



Annissa Syahbilla¹

Dewi Kesuma Nst²

UNVEILING THE INDONESIAN EFL PRE-SERVICE TEACHERS STRATEGIES AND CHALLENGES IN TEACHING VOCABULARY FOR THAI STUDENTS

Abstract

Language plays a very important role in everyday life in communicating ideas to other people. The more languages a person masters, the easier it will be to communicate. As English develops as an international language, there is a need to strengthen understanding of English among students. At this time EFL teachers focus on teaching skills considering the importance of culture in learning a foreign language. In this millennial era, communicating with people from various countries and cultural backgrounds can happen easily in oral or written form. The difficulty that is often faced is vocabulary problems in speaking skills. Vocabulary is part of speaking skills that can be observed and recognized directly and clearly. Mastery of vocabulary is the basis of the concept of understanding English.

Keywords: strategies, challenges, teaching, vocabulary, EFL pre service teachers

INTRODUCTION

Presently, the dynamic progression of educational science necessitates that instructors possess 4 distinct categories of competencies: critical thinking, collaboration, communication, and creativity. To cultivate a sense of emotional connection with their students, educators must contend with contemporary issues,

¹²English Education, Universitas Muhammadiyah Sumatera Utara

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

collaborate with their peers, and demonstrate critical thinking and problem-solving abilities.

Approved as an international language in the 18th century is English. In 1612, the first English arrived in Thailand. The Thai government has initiated the implementation of an English-Thai bilingual education program at various levels of public and private schools, encompassing multiple topics, since 2002. 10% or less of the total number of students in Thailand who are proficient in these four English language skills in 2023 will have adequate speaking, writing, reading, and listening abilities in these four areas. On the contrary, approximately 10% of students had a relatively poor level of proficiency. The remaining 80% possess one or two reading or writing abilities, which is an average level. In addition, I hold the opinion that the students comprising this cohort has capacities or the ability to enhance their English language proficiencies; yet, they exhibit a tendency towards passivity and demonstrate reduced motivation towards self-improvement.

Since its inception in 1969, Mamba UI Uloom School has been located in Satun, Thailand. Mamba UI Uloom School is a first-level private institution with a demographic composition of 50 male and 50 female students. The first class comprises 40 students, the second class 30 students, and the third class 30 students. The faculty of Mamba UI Uloom impart their knowledge to the pupils. The school has 7 members.

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

Students in Mamba UI Uloom School are in the following condition: 20 can only read, 30 can only write, 10 can only talk, 20 can only listen, and some can not speak English at all. This is due to the diverse backgrounds of the students. Additionally, they are distinct in economic, social, and cultural ways.

A strong command of the English language is typically a must for students in order to improve their prospects of securing employment in the future. According to MS (2012), English proficiency is vitally crucial. They therefore require a great deal of attention in order to facilitate their learning, foster their independence, and prepare them to advance in their language studies. The learning process may also be facilitated or enhanced by the environment in which the student is situated (Roinah, 2019). This study cohort would encounter reduced possibilities for English-language communication, perhaps leading to adverse consequences for their foreign language proficiency. GPA and linguistic proficiency. In particular, lack of proficiency in a foreign language may contribute to student disengagement in international classrooms (Alnufaie, 2022).

The success of language learning is contingent not only on students' capacity to comprehend and employ a foreign language, but also on their aptitudes for management, planning, establishing connections, memorization, monitoring progress, reflecting on learning achievements, inquiry, differentiation of specific concepts, and

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

so forth. This impacts abilities as well (Celce-Murcia et al., 2014). This pedagogical approach is regarded as a critical component of strategic proficiency in the acquisition and application of languages. An instance of enhancing writing proficiency in an English Language Teaching (ELT) course could involve engaging in virtual dialogues and deliberations pertaining to contemporary news subjects. In general, it is imperative that educators furnish English as a Foreign Language (EFL) students with opportunity to analyze practical issues, engage in critical thinking, and suggest innovative resolutions and focused initiatives.

At this time, EFL instructors prioritize teaching abilities in recognition of the significance of culture in foreign language acquisition. Communication in both written and spoken form is effortless with individuals of diverse nationalities and cultures in the current millennial period. It is incumbent upon educators to provide instruction that cultivates heightened consciousness and comprehension of the value of others, as well as proficient and at ease interactions with individuals of diverse ethnic backgrounds, religions, and cultures. However, this has the disadvantage of exposing those with less cultural awareness to the possibility of encountering misunderstandings in a community where individuals of various cultures coexist. Teachers and aspiring teachers must therefore have a greater grasp and awareness of other cultures in order to effectively instruct and envision for kids both within and outside the classroom.

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

Pre-service teachers are those who enroll in teacher preparation programs with the intention of attaining teaching credentials in either public or private schools, both nationally and globally (Lee, 2015). Students enrolled as either undergraduates or graduates in a teacher education program. Effective teacher-student relationships and student-to-student interactions must be regulated by the instructor. Teachers must be cognizant of their pupils' aptitudes and conduct, in addition to possessing a healthy regard for them. Every element is a component of classroom management.

I. LANGUAGE LEARNING STRATEGIES AND CHALLENGES OF TEACHING VOCABULARY

The success of language acquisition in any given scenario is contingent upon three key components: the learner, the instructor, and the classroom setting. Positive and negative emotions, including optimism, happiness, motivation, worry, tension, and frustration, are experienced by both students and instructors (MacIntyre et al., 2019).

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

Istarani (2020:126) defines learning strategies as "actions that both instructors and learners must engage in in order to efficiently attain learning objectives."

This can be well addressed, according to Suwandi (2018), if educators possess knowledge regarding the attributes of pupils in the 4.0 industrial revolution; nonetheless, the magnitude of the obstacles that language instructors will confront is extremely extensive. The objective is to procure library references that can assist instructors in their quest to acquire and implement language teaching methodologies in their classrooms. Subsequently, acquire subject-specific teacher pedagogical competency criteria.

As stated by Hamzah (2007:48), learning techniques comprise the following components:

1. Educators

Educators play a critical role in the execution of instructional methodologies.

2. Students

Students are distinct people who go through several developmental stages.

3. Facilities and support systems

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

Infrastructure indirectly aids in the achievement of the learning process, whereas facilities, including learning media, school equipment, and lighting, promote mastery of the learning process directly. Infrastructure components include road connections to the school, restrooms, and lighting.

4. Environmental

factors One of the centres available to optimize learning activities is the environment surrounding students.

According to Honbay (2019), classroom management tactics comprise the following:

1. Planning the academic program

Curriculum planning, according to Oemar Hamalik (2010), entails determining learning objectives and formulating strategies and ways to attain them, while also taking into account the significance and efficacy of these approaches. Curriculum planning serves as a manual that specifies the required actions, information sources, distribution mediums, facilities, facility costs, energy sources, participant kinds, management methods, and evaluations, among other things, in order to accomplish the objectives of the organization.

2. Coordinate resources and processes

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

Objectives, materials, methods and media, assessment, students, and educators/teachers are all components of learning procedures. When taken together as a system, each of these components constitutes a whole or unity. A variety of endeavors are devoted to creating learning tools in an effort to enhance the learning process.

3. Establish an atmosphere that is optimized for efficiency

The cultivation of a learning-friendly classroom environment has the potential to ignite pupils' eagerness to acquire knowledge. As delineated by James M. Cooper¹¹, the attributes of a learning-friendly classroom environment comprise the following: (1) a structured classroom ambiance; (2) an environment that provides ample autonomy for student learning; (3) the cultivation of desired student conduct; (4) a positive social-emotional climate within the classroom; and (5) an efficiently organized classroom.

4. Observe students and foresee possible issues

Every student or learner, according to Hasan (1994), possesses unique and diverse potential, encompassing physical prowess, psychological traits, religious affiliation, personal interests, and ethical values.

Every action taken by the instructor within the classroom is associated with classroom management. For instance, decorating the classroom, setting up tables and

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

chairs, conversing with and responding to students, establishing and expressing classroom norms. Each of them represents a facet of classroom management.

II. ENGLISH VOCABULARY TEACHING

In language acquisition, especially English, mastering vocabulary is among the most crucial aspects (Herlina, 2015). The challenge frequently encountered pertains to vocabulary deficiencies in oral communication abilities. As an element of speaking ability, vocabulary is perceptible and readily identifiable. Upon hearing an individual speak English, observers are able to promptly discern his manner of expression. Mastery of a language necessitates an extensive and sufficient lexicon. Vocabulary acquisition affects the capacity to speak English proficiently (Nation & Hunston, 2013). Vocabulary acquisition serves as the foundation for the English idea of comprehension.

Storytelling, folklore, and fairy tales (Sayakhan & Bradley, 2014); seeing movies or films (Elley, 1989; Peters et al., 2016; Rokni & Atae, 2014; Watkins & Wilkins, 2011); and other techniques may be utilized to acquire foreign language vocabulary. Games (Sihaloho et al., 2017; Yazdanparast & Gorjian, 2018), storytelling (Elley, 1989; Jack, 2006), telephone applications, and software. If instructors or learners exclusively depend on if vocabulary acquisition is predicated on reading activities, then foreign language vocabulary acquisition will be unsuccessful. For students' English-learning

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

abilities to improve, it is critical that instructors provide aid, direction, and encouragement to students individually and in groups (Marlow, 2000; S & Kumbakonam, 2017).

According to the findings of this study, English language instruction in rural schools was more limited than in urban schools (Plessis, 2014; Ponmozhi & Thenmozhi, 2017; Hargreaves et al. 2009, cited in Febriana et al. 2018). This is the result of a number of issues, including students' disinterest in English classes, inadequate parental and environmental support, and incompetent English instructors. The subsequent section elaborates on a number of the obstacles that prevent students from studying English in remote schools.

A. Interest of the student in English.

English is presently a commonly spoken language among pupils in metropolitan schools, but not in rural institutions (Ponmozhi & Thenmozhi, 2017). The English language is not generally spoken in rural areas, both within and outside of schools (du Plessis, 2014). The only way in which rural students recognize the significance of English learning is as a subject on national examinations.

B. Influence of the Environment

The environment is widely acknowledged to exert a substantial influence on the human species. A person's manner of thinking and drive to accomplish a task are

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

influenced by their environment, especially rural children who are learning English. Motivation is generally defined as an effort that influences an individual or a group of individuals to perform an action with a specific objective (Uno & Lamatenggo, 2010). Students exhibit little motivation to study English in rural school settings where the language is foreign to them.

C. English Instructor Expertise

Effective teacher competency is determined by the extent to which they are capable of conceptualizing and executing instructional strategies that maximize the attainment of learning objectives inside the classroom.

The objective of this study is to delineate the challenges encountered during the English language learning process and propose remedies for the issues encountered by pupils. As the usage of English language education grows, it becomes more and more prevalent that students learn the language. In order for students from diverse backgrounds to comprehend English, instructors are confronted with the difficulty of devising solutions to problems and resolving issues. English proficiency, encompassing the acquisition of vocabulary, fluency in spoken and written expression, is a milestone that every student must attain. Therefore, the objective of this research is to develop improved solutions, as well as guidance concerning challenges in English instruction, with a particular focus on Mamba UI U Loom School in Satun, Thailand.

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

III. RESEARCH METHODS

This study employs qualitative descriptive research methods. The qualitative descriptive approach is a research methodology that generates verbal descriptive data in the form of words that represent an image of the subject. This study's participants were one English as a Foreign Language (EFL) instructor and one hundred pupils from Mamba UI U Loom School. The data utilized in this study comprises both primary and secondary sources. Participatory observation and in-depth interviews with resource individuals, specifically mamba ulu loom students residing in Satun, Thailand, were employed to gather primary data. Through the use of the syllabus, teacher lesson plans, and student writing, secondary data was gathered. The data utilized in this study were collected firsthand from the field by the researcher through observations made during the training. Specifically, the researcher recorded student conversations and solicited student writing responses, which were subsequently subjected to analysis.

Interviews, participant observation, and document analysis are the methods of data gathering utilized in this study. Participant observation is an alternative name for participatory observation. In this instance (the researcher assumes the role of the research subject), the experiment is conducted in the same or different conditions throughout the learning process. Throughout the learning process, both inside and

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

outside the classroom, observations are conducted. Two weeks of observations were conducted between 30 August and 23 November 2023.

In addition, this study instrument comprises a survey. Istijanto (2005) provides the definition of "A list of questions utilized by researchers to acquire data directly from sources via a communication process involving the posing of inquiries." This questionnaire will thereafter be delivered to fifty Mamba UI U Loom Satun, Thailand, students.

RESULT AND DISCUSSION

The willingness of students can be assessed by the utilization of a Likert scale. A study scale utilized to assess attitudes and opinions is the Likert scale. Respondents are requested to fill out a questionnaire utilizing this Likert scale, wherein they are expected to specify the degree of agreement they have with a set of inquiries.

The Likert scale utilized in this context delineates the degree of concurrence among respondents into five distinct possibilities ranging from Strongly Disagree (SD) to Strongly Agree (SA).

The 5 options are as follows :

1. Strongly Disagree (SD)

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly Agree (SA)

STATEMENT	SD	D	N	A	SA
1. Studying in groups can make me understand the learning that is taking place.	1	2	6	23	18
2. Start learning activities with prayer and giving and thanking the teacher when the lesson ends.	2	2	7	17	22
3. I am interested in learning that uses power point and video media.	1	1	9	17	22
4. Quizzes that provide additional value make me interested in participating in the ongoing learning.	1	1	9	15	24
5. Not being selective and respecting each other when making friends.	1	2	8	16	23
6. I like learning vocabulary through the conversation method.	1	3	6	14	26

¹²English Education, Universitas Muhammadiyah Sumatera Utara

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

7. I often hear and then apply the use of English vocabulary around my environment.	2	2	8	20	18
8. I often speak English to English teachers.	1	2	9	18	20

Source (Honbay 2019)

Based on the data tabulation above regarding group learning, the score is Strongly Agree=18% Agree=23% Neutral=6% Disagree=2% Strongly Disagree=1% and it can be concluded that as many as 41 students agree that they like group learning because group learning can be mutually beneficial. exchange opinions and thoughts with other people and solve problems in learning activities together.

Based on the data tabulation above regarding praying before starting learning and giving thanks after learning, the score was Strongly Agree=22% Agree=17% Neutral=7% Disagree=2% Strongly Disagree=2% and it can be concluded that as many as 39 students agreed to pray. before starting learning, the goal is that the knowledge provided can be well received and understood as well as a form of good discipline, and thanking them after completing learning is a form of appreciation for all their services.

Based on the tabulation above regarding interest in using power points and videos, the score is Strongly Agree=22% Agree=17% Neutral=9% Disagree=1% Strongly Disagree=1% and it can be concluded that as many as 39 students agree because they are more interested in using power points and videos as learning media so that it is not

¹²English Education, Universitas Muhammadiyah Sumatera Utara

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

monotonous, it is also a popular application for making presentations using slides, text, images, graphics, video and sound.

Based on the tabulation above regarding the quiz, the score was Strongly Agree=24% Agree=15% Neutral=9% Disagree=1% Strongly Disagree=1% and it can be concluded that as many as 39 students agreed that the quiz could be an opportunity for them to be able to increase the points they get and can increase their potential.

Based on the tabulation above regarding not choosing in making friends and respecting each other, the score is Strongly Agree=23% Agree=16% Neutral=8% Disagree=2% Strongly Disagree=1% and it can be concluded that as many as 39 students agree that they don't choose to choose. in making friends and being able to respect each other, because basically we as humans need each other.

Based on the tabulation above regarding learning vocabulary through conversation, the score is Strongly Agree=26% Agree=14% Neutral=6% Disagree=3% Strongly Disagree=1% and it can be concluded that as many as 40 students agree that learning vocabulary through conversation is easier absorbed and memorized because it is immediately practiced at that time and also makes it easier for students to absorb vocabulary and its meaning.

Based on the tabulation above regarding applying English vocabulary in their environment, they get a score of Strongly Agree=18% Agree=20% Neutral=8%

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

Disagree=2% Strongly Disagree=2% and it can be concluded that as many as 38 students agree that

Applying English vocabulary in their environment can improve their English language skills and be able to communicate with people from various countries and different cultures, thereby expanding social networks.

Based on the tabulation above regarding speaking English to English teachers, the score is Strongly Agree=20% Agree=18% Neutral=9% Disagree=2% Strongly Disagree=1% and it can be concluded that as many as 38 students agree that speaking English English teachers can improve their speaking skills and while learning new vocabulary from the teacher they can also demonstrate speaking skills in order to get additional points in learning

CONCLUSION

According to MS (2012), English proficiency is vitally crucial. They therefore require a great deal of attention in order to facilitate their learning, foster their independence, and prepare them to advance in their language studies. The learning process may also be facilitated or enhanced by the environment in which the student is situated (Roinah, 2019). One of the most essential aspects of language acquisition,

particularly English, is mastering vocabulary (Herlina, 2015). Upon encountering an

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

English speaker, listeners promptly discern the individual's pronunciation style. Language proficiency necessitates a substantial and suitable lexicon. Vocabulary mastery in English influences effective English speaking abilities (Nation & Hunston, 2013).

This study employed a descriptive qualitative research design to investigate the approaches and difficulties encountered by pre-service teachers from Indonesia when instructing language to pupils at Mamba UI Uloom School Satun, Thailand. The outcomes of an analysis of 8 indicators pertaining to strategies and challenges reveal the following: 5 of these indicators are the presence of educators classified as very good with a percentage of 41% of students classified as very good with a percentage of 39% of facilities and infrastructure classified as very good with a percentage of 39% of the environment classified as very good with a percentage of 39% and planning the curriculum very well with a percentage of 39%, while the other 3 indicators, namely organizing procedures and resources, are classified as very good with a percentage of 40%, managing the environment and maximizing efficiency are classified as very good with a percentage of 38%, monitoring students, anticipating potential problems are classified as very good with a percentage of 38%

¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

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¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

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¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id

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¹²*English Education, Universitas Muhammadiyah Sumatera Utara*

email: annisasyahbilla84@gmail.com , dewikesuma@umsu.ac.id