. Data analysis described the availability and features of English language teaching resources by combining qualitative narrative interpretation with basic descriptive statistics (using percentages) [39].

This study followed ethical guidelines emphasizing participant confidentiality and voluntary participation, ensuring that all respondents (9 Principals and 11 English Teachers) were adequately informed about the study's purpose and had given informed consent [40]. Triangulation is used to address the validity of data, utilizing multiple sources, including observations, interviews, and documents, to minimize researcher bias and validate findings. Thorough documentation of the data collection and analysis process allows for replication and consistency across related investigations, thereby increasing reliability [35]. In addition, to increase the credibility of the research, participants (research sample) were given the opportunity to verify that the interpretations accurately reflected their opinions by double-checking the results of the data analysis.

4. Results and Discussion

The author analyzed the data collected through observation, questionnaires, interviews, and documents to determine the results of mapping the implementation of English language learning in ES/IES in Jayapura City. Information collected from detailed observations was cross-validated with in-depth and open interviews. The following presents the results and discussion of this study, which are in line with

its objectives: (1) availability of English teachers in each ES/IES; (2) qualifications, competencies, and teaching experience of English teachers; (3) provision of facilities and infrastructure for English language learning; and (4) challenges faced by ES/IES in English language learning in Jayapura City.

4.1. Availability of English Language Instruction

The author acquired nearly identical information from the principals and the group of English teachers after interviewing them regarding the availability and preparedness of schools and English instructors for learning English in each primary school in Jayapura City. An excerpt or synopsis of the viewpoints that were expressed as data findings from this study was created from the outcomes of in-depth (scripted) interviews with the groups of Elementary School Principals (ESP) and Elementary School English Teachers (ESET). Let's us examine the ESP perspective regarding the availability of qualified English teachers.

In terms of the availability and readiness of English teachers in primary schools and Islamic elementary schools, 89% of principals reported that these aspects were still very inadequate (see **Appendix B Table A2**). Most English teachers do not have specific qualifications in the subject. They are usually classroom teachers who are given additional duties to teach English, so their ability and readiness to deliver the subject effectively are limited.

> *ESP: "The principals in Jayapura City report inadequate English teachers in elementary schools, often with no special qualifications or additional duties. Their teaching focuses on basic grammar without encouraging active speaking and listening practices and lacks an understanding of communicative and interactive methods."*

The limited qualifications and readiness of English teachers in elementary schools in Jayapura highlight the crucial role of teacher competence in effective language learning [41]. Undertrained teachers focus on basic grammar and vocabulary without implementing the communicative approaches necessary to enhance young learners' speaking and listening skills [42]. This impacts students' confidence in us-

ing English actively [43]. By providing teachers with training on communicative language teaching methods, the quality of English education in elementary schools can be improved, enabling students to participate more actively in language learning [44].

Similarly, among ESET themselves, 90% admitted that the readiness and availability of qualified English teachers in their schools were very limited. They also admitted to not having a formal background in English, as they are mainly classroom teachers who are given additional responsibilities to teach the language. View their acknowledgment below.

> *ESET: "An English teacher in Jayapura City acknowledges limitations in their availability and readiness to teach English due to lack of background, limited tasks, and lack of confidence. They often use teacher-centered methods and lack access to professional training, despite the importance of communicative methods and interactive media."*

This excerpt reflects the challenges faced by elementary school English teachers in Jayapura, particularly concerning limited background expertise, lack of confidence, and restricted access to professional development. Teachers assigned to English instruction often lack specialized training, resulting in a teaching approach that is predominantly teacher-centered, which limits opportunities for student engagement in crucial language skills like speaking and listening. Research shows that a teacher's proficiency in the subject matter significantly influences student outcomes, especially in language acquisition, where communicative competence is key [45]. Without specific training, teachers may struggle to adopt interactive and communicative methods tailored to young learners, potentially leading to a passive learning environment focused only on basic concepts [46]. Additionally, limited access to professional development in English language teaching (ELT) reinforces this reliance on less effective methods. As studies indicate, professional training in communicative and interactive methodologies can transform teacher efficacy and student engagement [47], highlighting the need for structured support and targeted training initiatives for elementary English teachers in this region.

4.2. Teacher Qualifications, Competencies, Methods, and Teaching Experiences

A total of 89% (see **Appendix B Table A2**) of ESP acknowledged that the qualifications, competencies, teaching methodologies, and professional experience of English teachers remain significantly underdeveloped. This limitation is primarily due to the fact that most English instructors are classroom teachers without specialized training or educational backgrounds in English language teaching. Within the group of ESET, 82% (see **Appendix B Table A2**) indicated that their competence and English proficiency are adequate for teaching foundational concepts to students. However, they conceded a lack of active English skills, particularly in speaking and listening. Additionally, they expressed the need to enhance their understanding of communicative approaches to English language instruction.

The results of the interview related to the problems of qualifications, competence, teaching methods, skills, and teaching experience of English teachers in elementary schools in Jayapura City, the answers of the ESP group and the ESET group are almost the same, let's see the extract of both opinions:

> *ESP:" The principal at an elementary school in Jayapura City acknowledges the need for improved English teachers' qualifications and competencies. Most teachers lack specialized backgrounds, limited teaching materials, and active English language skills, leading to passive and teacher-centered teaching methods."*

> *ESET: "We, English teachers face challenges in teaching due to lack of special education background, limited training access, teacher-centered methods, and limited facilities. They also lack teaching experience due to a lack of attention from the Jayapura City education office."*

Data from the principal and English teachers in an elementary school in Jayapura City highlighted significant challenges related to teacher qualifications, competencies, teaching methods, skills, and teaching experience. According to the principal, most English teachers in elementary

schools in Jayapura are classroom teachers with no specific background in English language education, which results in limitations in mastery of effective teaching materials and techniques. Teachers' educational qualifications significantly influence their competencies and the quality of their classroom teaching[12].

Limited active English language skills and limited access to training have led to a teacher-centered approach, while passive methods hinder the development of students' language skills[26]. English teachers in Jayapura recognized the need to improve their active English language skills, such as speaking and listening, while the implementation of communicative methods was hindered by insufficient supporting facilities[28, 29]. A grammar- and vocabulary-based teaching approach tends to make students more passive, contrasting with constructivist theory, which highlights the significance of active student participation in language learning[48].

Moreover, limited teaching experience and lack of support from the Jayapura City Education Office add to this challenge. Greater teaching experience enables teachers to adapt their methods more effectively to meet students' needs[29]. Therefore, it is essential to provide access to training that enhances pedagogical and language competencies, allowing teachers to adopt communicative methods that encourage active interaction and help students learn English more naturally and effectively.

4.3. Infrastructure and Facilities for English Language Teaching

Approximately 67% (see **Appendix B Table A2**) of ESP reported that the availability of facilities and infrastructure for English learning in their schools remains highly insufficient. They also acknowledged the lack of access to media resources that support interactive English instruction. Furthermore, digital tools, including computers and other electronic devices essential for fostering interactive learning, are not yet adequately provided. Similarly, 56% (see **Appendix A Table A1**) of ESET noted that teaching materials, such as textbooks, are still in limited supply. Moreover, the integration of digital media in their teaching practices is minimal. Classrooms are not equipped with essential tools such as computers, projectors, or reliable internet access, making it challenging to incorporate digital resources like learning videos, interactive songs, or child-friendly English

applications into their lessons.

Regarding data collection through interviews on the availability of facilities and infrastructure for English learning resources including digital learning media in elementary schools in Jayapura City, each group of research subjects, ESP and ESET expressed similar things, such as the following:

> *ESP: "We, ES/IES Principals of elementary schools in Jayapura City report limited English learning facilities, including outdated textbooks, insufficient interactive media, and limited digital devices and internet connectivity, which hinder students' interest and understanding of English".*

> *ESET: English teachers in Jayapura City face limited learning facilities and infrastructure, including outdated textbooks, insufficient interactive visual media, and a lack of digital devices, hindering the use of digital media to increase student engagement.*

Data from principals and English teachers at an elementary school in Jayapura City revealed significant limitations in facilities and learning resources for English language education. Principals indicated that existing textbooks were not appropriate to the local context, and there was a lack of engaging interactive media such as flashcards and picture-based teaching aids that could engage young learners[12, 26]. This is in line with research findings that emphasize that contextually relevant materials are essential for effective English language learning in remote areas[29].

Furthermore, both principals and teachers agreed that the lack of digital devices and limited internet connectivity limited the use of interactive digital media, which has been shown to increase student interest and comprehension[28, 48]. Digital media can enhance language learning by creating a more engaging and dynamic learning environment[26]. Due to a lack of appropriate resources, teachers often rely on improvised supplementary materials, which aligns with constructivist theory, where adaptable and relevant learning materials foster students' active engagement and understanding[48]. Research shows that young learners greatly benefit from visual aids and digital devices, as these resources create

an interactive and stimulating environment that enhances language retention and motivation [12, 29].

4.4. Challenges Faced by Elementary School English Teachers in Jayapura

Regarding the challenges faced, all ESP (100%) identified several key issues. First, limited teacher qualifications were cited as a significant challenge. Second, inadequate facilities and infrastructure were noted as a major factor hindering the effectiveness of English language learning. Third, there was a lack of supportive environments for English language practice outside of school. Finally, opportunities for professional development and training for English language teachers were lacking.

Similarly, all ESET (100%) highlighted the lack of a special education background in English as one of the most significant constraints. Another challenge was the scarcity of media and teaching resources, with existing textbooks often failing to align with the local cultural and environmental contexts of students. These materials rarely reflect the conditions that students are familiar with. Furthermore, opportunities for professional development and training for English language teachers were still very limited.

The views of principals and English teachers above highlight several key challenges in teaching English in elementary schools in Jayapura, including teacher qualifications, limited facilities, and environmental support. First, teacher qualifications present a significant challenge. Many English teachers do not have a specific background in English education but are instead classroom teachers who are given additional responsibilities to teach English. This situation can lead to ineffective learning due to a lack of specific knowledge and skills in teaching English at the elementary level [6, 12, 49].

In addition, limited facilities create other obstacles, such as lack of access to textbooks that are relevant to the local context, which are less attractive to elementary school students. The scarcity of learning media such as teaching aids, flashcards, and interactive posters reduces the effectiveness of the teaching and learning process. Meanwhile, access to digital media, such as computers and projectors, is also limited. An unsupported environment, both in school and outside school, makes it difficult for students to internalize and develop their English skills. This challenge is further compounded by the dominance of Indonesian in students' daily environments, which limits their opportunities to practice English [6, 12, 50, 51].

Support for professional development training for English teachers is also limited. The lack of regular training for English teachers hinders their development of competencies in teaching methodologies that are relevant and appropriate to students' needs. More targeted training is essential for teachers to implement effective teaching approaches and adapt materials and methods to students' contextual needs. Without such support, many teachers end up relying on teacher-centered approaches that are less interactive and out of sync with students' learning environments [6, 12, 29, 52, 53].

5. Conclusions

The study reveals substantial challenges in English language instruction at elementary schools in Jayapura City, including teacher availability, qualifications, competencies, facilities, and infrastructure. Principals and English teachers agree on a critical shortage of qualified English teachers, many of whom lack specific backgrounds in English education and have minimal training opportunities. As a result, instructional methods remain largely teacher-centered, with limited emphasis on communicative and interactive practices, crucial for young learners to develop active language skills. Furthermore, inadequate teaching materials, such as outdated textbooks and a lack of interactive media, restrict students' engagement and understanding. The digital resources for enhancing learning are also insufficient, with limited access to devices and internet connectivity. These issues are exacerbated by an unsupported environment, both within and outside of school, which limits students' opportunities to practice English. The lack of professional development support compounds the problem, leaving teachers without the resources to improve their competencies and teaching methods. Consequently, these combined factors hinder the effectiveness of English language education in elementary schools in Jayapura City.

To address these challenges, Jayapura City's education authorities should focus on recruiting and training more qualified English teachers at the elementary level. Initiatives to improve teachers' qualifications and access to regular professional development training are essential. Investment

in up-to-date and culturally relevant textbooks, interactive media, and digital resources would also enhance student engagement. Additionally, schools need better access to digital devices and stable internet connectivity to support English language learning. Creating an English-speaking environment, both in schools and through community involvement, would further encourage students to practice their language skills. Finally, a collaborative approach among stakeholders, including local governments and school administrators, can foster an environment that is more supportive of English language acquisition among young learners.

Author Contributions

L.S. was responsible for the planning and design of the study, including the development of survey instruments and coordination of the survey's implementation in the field. B.R. and Y.R. contributed to data collection, analysis, and reporting of research findings. Additionally, B.R. helped manage and verify the collected survey results.

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Institutional Review Board Statement

This study did not require ethical approval.

Informed Consent Statement

This study did not involve direct interaction with individual human subjects that would require informed consent. All participants were professionally engaged as educators, and no personal or sensitive data were collected. Furthermore, permission to conduct the study was obtained from relevant authorities and educational institutions. Informed written consent for publication is not applicable as this study ensures complete anonymity and confidentiality of all data.

Data Availability Statement

Data gathered and kept by authors.

Conflicts of Interest

On behalf of all authors, the corresponding author states that there is no conflict of interest.

Appendix A

Table A1. The sample distribution of the study.

NO.	Elementary School Name	Samples	
		Principals	Number of English Teachers
1	Elementary School A	1	2
2	Elementary School B	1	1
3	Elementary School C	1	1
4	Elementary School D	1	2
5	Elementary School E	1	1
6	Elementary School F	1	1
7	Elementary School G	1	1
8	Elementary School H	1	1
9	Elementary School I	1	1
Total		9	11

Note: Real Schools
A. Sekolah Dasar Negeri 1 Kotaraja
B. Sekolah Dasar Impres Kotaraja
C. Sekolah Dasar Negeri Waena
D. Sekolah Dasar Pembangunan Yapis Waena
E. Sekolah Dasar Yoka Baru Waena
F. Sekolah Dasar Negeri 2 Abepura
G. Sekolah Dasar Negeri 3 Abepura
H. Sekolah Dasar Al-Ihsan Yapis Kotaraja
I. Sekolah Dasar Nurul Huda Yapis Jayapura

Appendix B

Table A2. Participants' responses to the questionnaire.

NO.	Research Focus	Participants	
		Principals (N = 9)	English Teachers (N = 11)
1	Availability of English teachers in each ES/IES	8 (89%)	10 (90%)
2	Qualifications, competencies, and teaching experience of English teachers	7 (78%)	9 (82%)
3	Availability of facilities and infrastructure for English language learning	6 (67%)	6 (56%)
4	Challenges faced by ES/IES in English language learning in Jayapura City	9 (100%)	11 (100%)

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