



Addressing Writing Difficulties Among 11th-Grade Students At Dar Al-Salihin Islamic Senior High School: A Qualitative Study

Nuroh

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten

232622105.nuroh@uinbanten.ac.id

Ahmad Habibi Syahid

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten

Submitted :

June 19th, 2025

Revised:

June 20th, 2025

Accepted :

June 30th, 2025

Published :

June 30th, 2025

Keyword :

Writing Difficulties,
Mental
Representation,
Grammar Error

Abstract

Writing is a mental representation of the writer's concepts, knowledge, or attitudes, expressed through structured linguistic phrases. Unlike drawing, which may represent meaning without language, writing requires proper use of grammar and vocabulary. The challenges in teaching writing to 11th-grade students at Dar Al-Salihin Islamic Senior High School in East Lampung during the 2024/2025 academic year stemmed from poor grammar, limited vocabulary, and difficulty organizing ideas logically. Some students knew vocabulary but lacked writing experience. Errors often appeared in sentence construction, pronoun usage, and inappropriate word choices. The researcher used a qualitative method, collecting data through interviews and document analysis across three phases: before, during, and after implementation. The study found frequent student mistakes in grammar, punctuation, and sentence coherence, with many compositions being disorganized and inconsistent in grammatical agreement. To address these problems, the teacher provided more writing exercises and assignments, encouraged students to write about their daily school activities, and allowed topic selection to foster expression. Rather than emphasizing grammatical accuracy, the teacher focused on building student confidence in expressing ideas, even if errors remained.

How to cite :

Nuroh., Syahid, A. H. (2025). Addressing Writing Difficulties Among 11th-Grade Students At Dar Al-Salihin Islamic Senior High School: A Qualitative Study. *Arabic Pedagogy Journal*, 1(01), 49-59.

Introduction

Language serves as the most fundamental means of communication and interaction among humans (Mailani et al., 2022). It is through language that individuals share thoughts, emotions, knowledge, and experiences. Arabic, in particular, stands out among world languages due to its unique structure, rich literary tradition, and elevated status as the language of the Qur'an. Its linguistic characteristics make it both a powerful medium of expression and a challenging language to master. As a mirror of human thought, language is deeply connected to identity and culture, and its mastery is essential for meaningful social and intellectual engagement (Kim, 2020).

In the context of Arabic language education, writing is recognized as one of the four core skills alongside listening, speaking, and reading (Saeed Al-Sobhi & Preece, 2018). Writing itself encompasses several stages, including letter formation, spelling, and ultimately composition (or "insha"). Composition is considered the highest and most demanding level of writing, as it not only requires grammatical accuracy and lexical competence but also the ability to express ideas coherently and logically. Unlike spoken communication, which allows for real-time correction and clarification, written language demands clarity, structure, and precision from the outset. Thus, effective writing



instruction is crucial, especially for learners in non-Arabic-speaking environments (Arsyad, 2019).

However, the teaching of Arabic composition remains a significant challenge in many educational settings. This is particularly evident at Dar Al-Salihin Islamic Senior High School in East Lampung, where many 11th-grade students experience serious difficulties in mastering composition skills. Common problems include a lack of vocabulary, poor grammatical understanding, confusion in structuring sentences, misuse of particles, and disorganized expression of ideas. Some students may possess sufficient vocabulary, but they struggle to apply it correctly due to inadequate training in constructing meaningful and grammatically sound sentences. This indicates that their writing skills are underdeveloped, and the instruction they receive in composition may not be sufficiently effective or engaging.

It is important to note that the difficulties in teaching composition are not solely attributed to student performance. In many cases, challenges also arise from teaching methods, instructional materials, and teacher preparedness (Zebua, 2023). Teachers play a critical role in guiding students to express themselves in written Arabic. If instruction lacks clarity, structure, or motivation, students are less likely to develop confidence and competence in their writing. Moreover, composition is often treated as a product-oriented skill rather than a process that involves planning, drafting, revising, and refining. Without proper scaffolding and encouragement, students may view writing as a burdensome task rather than a meaningful activity for communication.

Recognizing these challenges, this study aims to investigate the core problems faced by students in learning Arabic composition and to explore potential solutions to improve teaching practices. The research focuses specifically on 11th-grade students at Dar Al-Salihin Islamic Senior High School in East Lampung. Through a qualitative approach involving interviews, classroom observations, and document analysis, the study seeks to uncover the root causes of students' difficulties and assess the effectiveness of current instructional strategies. By identifying these problems and proposing appropriate remedies, the research hopes to contribute to the development of more effective, engaging, and student-centered approaches to teaching Arabic composition.

Literature Review

The concept of a "problem" generally refers to an undesirable or unsatisfactory condition arising from one or more known or unknown causes, requiring investigation to uncover its nature and enable solutions. In the context of Arabic language education, a "problem" can be understood as any obstacle that hinders a learner from effectively performing a task and that calls for corrective intervention. According to Ali Ahmad Madkour, the core issue in Arabic instruction does not lie in the language itself, but rather in the way it is taught, as a rigid system of rules and mechanical procedures, rather than as a living language of a people (Farghaly & Shaalan, 2009). The teaching of grammar, in particular, has become overly focused on theoretical rule-memorization rather than



developing linguistic competence, which has led students to feel disconnected and disengaged from the language.

Arabic composition problems often emerge in students' inability to correctly analyze word structures, construct grammatically sound sentences, and apply proper syntax and morphology. These difficulties frequently result in incoherent writing, where both meaning and structure are unclear, causing confusion for readers. Moreover, the inability to use vocabulary appropriately exacerbates the issue, and students' sentences often reflect ambiguity or semantic breakdowns. Over time, this struggle can lead to a growing aversion toward grammar and composition lessons, resulting in diminished motivation and reluctance to actively engage with the subject. Yet, motivation is essential in acquiring foreign language skills, especially when facing cognitive and structural challenges inherent in Arabic (Dörnyei, 1998).

The Arabic term "mushkilah" and its English counterpart "problematic" both convey the need for dialogue, negotiation, or intervention to address a challenging issue. In this context, writing skills go beyond the basic act of forming words and sentences; they represent the complex ability to convey thoughts, ideas, and emotions through structured language. According to Ahmad Ibrahim Su'man, the challenges in Arabic composition are widespread, contributing significantly to students' poor performance in spelling, grammar, and morphology (Al Qolbi et al., 2024). This linguistic weakness has become a common issue across Arabic-speaking communities, with recurring writing errors found even at advanced stages of learning. These problems are serious enough to warrant focused attention, in-depth analysis, and the formulation of targeted solutions.

Based on these perspectives, it can be concluded that problems in teaching Arabic composition represent more than just isolated linguistic errors. They reflect a deeper lack of writing experience and cognitive readiness among students. These challenges must be understood as barriers that hinder students from achieving their full learning potential. Addressing them is not only a pedagogical necessity but also a strategic step toward improving language outcomes. Therefore, immediate and deliberate efforts must be made to identify the root causes of these problems and implement effective remedial measures in the classroom.

Method

This study adopts a case study approach to explore the challenges in teaching Arabic writing (insha) to eleventh-grade students at Darus Sholihin Islamic Senior High School in East Lampung. As a qualitative field study, it relies on direct data collection through interviews and classroom observation. The goal is to understand the teaching and learning process in depth, particularly the difficulties students face in mastering Arabic composition skills.

The research site was selected based on preliminary observations indicating that most students had no prior exposure to Arabic before high school. The study follows a descriptive qualitative design, aiming to present a clear and systematic description of the problems based on real classroom experiences. Data were gathered from both primary

sources (teachers and students) and secondary sources (administrative staff and institutional documents).

Data collection techniques included in-depth interviews, participant observation, and document analysis. The data were analyzed using Miles and Huberman's model: data reduction, data display, and conclusion drawing. The study ultimately provides a detailed picture of the current challenges in Arabic writing instruction and offers insights that may help improve teaching practices in similar educational settings.

Result and Discussion

The findings of this study, based on observations at Darus Sholihin Islamic Senior High School in East Lampung, revealed that the school's educational activities are structured into two main components. The first involves formal academic instruction aligned with the national curriculum, conducted during regular classroom hours. The second consists of non-formal learning activities carried out in the student dormitory, or *ma'had*, where boarding students receive reinforcement lessons, particularly in language skills, under the supervision of language instructors. These dormitory activities are generally categorized as educational programs aimed at supporting and deepening students' learning beyond the classroom.

School activities vary in type and form, but all share a common goal: to develop students' talents and creativity, as well as to provide meaningful experiences that prepare them for real life. Educational activities are considered an essential component of the institutional learning program and are implemented in alignment with the school's goals, challenges, and available resources. Education, in this context, is seen as a structured process of experience reconstruction through which students gain knowledge, skills, attitudes, and values. Thus, both instructional methods and learning activities require the intellectual and physical engagement of teachers and students alike in order to achieve the curriculum's objectives.

Interviews and classroom observations further revealed that the school adopts an integrated boarding school model. This model allows students to live and study in the same environment, facilitating continuous supervision and guided participation in structured learning programs. This practice reflects Indonesia's long-standing tradition of *pesantren* where students live in communal settings near their religious teacher (*kyai*), forming close-knit learning communities. The dormitory system fosters collective learning, strong peer relationships, and ease of supervision. It also serves as a means of character development, ensuring that students grow into responsible individuals who are ready to contribute positively to society.

Type of insha

In teaching Arabic composition (*al-insya'*) to eleventh-grade students at Darus Sholihin Islamic Senior High School in Forowadi Mekar, the teacher emphasized the importance of selecting an appropriate type of composition that aligns with the students' cognitive abilities, grammar comprehension, and vocabulary mastery. This approach is intended to ensure effective learning and to avoid assigning tasks that may



exceed the students' capabilities. According to educational scholar Aula An-Nuha, guided composition refers to writing that is directed by the teacher, where the teacher determines the topic and provides a set of vocabulary that students must incorporate into meaningful sentences. (Mardiana et al., 2021) This form of writing is sometimes also referred to as "controlled composition" because the students' work is framed and limited by the teacher's instructions.

To collect data on the type of composition implemented in the classroom, the researcher conducted interviews with both the Arabic teacher and several students. Ulfiyah Nur Aini, the Arabic teacher for the eleventh grade, explained that she employs the guided composition method in her lessons. She selects the topic, introduces key vocabulary, and explains their meanings before asking students to construct sentences based on these words, ensuring their output aligns with the intended theme. This method is designed to help students express their ideas within a structured framework.

Supporting this, a student named Reni Agustina stated that the teacher usually begins the writing activity by assigning a topic and providing vocabulary lists or relevant pictures. For instance, if the topic is "school activities," the teacher may write useful words on the whiteboard or ask students to observe illustrations in their textbooks. Students then write compositions based on the provided materials. Another student, Miftahul 'Ulum, shared that the teacher sometimes even provides translations of the vocabulary into Indonesian to help them construct appropriate sentences. Based on these interviews, it can be concluded that the writing exercises follow a guided composition model, aimed at training students to form sentences and express ideas using simple vocabulary that matches their level of understanding.

Material of Insha

Just as it is essential for a teacher to select a type of composition appropriate to students' cognitive levels, it is equally important to choose composition materials that suit their abilities. These materials should be carefully planned before being introduced in class so that the teaching of composition can yield the desired learning outcomes, in alignment with the established educational objectives and curriculum.

Based on an interview with Ulfiyah Nur Aini, the Arabic language teacher for eleventh-grade students at Darus Sholihin Islamic Senior High School in Forowadi Mekar, it was found that the composition materials used in class follow the guided composition model, as outlined in the official textbook. According to her, the materials include sentence construction (nominal and verbal sentences), the use of explicit and implicit nouns, transforming active sentences into passive ones, and forming imperative, prohibitive, and interrogative expressions. The textbook often contains illustrative pictures that guide students in understanding the vocabulary and context related to the composition topic.

Student testimonies further confirmed this approach. Sylvi Latifah, an eleventh-grade student, stated that the materials included sentence-building tasks and exercises that required completing phrases using suitable vocabulary. These tasks were carried out

based on topics chosen by the teacher, using textbook images or words written on the board. Agus Prasodjo mentioned that the teacher used pictures and word translations in Indonesian from the textbook to help students complete unfinished sentences or describe school activities. Another student, Ayub Rifandi, added that the teacher sometimes asked them to convert sentences from active to passive voice or to change verb tenses, and even instructed them to write entire paragraphs on a specific topic from the textbook.

Ms. Ulfiyah also stated that she employed various strategies to enhance learning, such as assigning regular homework, encouraging vocabulary memorization, providing fill-in-the-blank sentence drills, and conducting regular Arabic reading exercises. While these methods may differ from theoretical recommendations proposed by educational experts, she emphasized the need to adapt instructional practices to suit students' psychological, social, and academic backgrounds. Ideally, teachers are expected to bridge this gap between theory and practice by applying professional insights to overcome the challenges in teaching composition effectively.

From the above interviews, it can be concluded that the eleventh-grade students at Darus Sholihin Islamic Senior High School are taught using guided composition materials. These materials focus on structured sentence patterns, pronoun usage, and expression training through visual aids and contextual vocabulary. The ultimate goal is to help students articulate their thoughts and feelings more easily and clearly through structured writing activities.

Utilization of Teaching Methods and Educational Media in Teaching Composition

It is well-known that the success of learning relies heavily on the suitability of the teaching methods and educational media used in the curriculum, considering the complexity and nature of the subject matter. (Albantani, 2018) In the case of teaching composition, an effective method is also needed to achieve the desired goals. Based on this, the researcher conducted interviews with various sources at Darus Sholihin Islamic Senior High School in Forowadi Mekar to explore the methods and educational media employed in teaching composition.

The first interview was conducted with Ulfiyah Nur Aini, the Arabic teacher for eleventh-grade students at Darus Sholihin Islamic Senior High School in Forowadi Mekar. The following summarizes the findings from the interview: "In the teaching process, it is impossible to rely solely on one method while neglecting others. This also applies to teaching composition." Therefore, selecting a method must be preceded by planning and analyzing the subject matter's challenges, as well as setting clear goals (Ananda & Amiruddin, 2019). Typically, the teacher depends on a teaching plan that outlines educational elements, such as the materials, objectives, methods, and media to be used in the classroom.

Ulfiyah Nur Aini further elaborated: "The most frequently used methods in teaching composition are lectures, exercises, and practices, as well as assigning written assignments. As for the educational media, visual aids such as pictures are commonly



used.” However, achieving the objectives is not solely dependent on the methods and media used. Other factors, such as student intelligence, motivation, interest, and the effort they put into reviewing lessons outside of class, also play a crucial role.

To confirm the information shared by the teacher, the researcher interviewed Ardi Wibowo, an eleventh-grade student at Darus Sholihin Islamic Senior High School in Forowadi Mekar. The results of the interview were as follows: “The teaching methods used by the teacher are varied, as are the educational media. However, the teacher might sometimes use methods that fail to attract students' attention or motivation, such as lectures and frequent assignments. This, in turn, can lead to boredom among students.”

Similarly, Lisna Wulandari, another eleventh-grade student, mentioned that the teacher indeed used a variety of methods and educational media. However, the composition materials themselves posed significant difficulties for students. Consequently, the use of various methods and media might not directly resolve the challenges students face. Additionally, the Arabic language class was held as the third lesson of the day, after other subjects, which made students less motivated to engage in the lesson, despite the teacher's efforts to use diverse methods and media.

Based on the previous interviews, it can be concluded that the teacher did use a variety of teaching methods and educational media. However, these methods and media might not have been fully effective in engaging students due to their low motivation and interest. The interviews revealed that Arabic language lessons, in particular, presented challenges for students, which diminished the impact of the varied teaching methods and media.

The teacher employed various methods and media in teaching composition, including grammar and translation methods, guided dictation, and assigning homework. Educational media such as pictures were also used. These efforts demonstrate that the teacher made significant attempts to achieve the objectives of teaching composition. However, it was also noted that the success of teaching composition does not solely depend on the methods and media used but also on student motivation, interest, and the effort they make in reviewing the material outside the classroom.

Teaching composition, as a form of written expression, is undoubtedly faced with various challenges (Clark & Clark, 2003). These challenges may involve issues such as the placement of pronouns, the use of verbs according to their correct tenses, sentence structure, vowel markings, and more. To understand the challenges faced by students in teaching composition at Darus Sholihin Islamic Senior High School in Forowadi Mekar, the researcher conducted interviews with the teacher and students as detailed below:

Weak Grammar Understanding

Based on the interview with Ulfiyah Nur Aini, the Arabic teacher for eleventh-grade students at Darus Sholihin Islamic Senior High School in Forowadi Mekar, East Lampung, one of the main challenges in teaching composition is the difference in the written expression systems between Arabic and Indonesian. Each language has its own

rules for writing. In Arabic, both nominal and verbal sentences are used, while in Indonesian, only nominal sentences are employed. Additionally, students struggle with issues like pronoun usage, gender (masculine and feminine), and the agreement between subject and predicate. These challenges are evident when students attempt to express themselves in Arabic, as they need to consider the appropriate usage of pronouns based on their referents, among other considerations.

Arif Rifai, an eleventh-grade student, mentioned, "I have many problems with Arabic composition, especially with grammar, such as using nominal and verbal sentences, or when trying to express a question in Arabic. I might write a sentence, but the subject and predicate do not match in terms of gender or number, due to not understanding the grammar. I also struggle with constructing sentences properly."

Similarly, Indra Kurniawan, another eleventh-grade student, reported encountering significant difficulties when teaching Arabic composition. These include distinguishing between nominal and verbal sentences or trying to express commands, and distinguishing between the active and passive voice

Based on the interviews above, it is clear that the primary challenges in teaching Arabic composition stem from difficulties with grammar, such as syntax and morphology, as well as weak vocabulary and the lack of practice in written expression. These issues are especially apparent when students struggle with sentence structure or try to formulate questions in Arabic.

Vocabulary Challenges

Ulfyah Nur Aini, the Arabic teacher, further explained that one of the manifestations of challenges in teaching composition is the frequent errors in students' written work, such as improper spelling, incorrect punctuation, and unorganized writing. There are also issues with incomplete words and mismatched subject-predicate agreements, particularly in gender and number. She attributed these problems to students' lack of mastery over grammar and insufficient vocabulary skills, as composition is closely tied to both grammar and vocabulary.

Ayufi Mufida, an eleventh-grade student, added that Arabic composition was more difficult than English composition. She also noted that many students struggle with writing Arabic sentences, especially when asked to write them on the board. While they may be able to read and pronounce the sentences, they find it difficult to compose them themselves.

The researcher concluded that the challenges faced by students at Darus Sholihin Islamic Senior High School in Forowadi Mekar are primarily related to the following issues:

Phonology

The students' difficulty with Arabic writing stems from their struggles with phonetics, particularly when the teacher uses dictation as a method. Students often cannot distinguish similar sounds in Arabic, leading to errors in spelling and writing.

Grammar



Students face challenges understanding and applying grammar rules in Arabic, mainly because they have not been exposed to them previously, and thus, cannot correctly identify the grammatical structures necessary for composition.

Writing Skills

Students also struggle with writing Arabic correctly, particularly with the Arabic alphabet and letter connections, making it hard to produce legible writing. Additionally, they find it difficult to structure their sentences logically and coherently.

Arabic composition challenges are multifaceted and contribute to students' weaknesses in spelling, grammar, and vocabulary, leading to poor academic performance. These issues are common among students learning Arabic, not only at the high school level but also across various educational stages. These persistent challenges highlight the importance of addressing the root causes, offering targeted solutions, and improving the teaching methods.

According to the researcher's observations, the issues with teaching composition arise from the following obstacles that hinder students from achieving their learning objectives, necessitating remedial interventions. These obstacles include difficulties in transitioning from one stage of learning to another, either preventing progress, delaying it, or affecting its quality.

To put it simply, the challenges in teaching composition can be traced back to weaknesses in grammar and vocabulary, as well as difficulties in logically organizing and categorizing ideas. Students who struggle with grammar face problems when attempting to construct sentences correctly or place pronouns in their proper positions. Moreover, when students lack the necessary vocabulary to express their ideas, it leads to confusion in their written output, often resulting in the use of inappropriate words. These challenges are particularly noticeable when students try to organize and structure their ideas logically in writing.

Solutions to Challenges in Teaching Composition

After presenting the issues students face in learning composition, the researcher now discusses the teacher's attempts to address these challenges. Data regarding the teacher's strategies for overcoming composition difficulties were gathered through interviews with the teacher and students, as detailed below. One of the strategies employed to address the challenges in teaching composition is providing frequent exercises on topics related to the students' daily activities, such as their routines at home or school. Additionally, students are often asked to repeat exercises focused on a single grammatical rule. For example, after teaching the rule for nominal sentences, students practice constructing three or more examples. Once the materials are taught, students are also assigned homework to reinforce their learning (Iskandar, 2017).

As noted by Ayu Mufida, an eleventh-grade student, the teacher frequently assigns homework after completing the lesson. Sometimes, the teacher asks students to answer questions from their exercise books or to provide examples related to the specific grammar rule being taught. In confirmation of the previous interview data, the

researcher spoke with Lisna Wolandari, who mentioned that the teacher sometimes gives students the opportunity to express their activities at school. Prior to this, the teacher introduces relevant vocabulary to aid students in their composition work.

Based on the interviews, it can be concluded that one of the key strategies implemented by the teacher to address the challenges of teaching composition is the frequent use of exercises and homework assignments focused on composition skills. The teacher also provides students with opportunities to write about their daily school activities, allowing them to select topics that they feel comfortable with. This approach encourages students to express themselves based on their ability and command of vocabulary and grammar. During these activities, the teacher does not focus heavily on correcting grammatical errors or unclear letter formations but instead encourages students to express themselves freely, even if mistakes in grammar or writing clarity occur. After gathering the necessary data from interviews with various sources at Darus Sholihin Islamic Senior High School in Forowadi Mekar, the researcher analyzes the findings to draw conclusions and provide interpretations.

Conclusion

The issues in writing skills (al-insya') among eleventh-grade students at Darus Sholihin Islamic High School in Forowadi Mekar, Tanjahari, East Lampung, stem from weaknesses in grammar and morphology, limited vocabulary, and difficulties in organizing and logically structuring ideas. Even though students have sufficient vocabulary, they struggle to express themselves due to a lack of writing experience. Common problems include incorrect sentence structure, improper use of pronouns, and disorganized writing. The teacher's efforts to address these issues include providing frequent writing exercises and encouraging students to express their daily activities, allowing them to choose topics that suit their ability. The researcher suggests that the teacher allow students more freedom in choosing writing topics and create motivation for them to write, as well as utilize supporting media. Additionally, students are encouraged to practice writing more regularly, both in daily activities and school tasks, to improve their skills.

References

- Al Qolbi, A. S., Khan, L. F., & Ulfiandi, I. Z. (2024). Tantangan dan Prospek Bahasa Arab di Era Modern. *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies*, 3(1). <https://doi.org/10.69966/mjemias.v3i1.51>
- Albantani, A. M. (2018). Pembelajaran bahasa Arab di Madrasah Ibtidaiyah: sebuah ide terobosan. *Attadib: Journal of Elementary Education*, 2(2), 160–173.
- Ananda, R., & Amiruddin, A. (2019). *Perencanaan pembelajaran*.
- Arsyad, M. H. (2019). Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa. *Shaut Al Arabiyyah*, 7(1), 13. <https://doi.org/10.24252/saa.v1i1.8269>
- Clark, I. L., & Clark, I. L. (2003). *Concepts in Composition*. Routledge. <https://doi.org/10.4324/9781410606785>
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language*



- Teaching*, 31(3), 117–135. <https://doi.org/10.1017/S026144480001315X>
- Farghaly, A., & Shaalan, K. (2009). Arabic Natural Language Processing. *ACM Transactions on Asian Language Information Processing*, 8(4), 1–22. <https://doi.org/10.1145/1644879.1644881>
- Iskandar, M. L. (2017). Strategi Pembelajaran Menulis (Kitabah) Bahasa Arab. *Jurnal Ilmiah Mahasiswa Raushan Fikr*, 6(1), 55–68. <https://doi.org/10.24090/jimrf.v6i1.2712>
- Kim, D. (2020). Learning Language, Learning Culture: Teaching Language to the Whole Student. *ECNU Review of Education*, 3(3), 519–541. <https://doi.org/10.1177/2096531120936693>
- Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia. *Kampret Journal*, 1(1), 1–10. <https://doi.org/10.35335/kampret.v1i1.8>
- Mardiana, D., Teguh Supriyanto, R. ., & Pristiwati, R. (2021). Tantangan Pembelajaran Abad-21: Mewujudkan Kompetensi Guru Kelas Dalam Mengaplikasikan Metode Pengajaran Bahasa. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 6(2), 1–18. <https://doi.org/10.33084/tunas.v6i2.2519>
- Saeed Al-Sobhi, B. M., & Preece, A. S. (2018). Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions. *International Journal of Education and Literacy Studies*, 6(1), 1. <https://doi.org/10.7575/aiac.ijels.v.6n.1p.1>
- Zebua, F. R. S. (2023). Analisis Tantangan dan Peluang Guru di Era Digital. *Jurnal Informatika Dan Teknologi Pendidikan*, 3(1), 21–28. <https://doi.org/10.25008/jitp.v3i1.55>