

**Exploring Pre-Service EFL Teachers' Experiences in Teaching English to
Young Learners in Non-Formal Learning Contexts: Challenges and Strate-
gies**

THESIS

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**EXPLORING PRE-SERVICE EFL TEACHERS' EXPERIENCES IN TEACHING ENGLISH
TO YOUNG LEARNERS IN NON-FORMAL LEARNING CONTEXTS: CHALLENGES AND
STRATEGIES**

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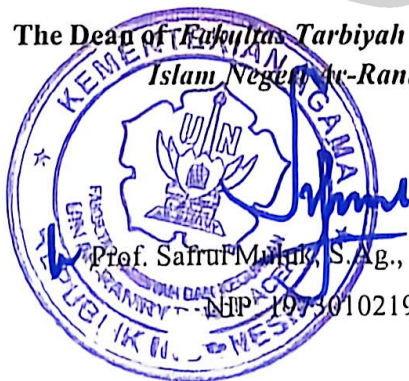
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adalah benar-benar karya saya, kecuali kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya

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ABSTRACT

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Despite the growing involvement of pre-service EFL teachers in non-formal English learning settings, limited research has explored their experiences in teaching young learners within these contexts. This study aims to explore the challenges encountered by pre-service EFL teachers in teaching English to young learners in non-formal learning contexts and the strategies they employ to address those challenges. This study employed a descriptive qualitative research design. Data were collected through semi-structured interviews with five pre-service EFL teachers from the English Language Education Department at UIN Ar-Raniry, who had experience teaching young learners in non-formal learning contexts. The data were analyzed using thematic analysis. The findings revealed five major challenges encountered by the participants: maintaining students' attention and engagement, managing hyperactive classroom behavior, addressing learner diversity and mixed abilities, helping young learners understand learning materials, and supporting young learners' retention of learning materials. To address these challenges, the participants employed four main strategies: promoting student engagement through interactive learning, utilizing multimodal teaching media, building student engagement through personal interaction, and reinforcing learning through repetition and continuous review. These findings highlight that teaching young learners in non-formal learning contexts requires pre-service EFL teachers to adopt flexible, learner-centered instructional practices that respond to learners' diverse needs and developmental characteristics.

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CHAPTER I

INTRODUCTION

This chapter outlines five essential components of the introduction, which encompass the background of the study, the research questions, the aims of the study, the significance of the study, and the key terminologies used.

A. Background of study

Teaching is one of the fundamental aspects of education that plays a crucial role in shaping the academic competence and character of students in the era of globalization (Mahfudah et al., 2025). English language teaching is an essential component because it serves as a means of cross-cultural communication and a key to accessing international knowledge and opportunities. Along with the increasing demand for English language skills, teaching this language not only emphasizes linguistic aspects, but also the development of critical thinking skills, creativity, and the ability to adapt to various social and cultural situations (Xiang, 2024).

Teaching English to young learners has become a part of efforts to introduce foreign languages from an early age. Many studies show that second language learning that starts early can have a positive impact on cognitive development and language skills (Ali, 2023). Teaching does not only emphasize vocabulary or grammar mastery, but also the creation of a fun and meaningful learning environment. Understanding the appropriate approaches and strategies is essential in supporting an effective learning

process.

Non-formal learning contexts, such as tutoring centers and private lessons, provide an alternative space for language learners to develop their skills outside of formal school settings. These contexts are often more flexible, participant-oriented, and provide opportunities for direct communication practice (Handriyan et al., 2025). A less rigid learning atmosphere has been proven to contribute to an increase in students' self-confidence in using English. Support for this view is also put forward by Toni (2025), who states that activities like mirror practice can help learners develop self-awareness and reduce anxiety levels when speaking.

English as a Foreign Language (EFL) Pre-service teachers play an essential role in preparing future generations of teachers to be professional and adaptable to various teaching contexts. Their experiences during teacher training form the main foundation for shaping their pedagogical competencies (Afalla & Fabelico, 2020). pre-service English teachers direct engagement in teaching practice allows them to gain insights into real settings challenges and discover strategies to teach more effectively. yet, research on the teaching practices of pre-service English teachers in non-formal contexts, such as tutoring centers and private lessons, remains limited (Karacan & Mutlu, 2023).

Pre-service teachers commonly experience several instructional challenges when engaging with young learners in non-formal settings such as tutoring centers. To address these, they employ a range of strategies designed to meet the learners' diverse needs. This research draws on insights

from earlier studies, for instance, According to Pebriantini et al. (2024), many preservice teachers experience difficulties in organizing classroom activities, especially when dealing with heterogeneous groups, which can reduce student engagement during learning.

Another common challenge is the limited content knowledge and pedagogical skills among pre-service teachers, which can lower their confidence and teaching effectiveness (Abdillah & Fithriani, 2023). Students' low English proficiency also hinders active participation in speaking activities (Mislina, 2023). To address these challenges, several studies have explored pedagogical approaches that help pre-service teachers enhance their instructional competence and classroom performance. One of the approaches frequently highlighted in the literature is the integration of educational games to promote interactive and enjoyable learning experiences (Khunaivi et al., 2023).

This study is focused on students in the English Language Education Department at UIN Ar-Raniry, particularly the 2022 batch, who have experienced teaching English in non-formal settings such as tutoring centers and private classes. The research participants are students who have completed the micro teaching course and teaching practicum as part of their preparation for the professional teaching field. The method used in this study is a semi-structured interview, which aims to gather a comprehensive insight into their experiences during the teaching process. The main objective of this study is to identify the challenges faced and the strategies developed by pre-service teachers in teaching young learners in non-formal contexts.

The initiative for this study emerged from the researcher's observation of Teaching English in non-formal settings such as tutoring centers and private lessons are commonly practiced by students of the English Language Education Department at UIN Ar-Raniry in particular as part-time jobs for those in their third semester to final semester. Through this study, the researcher intends to explore in the experiences of students in facing various challenges and the approaches they use during the process of teaching young learners. Providing a more insightful overview of how pre-service teachers build their teaching skills and adapt to the different challenges of teaching in non-formal settings (Barchuk & Harkins, 2015).

Most previous studies have focused on the challenges and strategies of teaching English in formal contexts. However, studies that specifically explores how pre-service teachers experience navigating English instruction in non-formal environments such as tutoring centers and private lessons are still limited, despite the distinct pedagogical demands and flexible structures of these settings (Karacan & Mutlu, 2023).

This study aims to address the existing gaps by examining the experiences of pre-service teachers in teaching English in non-formal contexts, such as tutoring centers and private classes. The findings of this study are expected to contribute to the development of more adaptive teaching practices and motivate other English education students to continuously improve their teaching competencies beyond formal settings.

B. Research Questions

In light of the background discussion, this study formulates the following research questions:

1. What challenges do pre-service English teachers face when teaching English to young learners in non-formal learning contexts?
2. What strategies do pre-service teachers employ to overcome these challenges in non-formal learning contexts?

C. Aims of the study

1. To identify and analyze the challenges faced by pre-service English teachers in teaching English to young learners in non-formal learning contexts.
2. To discover specific strategies used by pre-service English teachers to cope with these challenges in the contexts of non-formal learning.

D. Significant of the study

This study is expected to provide valuable benefits for:

1. EFL Tutors/Teachers

Through this research, English tutors and teachers are expected to have a deeper understanding of the teaching experiences of pre-service teachers to young learners in a non-formal context. By understanding these experiences, they can tailor their teaching approaches to be more effective and align with the characteristics of young learners. In another way, the results of this research can also be used as material for reflection to develop creativity and teaching strategies in a non-formal environment that is not only flexible but also full of challenges.

2. English Language Education Students

For pre-service teachers, this study aims to provide a practical understanding of the teaching process and experiences with young learners outside the formal school setting. The findings can help them recognize various challenges they may encounter and learn effective strategies to manage them. Therefore, this study is expected to support the development of professional readiness and pedagogical competencies of pre-service teachers before they enter the field as English language educators.

E. Research Terminology

To ensure clarity, the researcher provides definitions for three key terms that require further elaboration:

1. Pre-service EFL Teacher

The term pre-service EFL (English as a Foreign Language) teacher refers to an individual who is currently studying in a teacher education department with the goal of becoming an English language educator in the future (Albaba, 2017). In this study, pre-service English teachers refer to students of the English Language Education Department at UIN Ar-Raniry Banda Aceh who have completed the Microteaching course and Teaching Practicum (PPKPM).

2. Teaching English to Young Learner

Teaching English to Young Learners (TEYL) is a field of teaching that focuses on teaching English to children aged approximately 3–12 years, with focus on their needs and developmental stages (Astuti & Hasibuan, 2025). In this study, TEYL is referred to the preservice teachers' experiences in teaching elementary school students aged 3 –12

years in tutoring centers, including the challenges that arise and the strategies they apply during the teaching process.

3. Non-formal Learning Context

Non-formal education provides learners with the opportunity to learn in the ways and times that suit their needs, allowing them to adapt to various daily activities and responsibilities (Sevciuc & Reaboi-Petrachi, 2024). In this study, the non-formal context refers to learning environments such as tutoring centers and private lessons, where pre-service teachers perform teaching activities outside the formal school system.

4. Teaching Experience

Teaching Experience is described as extensive involvement in teaching activities that enables teachers to develop practical expertise and effectively address classroom challenges (Latifah & Muyassaroh, 2021). In this research, teaching experience refers to pre-service EFL teachers who have accumulated at least one year of experience teaching English to young learners aged 3–12 years in non-formal learning contexts, such as tutoring centers and private classes.

CHAPTER II

LITERATURE REVIEW

This chapter reviews theoretical literature relevant to the present study. It outlines key concepts related to Teaching English to Young Learners (TEYL), including the definition and characteristics of young learners, the challenges encountered in non-formal teaching contexts, the strategies used by teachers to address these challenges, and previous studies.

A. Teaching English to Young Learners (TEYL)

1. Definition and Characteristic of Young Learners

Young learners are commonly defined as children in the early formal education stage who are still cognitively, socially, and emotionally developed. Butler (2024) explains that young learners are commonly between the ages of 3 and 12, a crucial period in which children undergo significant growth in language processing, attention span, and social interaction. At this stage, children tend to rely highly on concrete experiences, visual cues, and physical activities to establish meaning from their environments. Young learners exhibit characteristics such as curiosity, high energy levels, a sense of classroom atmosphere, and a preference for experienced-based learning, which significantly influence their exposure to foreign languages (Cameron, 2001). Zengaro and Zengaro (2023) emphasize that young learners learn languages much more effectively through physical activities, have shorter attention spans, and show greater engagement in learning environments that encourage imagination, interaction, and exploration. Based on these characteristics, English instruction for young learners must be designed through approaches that are dynamic, interactive, and responsive to their natural

learning tendencies, ensuring that classroom activities not only deliver content but also sustain children's focus and motivation throughout the learning process.

2. An Overview of Teaching to Young Learners (TEYL)

Teaching English to Young Learners (TEYL) is a field of language education that focuses on supporting children in mastering English as a foreign or additional language during the early stages of their development. TEYL incorporates an understanding of the diverse characteristics and experiences of young learners, recognizing the significance of developing engaging and adaptive strategies that correspond with children's natural interactions, increasing their language acquisition and their learning experience in general (Pebriantini et al., 2024). Karunakaran et al. (2025) also emphasize that TEYL should integrate activities that are contextual, interactive, and developmentally relevant, to ensure that the learning process is aligned with children's needs and interests. Since young learners establish meaning through direct experience, effective TEYL instruction should immerse language in meaningful contexts such as stories, games, classroom routines, and collaborative activities. This helps learners build up the connections between language input and real-life situations, rendering the learning process more intensive and engaging. Language learning among young learners often depends on repeated exposure and continuous reinforcement to support long-term retention. Xudoyorova (2025) emphasizes that repetition and continuous review are essential for young learners, as they enhance learners' retention and understanding of vocabulary and language concepts. Through regular review and repeated encounters with learning content, young

learners are provided with greater opportunities to strengthen their comprehension and recall previously learned knowledge over time.

Young learners learn holistically absorbing language not only through listening and speaking, but also through movement, visual cues, emotional responses, and social interaction. For this reason, TEYL instruction combines multiple modes of learning, including auditory, visual, and kinesthetic elements, to support comprehension and sustain engagement. Fauzi (2022) highlight that activities such as songs, games, role-plays, and storytelling play a central role in helping young learners internalize English naturally. These activities encourage a sense of enjoyment while simultaneously building confidence, creativity, and communication skills. Learning among young learners often requires continuous reinforcement and repeated exposure to language. Bottoni (2022) emphasizes that young learners benefit from frequent and repeated exposure to target words, as repeated encounters with language help strengthen retention and support long-term learning. Learning becomes more effective when vocabulary is presented repeatedly in meaningful contexts and accompanied by clear explanations, allowing learners to retain and recall previously learned language more effectively. Li (2023) highlights that positive teacher–student relationships contribute to higher levels of student engagement in foreign language learning. Supportive interactions between teachers and learners encourage students to participate more actively in classroom activities while fostering a more positive learning experience. Meaningful communication and interpersonal connections between teachers and students can therefore help sustain learners’ engagement throughout the language learning process.

3. Principles of Teaching English to Young Learners

a. Active learning and hands-on activities

Young learners attain language most effectively by engaging in activities than passively receiving information. Instructional designs that emphasize games, experiments, and creation provide children with access to connect linguistic constructs with meaningful actions and practical outcomes; this activity-based learning resonates with Cameron's developmentally appropriate practices and child-centered proposals, which highlight the significance of action and interaction in children's language learning. Through prioritizing tasks that require learners to accumulate materials, move, and collaborate, teachers provide immersive experiences that reinforce memory and promote understanding (Cameron, 2001).

b. Meaningful context and authentic language use

Language learning for primary children is supposed to cultivate a purposeful reason for speaking. As opposed to teaching language elements separately, an effective TEYL lesson incorporates language within meaningful activities, such as role-playing, content-based tasks, and games that offer authentic communicative motivation. This communicative orientation, adapted from CLT principles for young learners, encourages learners to use language for concrete purposes and places language forms and functions in meaningful contexts rather than abstract exercises (Shin & Crandall, 2014).

c. Integration of the four skills

A teaching English to young learners (TEYL) curriculum that is based on the principle of integrated development in the skills of listening, speaking, reading, and writing, sequencing activities in a way that speaking

skills and oral comprehension are developed first, and then expanded to literacy. As Kurniasih (2016) argues, prioritizing oral skills in the early stages establishes a firm foundation for further reading and writing tasks; a practical sequence of classroom activities can start with generous listening and speaking tasks, continued with collaborative reading, and then introduce simple, supported writing activities. Weigel (2022) offers classroom examples that incorporate this sequence, suggesting that prioritizing oral interaction early on yields in better long-term gains in both productive and receptive skills.

d. Use of songs, games, and stories

Musical and narrative learning resources hold strong pedagogical appeal in teaching English to young learners (TEYL) since they combine repetition, rhythm, and emotional engagement, attributes that help young children remember new language and make classroom input more memorable (Cameron, 2001). Songs and stories naturally replay vocabulary and grammatical patterns within a relatively predictable narrative or melodic framework, ensuring that children pick up language through enjoyable repeated exposure (Cameron, 2001). Games similarly create low-risk practice experiences and encourage risk-taking, allowing children to practice language spontaneously without pressure. Further empirical analysis of young learners' lesson plans indicates that preservice teachers frequently integrate songs, games, and storytelling as essential instructional tools to sustain attention and increase motivation in the primary classroom (Rahmawati & Zulhermindra, 2017).

e. Visual support and realia

Primary school children are commonly concrete thinkers, so visual aids, gestures, and real objects are important tools for associating meaning and reducing cognitive load (Cameron, 2001). Thoughtfully selected visuals such as flashcards, pictures, graphs, and physical manipulatives help bridge the gap between unfamiliar language and children's existing knowledge structures by offering clear contextual cues. In particular, body movements and real objects make abstract vocabulary and language patterns more accessible, thus enabling learners to process input through multiple sensory channels. Classroom observations and material recommendations consistently show that children comprehend new language more efficiently when teaching is supported by visual and tactile aids (Cameron, 2001).

f. Assessment approaches for young learners

Assessment in TEYL contexts should be formative, low-stakes, and performance-based in order to help document the progress of children's learning other than classifying or comparing them (Nguyen, 2021). Such techniques as observation, portfolios, checklists, and simple task demonstrations permit teachers to capture the development of children's language in a manner appropriate to their age and consistent with daily classroom routines (Nguyen, 2021). The age-appropriate assessment also requires the successful integration of supportive and constructive feedback, because teachers' assessments maintain a strong role in interpreting the progress that can be observed in children. The international perspective further stresses that English language assessment at the elementary level is influenced not only by pedagogy, but also by the curriculum framework, institutional policies, and national language education priorities (Lesnicar, 2016).

4. Common Challenges in Teaching English to Young Learners (TEYL)

The challenges in teaching English to young learners entails numerous obstacles for the primary school teachers in the process of facilitating young children's early foreign language development. In most classroom settings, teachers are frequently presented with uncertainty regarding how to address the developmental requirements of young learners, in particular when the demands of learning extend beyond the available resources or institutional support. At the initial stages of English instruction, children are likely to have limited access to the language, leading to confusion, unwillingness to participate, and struggle to follow lesson activities. These conditions prevent teachers from successfully introducing new language input using methods that are understandable and meaningful to students who are still in the first phase of developing an understanding of how English functions. In several Indonesian schools, young learners often enroll in classes with limited prior exposure of English, which create barriers to initial comprehension and interaction in the classroom. Some students also demonstrate low motivation or negative attitudes toward the subject because they perceive English as a demanding and unfamiliar school task (Nurseha, 2023). These circumstances often pose difficulties in maintaining attention, sustaining engagement, and supporting consistent progress during lessons.

Research in various educational contexts indicates that the challenges faced by teachers are multidimensional. A common concern involves selecting teaching materials and learning media suitable for children's needs. One recurring issue relates to the selection of developmentally appropriate materials and instructional media. Teachers are required to design lessons

that correspond to the cognitive and emotional characteristics of children, but many feel uncertain about selecting teaching materials that are good and meaningful for young students (Khoirotunnisa & Retnawati, 2025). This problem is further magnified when schools lack proper teaching resources or when institutional support for English is restricted. Teachers may have resorted to improvised teaching materials, which are not always in line with curriculum demands. In these circumstances, students may perceive English as a challenging subject, affecting their willingness to participate.

Another challenge emerges from classroom management and the complex behavioral profiles of young learners. Primary school students are still evolving in their self-regulation abilities and often struggle to adhere to instructions consistently, resulting in barriers to managing classroom activities in an integrated manner. In a study involving English teachers in Palembang, students indicated that maintaining discipline during lessons and organizing transitions between activities presented to be significant challenges, in particular when classes are large or consist of mixed-ability groups (Pebriantini et al., 2024). These challenges are also resonating in the broader Indonesian context, where class size, student diversity, and limited physical space constrain interactive and movement-based learning.

Teachers' pedagogical competence also determining how effectively English can be taught to young learners. Several teachers especially those working in rural areas or underprivileged regions report shortcomings in their training regarding pedagogy for young learners, language proficiency, and age-appropriate teaching methods (Anggraini, 2018). This deficiency creates difficulties in delivering diverse oral input, accommodating

communicative learning tasks, and adapting instruction to students' varying proficiency levels. Compounding this issue is the difficulty teachers experience in confident use of English as oral proficiency limitations affect both the clarity of instruction and the language model provided to students (Cameron, 2003).

The availability of resources also significantly affects the quality of teaching. Schools with limited budgets often lack access to learning media, storybooks, audio materials, and visual aids that are essential for supporting children's understanding. These constraints diminish teachers' ability to create engaging lessons, even though concrete and multimodal learning is essential in early English language education (Astuti & Hasibuan, 2025). In combination with parents' socioeconomic backgrounds, these resource limitations can lead to greater disparities in exposure among students, in particular children who do not receive English input outside of school (Anggraini, 2018).

In addition to these structural and pedagogical issues, teachers often find it difficult to support the diverse developmental needs of children. Young learners have significant differences in literacy readiness, oral production skills, and confidence levels. Teachers must manage fear of speaking, timidity, and inconsistent participation issues that can hinder progress in early communicative competence (Sharipova, 2025). Maintaining motivation during long learning periods is similarly challenging, as children's enthusiasm often fluctuates and requires continuous reinforcement through meaningful and enjoyable activities (Cameron, 2003). Managing these

individual variations requires instructional flexibility that not all teachers have adequate training to implement.

B. Non-Formal Learning Context in EFL Education

Non-formal learning has increasingly become a complementary pathway to support English language development beyond the formal school system, particularly for young learners who benefit from additional guidance, enrichment, or individualized instruction. In this section, the researcher outlines the key aspects of non-formal EFL settings that frame the present study.

1. Definition of Non-formal Learning Context

The context of non-formal learning is defined as a structured educational environment that operates outside the formal school system but still provides organized and planned instruction. This environment is characterized by a flexible curriculum, voluntary participation, and an emphasis on meeting the learning needs of students directly rather than following standard national guidelines. According to Šormaz (2020), non-formal education encompasses any organized educational activity outside the existing formal system that is designed to meet specific learning objectives. This view is also expressed by Hassinen (2023), who explains that non-formal programs are generally demand driven, short-term, and adaptive, making them particularly suitable for learners who need additional support or complementary instruction.

In the context of English as a Foreign Language (EFL), non-formal learning commonly consists of tutoring centers, private courses, and after-school language programs. These institutions provide additional exposure to

English through small group or individual sessions, often with a strong focus on practical language use and communicative skills. Studies in the Indonesian context highlight that institutions such as tutoring centers, language courses, and private tutoring are considered key elements of the non-formal education system, offering flexible schedules, customized learning materials, and teaching approaches that accommodate diverse learning needs (Muhammad et al., 2024). Similarly, Gorbatenko (2022) states that these environments serve as a supportive outlet for formal education by providing focused instruction and more intensive interaction between students and teachers, which can enhance young students' linguistic development and confidence.

2. Characteristics and Teaching Dynamics in Non-formal EFL Learning contexts

Non-formal EFL learning contexts are often characterized by flexible schedules, allowing learners and tutors to arrange sessions at times that suit their availability, rather than following the strict schedules common in formal schools. This flexibility is particularly beneficial for students who attend regular school or undertake other obligations, as it allows them to access English language learning without conflicting with their regular duties. Research on non-formal language courses in Indonesia shows that this flexible scheduling contributes positively to the sustained participation and motivation of learners to study English outside of normal schools timetable (Rahayu, 2020).

One of the structural characteristics of non-formal English language education institutions is the absence of a rigid and standardized national

curriculum. (Hassinen, 2023) explain that non-formal programs generally operate with flexible teaching guidelines rather than a fixed curriculum mandate, allowing teachers to determine lesson content and teaching speed based on the immediate needs of learners. This flexibility allows for adjustments to teaching for younger learners, beginners, or students who need additional support, ensuring that learning activities remain personalized and pedagogically appropriate for varying levels of proficiency.

Research by (Petersen, 2015) reveals that non-formal learning contexts predominantly operate with small class sizes and variable session durations, conditions that enable more intensive teacher-student interaction and individualized support. Due to smaller class sizes, tutors can monitor students' progress more closely, provide immediate feedback, and adjust teaching approaches to suit each student's learning style. These organizational characteristics reinforce the individualized teaching model that is essential in teaching young children, as children receive tailored guidance, greater opportunities for participation, and closer pedagogical attention.

3. Challenges in Non-formal Young Learner Teaching

Challenges in teaching English to young learners in non-formal settings largely emerge due to the absence of a standard curriculum, which requires teachers to independently determine learning objectives, select materials, and design lesson sequences. Research shows that non-formal English programs often rely on syllabi designed by teachers, resulting in inconsistent learning paths and uneven learning outcomes (Safitri et al., 2024).

Another difficulty relates to classroom management, especially when teachers deal with mixed-age groups with different levels of readiness,

attention spans, and learning preferences. Studies on teaching English as a foreign language (EFL) in non-formal settings states that managing a wide age range requires teachers to constantly adjust the pace, complexity of tasks, and patterns of interaction in order to maintain engagement and ensure equitable participation (Pebriantini et al., 2024). This challenge becomes more prominent when younger learners present a high level of physical movement, while older learners require more cognitively demanding tasks, creating a dynamic that requires significant pedagogical flexibility.

Informal education for young learners is also limited by the uncertainty and variability of available learning resources. Observations of private courses and tutoring centers show that limited access to age-appropriate materials, inadequate teaching media, and inconsistent delivery of visual or digital support can hinder the implementation of effective TEYL practices (Pratiwi & Priyana, 2024). Resource limitations can reduce opportunities for multisensory learning, limit teachers' ability to carry out creative activities, and increase reliance on improvisational strategies or low-tech solutions, which may not always be appropriate for the developmental needs of young learners.

4. Strategies Used by Teachers in Non-formal Contexts

Teachers working in non-formal English language learning environments experience frequent adjustments to TEYL (Teaching English to Young Learners) oriented methods to address the needs, learning pace, and preferences of young learners. A study by Georgieva (2024) highlights that child-centered and interactive methods such as games, role-playing, and multisensory tasks serve as flexible and easily adaptable tools. Research by

Fakhrunnisa et al. (2025) also highlights that tutors in non-formal institutions often modify lesson designs to maintain student engagement, especially when formal textbooks or structured guidelines are limited. Such adjustments allow teachers to keep learning meaningful while addressing varying levels of proficiency and attention spans among children.

The use of simple and creative media is another key strategy in contexts where institutional resources are often limited. According to Ahmad et al. (2024), teachers often rely on low-cost materials such as handmade flashcards, household objects, or visual aids to contextualize language input and support understanding. A study by Paskalisa & Sadikin (2022) also shows that creative media choices such as songs, digital visuals, or basic manipulative tools help maintain motivation and provide an accessible entry point for young learners with diverse linguistic backgrounds. These practices enable tutors to deliver effective instruction without relying on sophisticated technology or standardized materials.

Flexible time management and tailored teaching are also central to effective teaching in the context of non-formal education for young learners. Research by Er-Radi et al. (2023) emphasizes that flexible pacing allows tutors to repeat difficult material, extend practice time, or shorten activities based on children's emotional readiness and cognitive load. Meanwhile, Blaz (2023) reports that teachers often differentiate tasks by adjusting linguistic complexity, grouping, or scaffolding techniques so that learners with different abilities can participate successfully. This responsiveness allows teachers to manage mixed-age or mixed-level groups more efficiently while supporting children's individual progress in a flexible learning environment.

C. Previous Study

In order to conduct this research, the researchers examined several previous studies relevant to the current topic and carefully analyzed their contributions to this field. One of the studies reviewed is “Portrait of Challenges in Teaching English to Young Learners: A Case Study in Islamic Schools in Indonesia” conducted by Pertiwi, Mustofa, Ubaidillah, and Hariyanto (2022). This qualitative case study focuses on exploring the challenges experienced by six English teachers in Islamic elementary schools in Malang, Indonesia. Data was collected through semi-structured interviews, which allowed the teachers to describe their teaching experiences in detail. The findings show that teachers face various pedagogical and contextual difficulties when teaching English to young students, including a lack of prior knowledge of English, low motivation, negative perceptions of English, limited teaching time, inadequate learning facilities, disruptive classroom conditions, and anxiety about speaking among students. The study also highlights that teachers overcome these challenges through collaboration with colleagues, the use of creative teaching strategies, and the adaptation of classroom activities. Ultimately, this research provides a comprehensive picture of the complex realities faced by EYL teachers in non-formal and Islamic school settings.

Another study entitled “Exploring English for Young Learners (EYL) Pre-service Teachers’ Experiences: Innovations During Their Teaching Practicum” conducted by Setyaningrum, Purwati, and Sabgini (2022). This study examines the experiences of EYL pre-service teachers during their practicum, with a particular focus on the teaching innovations they

implemented while teaching at various school placements. The research participants consisted of eight pre-service teachers enrolled in an English Education program, selected through purposive sampling to ensure that each participant had direct teaching experience in classrooms with young students. The researchers used qualitative methods, utilizing reflective journals, semi-structured interviews, and classroom observations as the main data collection techniques, allowing participants to describe their teaching decisions and challenges in detail. The findings show that prospective teachers often adapt their teaching strategies to accommodate classroom diversity, such as modifying materials, applying creative learning media, and adjusting the pace of lessons to meet children's learning needs. The study also highlights several challenges encountered during teaching practice, including limited classroom resources, difficulties in classroom management, and pressure to innovate despite institutional constraints. the study illustrates how experiential learning during teaching practicum provides valuable insights into both the opportunities and obstacles encountered by EYL pre-service teachers.

The last study was conducted by Camlibel-Acar (2016) with the title “Teaching English to Young Learners: Some Challenges Faced by Pre-service Teachers.” This study aims to examine the extent to which the perceptions, readiness, and willingness of prospective English as a foreign language (EFL) teachers to teach young learners are influenced by their experiences in actual elementary school classrooms. The research participants consisted of 110 third-year students of the English Language Teaching (ELT) program at a state university in Turkey who were undergoing

training to become English teachers in the future. Data were collected through open-ended questionnaires administered at the beginning and end of the semester, as well as reflective essays written after a series of classroom observations. Findings indicate that prospective teachers encounter several challenges related to their limited exposure to real early childhood learning environments, deficiencies in pedagogical preparation, and uncertainty about classroom management and instructional decisions for young children. The study also reports that participants developed a greater awareness of the demands of teaching young children, including the need for patience, the use of effective gestures, and the ability to create an engaging learning environment.

Based on the three studies reviewed above, useful insights can be identified regarding the challenges and strategy faced by teachers and pre-service teachers in formal classroom environments. However, the existing literature emphasizes school-based constraints and pedagogical challenges, offering limited attention to the conditions of non-formal learning settings. Research that examines how pre-service teachers manage instructional demands in flexible, unstandardized contexts such as tutoring centers and private lessons are still limited.

Therefore, this research aims to address the limited attention given to pre-service teachers' experiences in non-formal EYL settings by examining the specific challenges they encounter and the strategies they employ while teaching in tutoring centers and private lessons. It focuses on capturing their lived instructional experiences in these flexible and

unstandardized environments to provide a clearer understanding of how they navigate young learner classrooms beyond formal school contexts



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodological framework of the study by detailing the research design, the participants and setting, the techniques employed for data collection, and the procedures used for data analysis throughout the research process.

A. Research Design

In this study, the researcher employs a qualitative approach as it is designed to explore deeply the experiences of pre-service EFL teachers in teaching young learners in non-formal settings. Qualitative method is suitable for this study because it enables researchers to explore perceptions, challenges, and teaching strategies from the participants' perspective without relying entirely on quantitative data (Septiana, Khoiriyah & Shaleh, 2024). Descriptive qualitative design focuses on describing phenomena as it is without manipulating variables, making it suitable for investigating teaching practices in real educational settings.

The qualitative research process involves questions and procedures that emerged from the data, which was generally collected in the participants' settings, data analysis that is conducted inductively from specific details to general themes, and the researcher who interpreted the meaning of the data (Creswell, 2018). Through this approach, researchers can analyze how pre-service teachers experience and prepare for the challenges of teaching early childhood students in non-formal settings.

B. Research Participants

The subjects in this study consisted of five pre-service English teachers who are currently studying in the English Education Program at UIN Ar-Raniry. All participants participated as they have experience in teaching English to Young Learners in non-formal settings such as tutoring centers and private classes. This study used purposive sampling to determine the participants. This technique allows researchers to select individuals who are considered most capable of providing relevant information based on specific criteria directly related to the focus of the study. According to Severiano et al. (2025) This method is adaptable, allowing for customization based on evolving data and context, which is crucial in qualitative research.

Participants were selected based on their knowledge or experience related to the research topic, ensuring that the data obtained was relevant and informative (Wan, 2019). In the context of this study, participants were selected based on several criteria: participants must have completed the Microteaching course and the Teaching Practicum (PPKPM) ; they must have at least one year of experience teaching young learners aged 3–12 years in non-formal contexts such as tutoring centers and private classes; they must be students from batch 2022 and willing to participate in the interview process.

The researcher first identified potential participants through informal communication with classmates from batch 2022. The identified individuals were then contacted individually and screened based on the predetermined inclusion criteria. Only those who fulfilled all of the criteria were recruited

as participants. Through this screening process, five participants were found to meet the requirements of the study.

The determination of these three criteria is based on the need to obtain participants who truly understand the research context. Students who have completed micro teaching courses are expected to have a basic understanding of teaching practices, enabling them to reflect on their teaching experiences in a more structured ways. the direct experience of teaching children aged 3–12 years in non-formal institutions is important because this study focuses on the challenges and strategies that arise in that context. Lastly, participants from the batch 2022 were selected because they are at a stage of study that generally allows them to be involved in teaching activities and are ready to share their experiences in teaching journeys through interviews.

This study was designed to involve both male and female pre-service EFL teachers from batch 2022. However, due to the limited availability of eligible male participants who met the predetermined research criteria, all participants included in this study were female. Therefore, the findings of this study should not be interpreted as representing the experiences of all pre-service EFL teachers, particularly male pre-service teachers.

Table 3.1 *Participant Profiles*

Participant Codes	Teaching Experience	Gender	Teaching Context	Young Learners Age
ALF	1,5 years	Female	Tutoring Center	5-6 years old
GNA	5 years	Female	Private Class and Tutoring Center	5-11 years old

HNM	3 years	Female	Private Class and Tutoring Center	4-12 years old
RH	3 years	Female	Private Class and Tutoring Center	4-12 years old
RIN	2 years	Female	Private Class and Tutoring Center	7-12 years

Note: To ensure participants' confidentiality, the researcher used pseudonyms and participant codes throughout the study.

C. Data Collection Technique

Data collection in qualitative research refers to the procedures used by researchers to acquire information relevant to the research focus. Data collection methods must be carefully selected in order to describe participants' experiences in depth and comprehensively. Paradis et al. (2016) state that in qualitative research, the design of data collection techniques is crucial for obtaining rich and detailed explanations of the phenomena under investigation. In this study, the technique utilized semi-structured interviews as the primary source for collecting data from participants.

According to Maher & Bedwei-Majdoub (2024) a semi-structured interview allows the interviewer to adjust the order and phrasing of questions based on the flow of the conversation, thereby promoting a more natural dialogue. A semi-structured interview is used as it provides a balance between guided questions and the opportunity for participants to openly elaborate on their experiences. Through this approach, the researcher can better explore pre-service teachers' experiences, challenges, and strategies.

The interview process is conducted via WhatsApp voice notes as a way to accommodate participants' academic schedules, as well as to give them space to respond in a more relaxed and reflective manner. Each interview session lasted approximately 8-15 minutes, depending on the comfort and availability of the participants. To facilitate the data collection process, a semi-structured list of questions was provided to the participants in advance so that they had time to read and prepare their answers before recording their responses.

The questions asked focused on their teaching experiences, the challenges they encountered in non-formal classrooms, and the strategies they employed in dealing with these situations. During this process, the researcher maintains open communication with participants and is ready to provide additional guidance if needed. If the answer is deemed unclear, follow-up questions or requests for clarification will be given to obtain a more in-depth and reflective response.

D. Data Analysis Technique

Data analysis techniques in qualitative research refer to a set of systematic procedures used to interpret, organize, and comprehend collected data. Miles, Huberman, and Saldaña (2014) state that analysis involves organizing data, presenting information in a structured way, inferring meaning by identifying patterns and connections, and developing themes relevant to the research focus.

In analyzing the collected data for this study, the researcher did this procedure:

1. Recording the Interview; The interview is first recorded to guarantee the accuracy of the data, which will later serve as the foundation for analysis.

2. Transcribing the Interview; During the transcription stage, the verbal data from the interview is transformed into written form by the researcher, ensuring that every word spoken is carefully documented.

3. Analyzing the pattern; Using the thematic analysis approach, the researcher first read the transcribed data, then coded significant elements and grouped them into categories relevant to the research questions. Thematic analysis provides a systematic framework for organizing data and identifying meaningful patterns that emerge from participants' narratives (Roldugin, 2023).



CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

The researcher performed semi-structured interviews in order to collect required data relevant to the research questions in this study. The study participants consisted of five prospective English teachers from the Department of English Language Education at UIN Ar-Raniry in Banda Aceh, batch of 2022, fulfilling the criteria specified by the researcher. In accordance with the analysis of the interview data, the findings of this study consist of two main categories; 1) the challenges encountered by pre-service EFL teachers in teaching English to young learners in non-formal learning contexts; 2) the strategies employed to address those challenges.

To ensure confidentiality and facilitate data presentation, each participant received a pseudonym and code, outlined in Table 3.1. The interview data provided valuable insights regarding the participants' experiences in teaching young learners in non-formal contexts, such as tutoring centers and private lessons. The findings are presented thematically based on the participants' responses and are discussed in relation to the research questions. The detailed findings and conclusions are presented in the following segments:

1. Challenges Encountered by Pre-Service EFL Teachers in Teaching Young Learners in Non-Formal Learning Contexts

a. Managing Hyperactive Classroom Behavior

Managing hyperactive classroom behavior emerged as a challenge experienced by pre-service EFL teachers in non-formal learning contexts. This challenge could be observed when students frequently left their seats, moved around during lessons, repeatedly sought the teacher's attention, and required constant supervision throughout learning activities. These behaviors often disrupted the learning process and made classroom management more demanding.

This challenge was reported by RIN, who described one of his students as follows: *"He cannot sit down, okay. Wherever he goes, I go. So if he goes to the second floor, I will follow him. If he goes to the garden, I will also follow him. If he goes to the backyard, I will follow him too."* This statement indicates that some students required continuous supervision during lessons because they were unable to remain in one place for a long period of time. As a result, the teacher needed to constantly monitor the student while maintaining the learning process. Similarly, HNM explained: *"Young learners are really, really hyperactive. They often get up from their seats, go to their friends, and move around everywhere."* This finding shows that students' tendency to move around the classroom could affect their attention and make classroom management more challenging. HNM further stated: *"Maybe because they are very active, when I give them a worksheet and I haven't finished explaining it to one student, the others already start asking, 'Teacher, teacher, how do I do this? Teacher,*

teacher, teacher.' They keep calling me, so I really have to help them one by one." This statement suggests that highly active students often demanded immediate attention from the teacher, requiring the teacher to divide attention among several students at the same time.

These findings suggest that managing hyperactive classroom behavior was a considerable challenge for pre-service EFL teachers. Students' active movements, attention-seeking behavior, and need for constant supervision often affected the flow of instruction and required teachers to continuously adjust their classroom management during lessons.

b. Difficulties in Maintaining Students' Attention and Engagement

Maintaining students' attention and engagement throughout the lesson emerged as another challenge experienced by pre-service EFL teachers in non-formal learning contexts. This challenge could be observed when students became easily bored, lost focus during learning activities, showed low energy and motivation, were distracted by their surroundings, or participated inconsistently throughout the lesson. These conditions often affected the teaching process and made classroom management more challenging.

This challenge was reported by several participants, including ALF, GNA, and RIN. ALF explained: *"Young learners usually get bored and distracted very easily. When they start losing focus, the class becomes harder to manage."* This statement indicates that maintaining students' attention was one of the major difficulties experienced by the participant. Young learners tended to become bored easily and lose focus during the lesson, which consequently affected classroom management and the

overall learning process. ALF further elaborated: *“If the lesson is too monotonous, they lose their attention very quickly. They usually start talking to each other, stop focusing, or become less interested in continuing the activity.”* This suggests that students’ engagement was strongly influenced by the way learning activities were delivered. When lessons lacked variety and stimulation, students were more likely to become disengaged and show off-task behaviors, such as talking to their peers or losing interest in classroom activities. Similarly, GNA highlighted another factor that affected students’ engagement during lessons: *“Most of my students go to intensive school with long hours class and day. Meaning they come to my session completely exhausted. Since a private tutoring is seen as a supplement to their main school day, managing their low energy is a constant battle.”* This statement indicates that maintaining students’ engagement was not only influenced by the teaching activities themselves but also by students’ physical and emotional conditions. As many students attended tutoring sessions after spending long hours at school, fatigue and low energy often reduced their willingness to participate actively in learning activities. Another participant, RIN, emphasized the influence of environmental distractions on students’ attention. She stated: *“That lizard, teacher. Can you see over there? Nah, even the lizard, the butterfly, the things in the surroundings, their siblings, their parents, they can take it any reason to make that as their attentions.”* This statement demonstrates how easily young learners’ attention can be diverted by external stimuli in non-formal learning environments. Unlike formal classrooms, where distractions may be more controlled, private learning settings often expose students to

various surrounding factors that compete for their attention and affect their concentration during lessons.

These findings suggest that maintaining students' attention and engagement was a significant challenge for pre-service EFL teachers in non-formal learning contexts. The challenge emerged from several factors, including students' tendency to become bored easily, physical fatigue after formal schooling, and distractions from the surrounding environment. Consequently, teachers were required to continuously adapt their teaching approaches and classroom activities to sustain students' interest and participation throughout the learning process.

c. Difficulties in Helping Young Learners Understand Learning Materials

Another challenge encountered by pre-service EFL teachers in teaching young learners in non-formal learning contexts was helping students understand learning materials and classroom instructions. Based on the interview data, this challenge occurred when students had difficulty comprehending explanations, following instructions, and applying what had been taught during learning activities. Teachers often needed to provide repeated explanations, additional examples, and more individual support to help students understand the lesson.

Several participants reported experiencing this challenge during their teaching practice. HNM stated, *"I had explained the material several times and given examples, but when it came to the exercise, they still couldn't do it."* This statement indicates that understanding the explanation did not always guarantee that students could successfully apply the knowledge during classroom tasks. Despite receiving repeated explanations and

examples, some students still struggled to complete the assigned activities. Similarly, HNM explained that, *“For example, if we give an instruction like, ‘Okay, now do number one like this,’ they usually don’t fully understand it because preschool children still find it difficult to follow instructions properly.”* This finding suggests that young learners may experience difficulties in understanding and following classroom instructions. Consequently, teachers often need to simplify their language, provide demonstrations, and repeat instructions to ensure students understand what is expected of them. This challenge was also highlighted by RH, who stated, *“Some students really didn’t understand the lesson at all. For those students, I needed much more time to teach them and help them understand.”* This statement shows that differences in students’ comprehension levels may require teachers to allocate additional time and support during the learning process. Some learners may need more guidance than others before they are able to grasp the lesson content.

Overall, difficulties in understanding learning materials emerged as a significant challenge for pre-service EFL teachers. Students’ limited comprehension of explanations and instructions often required teachers to provide repeated support, adapt their explanations, and spend additional time helping learners understand the lesson.

d. Supporting Young Learners’ Retention of Learning Materials

Another challenge encountered by pre-service EFL teachers in teaching young learners in non-formal learning contexts was supporting students in retaining previously learned materials. Based on the interview data, this challenge emerged when students quickly forgot explanations,

concepts, or learning content that had been taught in previous lessons. As a result, teachers often needed to revisit and re-explain materials before introducing new content.

The participants reported that students' tendency to forget previously learned materials often affected the continuity of the learning process. RH explained, *"I had already explained something to him, but then he forgot it. When I asked him about it again, he had forgotten it. Even after I explained it once more, he still forgot it."* This statement indicates that some young learners experienced difficulty retaining information over time, requiring repeated explanations and reinforcement from the teacher. Such situations often made the learning process more time-consuming, as teachers needed to review previously taught materials before continuing the lesson. Similarly, HNM stated that, *"Young learners tend to forget things quickly, so teachers should not rush to move on to the next material."* This finding suggests that teachers need to consider students' retention capacity when planning instruction. Moving too quickly from one topic to another may result in students forgetting important concepts before they have fully consolidated their learning.

These findings indicate that supporting young learners' retention of learning materials can be challenging for pre-service EFL teachers. Students' tendency to forget previously learned content often required teachers to provide continuous review, repetition, and reinforcement to help learners retain and recall what they had learned.

e. Addressing Learner Diversity and Mixed Abilities

Another challenge encountered by pre-service EFL teachers in teaching young learners in non-formal learning contexts was dealing with learner diversity and mixed abilities. Based on the interview data, this challenge emerged when students demonstrated different levels of language proficiency, learning preferences, personality traits, and learning pace. Such differences required teachers to continuously adjust their teaching approaches to ensure that all students could participate and benefit from the learning process.

Several participants reported experiencing difficulties in addressing the diverse needs of their students. GNA explained that, *“The challenge is keeping the advanced kids from getting bored while making sure the slower learners don't get left behind.”* This statement indicates that students within the same learning setting may possess different levels of proficiency, creating difficulties for teachers in balancing instruction. While some learners are able to follow the lesson quickly, others require additional support and explanation. As a result, teachers need to manage the learning process carefully so that all students remain engaged. Similarly, ALF stated that, *“There are also students who are more introverted and not very comfortable with overly crowded or highly active activities. Differences in personality traits, such as being extroverted or introverted, can be quite challenging in classroom management.”* This finding suggests that learner diversity is not limited to academic ability but also includes differences in personality characteristics. Such variations may influence students' participation and responses to classroom activities, requiring

teachers to consider different approaches when managing learning interactions. This finding is further supported by another statement from ALF, who mentioned that, *“Each student has a different way of learning, so teachers need to be flexible in selecting instructional methods.”* This statement highlights that students have different learning preferences and may respond differently to the same teaching strategy. Therefore, teachers need to adapt their instructional methods to accommodate these differences and create more inclusive learning experiences.

Overall, learner diversity and mixed abilities presented a significant challenge for pre-service EFL teachers. Differences in students’ proficiency levels, personality traits, and learning preferences required teachers to be flexible in their instructional practices and classroom management in order to meet the needs of diverse learners.

2. Strategies Employed by Pre-Service EFL Teachers to Address Challenges in Non-Formal Learning Contexts

a. Promoting Student Engagement through Interactive Learning

The findings revealed that pre-service teachers promoted student engagement through various interactive learning activities, particularly by incorporating games, quizzes, ice-breaking activities, questioning techniques, and active classroom interaction. These strategies were used to capture students’ attention, encourage participation, maintain focus, and support understanding during the learning process.

This strategy was reflected in HNM’s statement, who explained that she frequently used games and flashcards to help students understand lessons more easily. She stated, *“To help students understand the lesson more*

easily, I usually use games and flashcards. They tend to understand the material more actively through games because, based on my experience with young learners, they learn better when we ask them questions directly and involve them in games.” This suggests that interactive learning activities, particularly games combined with direct questioning, encouraged students to participate actively in classroom learning rather than remaining passive recipients of information. Similarly, ALF emphasized the importance of creating an engaging classroom atmosphere through enjoyable activities. She explained, *“Usually, I try to change the classroom atmosphere first by incorporating games, ice-breaking activities, or other fun activities to help students regain their focus. I also try to interact with them more so that they feel engaged in the learning process again.”* This indicates that interactive activities were not only used to make lessons enjoyable but also to restore students’ attention and re-engage them when their concentration decreased during class.

In addition, RIN highlighted the role of teacher activeness and interactive activities in attracting students’ attention. She stated, *“To gain students' full attention, I try to be very active in the classroom and make myself their main focus. I do this by incorporating games, quizzes, and other interactive activities.”* Her statement demonstrates that maintaining students’ attention was considered an important aspect of teaching young learners, and interactive activities were used as a practical strategy to keep students focused and involved throughout the lesson.

Overall, the findings suggest that pre-service teachers viewed interactive learning as an effective strategy for promoting student engagement.

Through games, quizzes, questioning techniques, ice-breaking activities, and active teacher-student interaction, they were able to encourage participation, sustain attention, and create a more engaging learning environment for young learners.

b. Building Student Engagement through Personal Interaction

Another strategy employed by pre-service teachers to overcome challenges in non-formal learning contexts is building student engagement through personal interaction. Based on the interview data, this theme emerged from several related practices, including the use of conversations, storytelling, increased teacher-student interaction, and personal communication to maintain students' participation and interest during lessons.

The findings indicate that pre-service teachers view personal interaction as an important strategy for re-engaging students and creating a more connected learning environment. HNM explained, *"When teaching young learners, I usually start by talking with them and sharing stories in English, such as asking about their day or their experiences at school. They also enjoy sharing their own stories with me."* This statement suggests that informal conversations and storytelling are intentionally used to establish rapport with students before beginning instructional activities. By inviting learners to share their own experiences, the teacher creates opportunities for meaningful interaction that can increase students' attention and willingness to participate. HNM further noted that these activities help *"capture their attention and keep them engaged in the lesson,"* indicating that personal communication serves as a tool for sustaining student engagement throughout the learning process.

Similarly, RH emphasized the importance of understanding students' personal conditions through conversation. She stated, *"Sometimes I use simple conversations rather than focusing only on teaching. I ask students about their daily lives, such as what happened at school or why they seem unfocused or unmotivated."* This finding demonstrates that interaction is not limited to delivering lesson content but also involves recognizing students' emotional and learning needs. Through these conversations, the teacher gains a better understanding of factors that may affect students' participation. As a result, personal communication becomes a strategy for rebuilding students' motivation and encouraging them to re-engage in classroom activities.

In addition, ALF highlighted the value of increasing interaction with students. She stated, *"I try to increase my interaction with students so that they can become engaged in the learning process again."* Although her statement is brief, it reinforces the idea that regular and meaningful interaction can positively influence students' involvement in learning. By maintaining closer communication with students, teachers can create a more supportive classroom atmosphere where learners feel acknowledged and encouraged to participate.

Overall, the findings suggest that building student engagement through personal interaction is an important strategy for overcoming challenges in non-formal learning contexts. Through conversations, storytelling, and consistent teacher–student interaction, pre-service teachers are able to foster stronger relationships with learners, better understand their needs, and encourage active participation in the learning process.

c. Utilizing Multimodal Teaching Media

Another strategy employed by pre-service teachers to overcome teaching challenges in non-formal learning contexts is utilizing multimodal teaching media. Based on the interview data, this theme emerged from several related practices, including the use of digital media, concrete objects, visual aids, and storytelling techniques to support students' understanding of lesson content.

The findings indicate that pre-service teachers intentionally combine different types of teaching media to make learning materials more accessible and meaningful for young learners. RIN emphasized the use of digital resources by stating, *"I prefer teaching digitally by using PowerPoint presentations and videos. When teaching vocabulary, I do not only show pictures but also include videos to help students understand the material better."* This statement suggests that digital media are used not merely as supplementary tools but as a strategy to enhance students' comprehension. By presenting vocabulary through both visual images and videos, students are exposed to multiple forms of input that can help them grasp the meaning of new words more effectively. Similarly, GNA highlighted the importance of using concrete objects to explain abstract concepts. She stated, *"When teaching prepositions, I use real objects as learning media. For example, I place an object inside something to demonstrate the meaning of in, or beside another object to demonstrate beside."* This finding demonstrates how physical objects can bridge the gap between language concepts and students' real-life experiences. Through direct

demonstrations, learners can observe the meaning of prepositions in a tangible way, making the lesson easier to understand and reducing potential confusion.

In addition, HNM reported combining flashcards with storytelling when introducing vocabulary. She explained, *"I use flashcards and combine them with storytelling. For example, when showing pictures of sea animals, I introduce them by saying, 'This is a seahorse' or 'This is a starfish,' while explaining the lesson."* This practice illustrates how visual aids and verbal explanations can be integrated to create more engaging learning experiences. The use of storytelling provides contextual support for the vocabulary presented on the flashcards, helping students connect new words with meaningful information.

Overall, the findings suggest that utilizing multimodal teaching media serves as an important strategy for overcoming teaching challenges in non-formal learning contexts. By integrating digital resources, real objects, flashcards, and storytelling, pre-service teachers can present learning materials through multiple modes of representation, thereby facilitating students' understanding and engagement during the learning process.

d. Reinforcing Learning through Repetition and Continuous Review

Another strategy employed by pre-service teachers to overcome challenges in non-formal learning contexts is reinforcing learning through repetition and continuous review. Based on the interview data, this theme emerged from several related practices, including repeating explanations, revisiting previously learned material, reviewing vocabulary regularly, and

allowing students sufficient time to master concepts before progressing to new content.

The findings indicate that pre-service teachers recognize repetition and review as essential strategies for supporting young learners' learning process. HNM stated, *"Young learners tend to forget things quickly, so teachers do not need to rush into new material. Even basic grammar points such as is, am, and are can be repeated several times until students understand them."* This statement suggests that repetition is intentionally used to address young learners' limited retention of newly learned concepts. Rather than prioritizing coverage of new material, the teacher focuses on ensuring that students develop a solid understanding of fundamental concepts before moving forward. This approach reflects the belief that mastery of basic knowledge is necessary for effective learning progression.

HNM further explained, *"We need to keep reviewing vocabulary by talking with students frequently and using activities such as flashcards. Young learners tend to remember things quickly but also forget them quickly, so vocabulary needs to be revisited regularly."* This statement indicates that vocabulary development requires continuous reinforcement beyond initial instruction. The participant emphasizes the importance of revisiting vocabulary through regular interaction and learning activities, allowing students to repeatedly encounter and recall previously learned words. Such repeated exposure helps strengthen vocabulary retention and supports long-term learning.

Similarly, RH stated, *"When students are not focused or do not understand the lesson, I often have to explain the material repeatedly until*

they can understand it better.” This finding demonstrates that repetition also functions as a responsive instructional strategy when students experience difficulties in understanding lesson content. By re-explaining material multiple times, the teacher adapts instruction to students’ learning needs and provides additional opportunities for comprehension. This practice helps ensure that students remain included in the learning process despite differences in attention and understanding.

Overall, the findings suggest that reinforcing learning through repetition and continuous review is an important strategy for overcoming challenges in non-formal learning contexts. By repeatedly revisiting grammar concepts, reviewing vocabulary through ongoing practice, and re-explaining material when necessary, pre-service teachers provide learners with multiple opportunities to strengthen understanding and retain previously learned knowledge.

B. Discussions

This study aimed to explore the challenges encountered by pre-service EFL teachers in teaching young learners in non-formal learning contexts and the strategies they employed to address those challenges. The discussion presented in this section is based on the findings obtained from interview data and is interpreted in relation to relevant theories and previous studies. The findings of this study address two research questions concerning the challenges experienced by pre-service EFL teachers and the strategies they used while teaching young learners in non-formal learning settings.

1. Challenges Encountered by Pre-Service EFL Teachers in Teaching Young Learners in Non-Formal Learning Contexts

To answer the first research question, “What challenges do pre-service EFL teachers encounter when teaching young learners in non-formal learning contexts?”, the findings revealed five main challenges faced by the participants. These challenges included difficulties in maintaining students' attention and engagement, managing hyperactive classroom behavior, addressing learner diversity and mixed abilities, helping young learners understand learning materials, and supporting young learners' retention of learning materials.

The first challenge identified was maintaining students' attention and engagement throughout the learning process. Several participants reported that young learners frequently lost focus during lessons, became easily bored with learning activities, showed low energy levels, and participated inconsistently during classroom interactions. In addition, students' attention was often influenced by factors such as physical fatigue after attending formal school and distractions from their surrounding environment. These findings suggest that sustaining young learners' engagement in non-formal learning contexts involves more than delivering instructional content, as students' readiness to participate is also shaped by their physical condition, emotional state, and learning environment. Unlike formal classroom settings where learning conditions tend to be more structured, non-formal contexts may expose learners to a wider range of distractions that compete for their attention during lessons. Consequently, maintaining engagement becomes a continuous challenge that requires pre-service teachers to

consistently adapt learning activities and respond to students' fluctuating levels of focus and motivation. This finding is consistent with the characteristics of young learners described by Zengaro and Zengaro (2023), who argue that children generally have shorter attention spans and learn more effectively through engaging and interactive learning experiences. It also supports Cameron's (2003) view that maintaining young learners' motivation and engagement throughout lessons remains one of the key challenges in English language teaching for young learners.

The second challenge identified was managing hyperactive classroom behavior among young learners. Several participants reported that students frequently left their seats, moved around during lessons, repeatedly sought the teacher's attention, and required continuous supervision throughout learning activities. These behaviors often disrupted the flow of instruction, as teachers needed to divide their attention between delivering lesson content and responding to students' immediate needs. The findings suggest that the challenge was not merely related to students' physical activity, but also to the constant demands placed on teachers' attention during the learning process. In non-formal learning contexts, where learning environments tend to be more flexible and less structured, highly active behavior may become more noticeable and require greater classroom management efforts from teachers. Consequently, pre-service teachers were required to continuously monitor students while simultaneously maintaining the progress of classroom activities. These findings are consistent with Pe-briantini et al. (2024), who argue that classroom management is one of the major challenges in teaching young learners due to their developing self-

regulation abilities and difficulties in consistently following instructions. The findings also support the view that young learners naturally possess high energy levels and strong tendencies toward movement and exploration, which significantly influence classroom dynamics and require teachers to employ adaptive management strategies throughout the lesson.

The third challenge identified was addressing learner diversity and mixed abilities among young learners. Several participants reported that students demonstrated different levels of language proficiency, learning preferences, and personality traits, which influenced how they responded to classroom instruction. While some learners were able to understand the material quickly, others required additional guidance and support to keep up with the lesson. At the same time, differences in personality, such as being more extroverted or introverted, affected students' participation in classroom activities and interactions. These findings suggest that learner diversity in non-formal learning contexts extends beyond differences in academic ability, encompassing a range of individual characteristics that shape how students engage with the learning process. As a result, applying a single instructional approach may not equally support all learners, requiring teachers to continuously adjust their teaching practices to accommodate diverse needs within the same learning setting. Consequently, pre-service teachers were challenged to balance instructional effectiveness while ensuring that students with different abilities, learning preferences, and personal characteristics remained engaged in the lesson. These findings are consistent with Blaz (2023), who argues that teachers often need to differentiate learning tasks, adjust instructional support, and modify classroom

practices to accommodate learners with varying abilities and learning needs. The findings also support the view that non-formal learning environments require greater instructional flexibility, as teachers are expected to adapt learning experiences according to the immediate needs and characteristics of their students.

The fourth challenge identified was helping young learners understand learning materials during classroom instruction. Several participants reported that students often experienced difficulties in comprehending explanations, following instructions, and applying what had been taught during learning activities. Although teachers had provided explanations, examples, and guidance, some learners still struggled to demonstrate their understanding when completing classroom tasks. These findings suggest that exposure to learning materials does not automatically lead to successful comprehension among young learners. In many cases, students may appear to understand explanations during instruction but encounter difficulties when they are required to independently follow instructions or apply their knowledge in practice. Consequently, pre-service teachers were required to provide repeated explanations, simplify instructions, and allocate additional support to help learners achieve meaningful understanding of the lesson content. These findings are consistent with Cameron (2001), who argues that young learners rely heavily on concrete experiences, contextual support, and age-appropriate instructional approaches to construct meaning from new language input. Similarly, Shin and Crandall (2014) emphasize that language learning for young learners should be embedded in meaningful and understandable contexts, as children may struggle to

process language when it is presented in ways that are too abstract or linguistically demanding. Therefore, helping young learners understand learning materials involves not only presenting information but also ensuring that instruction is delivered in ways that are accessible to learners' developmental and cognitive characteristics.

The fifth challenge identified was supporting young learners' retention of learning materials. Several participants reported that students frequently forgot explanations, concepts, or learning content that had been taught in previous lessons, even after receiving repeated explanations and guidance. As a result, teachers often needed to revisit previously learned materials before introducing new content. These findings suggest that the challenge extends beyond helping students understand the lesson at a particular moment, as teachers must also ensure that learning can be retained and recalled over time. When students quickly forget previously learned content, the continuity of the learning process may be disrupted, requiring teachers to allocate additional time for review and reinforcement rather than progressing directly to new materials. Consequently, pre-service teachers were required to provide repeated exposure to learning content and continuously monitor students' understanding throughout the learning process. These findings support Bottoni's (2022) view that young learners require repeated encounters with language in order to strengthen retention and maintain previously learned knowledge over time. Therefore, supporting young learners' retention of learning materials becomes an important aspect of instruction, as successful learning involves not only initial

understanding but also the ability to remember and apply previously learned knowledge in subsequent learning activities.

2. Strategies Employed by Pre-Service EFL Teachers to Address Challenges in Non-Formal Learning Contexts

To answer the second research question concerning the strategies employed by pre-service EFL teachers to address challenges encountered while teaching young learners in non-formal learning contexts, the findings identified four main strategies. These strategies included promoting student engagement through interactive learning, utilizing multimodal teaching media, building student engagement through personal interaction, and reinforcing learning through repetition and continuous review.

The first strategy identified was promoting student engagement through interactive learning activities. Several participants reported incorporating games, quizzes, ice-breaking activities, questioning techniques, and active classroom interaction to encourage students' participation during lessons. These activities were not only used to create an enjoyable learning atmosphere but also to help students maintain their attention and remain actively involved in the learning process. The findings suggest that interactive learning served as a practical strategy for addressing the fluctuating attention and engagement levels commonly observed among young learners. Rather than positioning students as passive recipients of information, interactive activities encouraged them to actively respond, participate, and interact with both the teacher and the learning materials. Consequently, pre-service teachers utilized various forms of interaction to sustain students' focus and create a more dynamic learning environment.

These findings are consistent with Cameron (2001), who emphasizes that young learners learn most effectively when they are actively engaged in meaningful learning experiences rather than passively receiving information. Similarly, Shin and Crandall (2014) argue that games, questioning activities, and interactive classroom experiences can enhance young learners' participation and motivation by making learning more engaging and developmentally appropriate. Therefore, interactive learning appears to play an important role in supporting both student engagement and active involvement in non-formal EFL learning contexts.

Another strategy identified was utilizing multimodal teaching media to support students' learning. Several participants reported combining different forms of instructional media, including digital resources, visual aids, real objects, demonstrations, and storytelling techniques when presenting lesson content. Rather than relying on a single mode of explanation, pre-service teachers intentionally used multiple forms of representation to make learning materials more accessible and meaningful for young learners. The findings suggest that multimodal teaching media helped bridge the gap between abstract language concepts and students' understanding by providing visual, contextual, and concrete support during instruction. Through the integration of videos, pictures, real objects, and storytelling, students were exposed to learning content in various ways, which may facilitate comprehension and maintain engagement throughout the lesson. Consequently, pre-service teachers utilized multimodal resources not merely as teaching aids but as instructional tools that supported learners in constructing meaning from the lesson content. These findings are

consistent with Cameron (2001), who argues that young learners learn more effectively when language is presented through concrete experiences and supported by contextualized learning activities. Similarly, Shin and Crandall (2014) emphasize the importance of using visual support, realia, demonstrations, and meaningful contexts to help young learners understand new language concepts. Therefore, the use of multimodal teaching media appears to be an important strategy for facilitating both comprehension and engagement in non-formal EFL learning contexts.

The third strategy identified was building student engagement through personal interaction. Several participants reported using conversations, storytelling, increased teacher–student interaction, and personal communication to encourage students’ participation during lessons. Rather than focusing solely on instructional content, pre-service teachers intentionally created opportunities for meaningful interaction with learners by discussing their daily experiences, listening to their stories, and maintaining regular communication throughout the learning process. The findings suggest that personal interaction served not only as a means of building closer relationships with students but also as a strategy for sustaining engagement and understanding factors that might influence students’ participation. Through ongoing communication, teachers were able to identify students’ emotional conditions, learning needs, and levels of motivation, allowing them to respond more appropriately to learners’ situations. Consequently, personal interaction became an important tool for re-engaging students when their attention, interest, or participation began to decline during lessons. These findings are consistent with Li (2023), who

highlights the importance of positive teacher-student relationships in promoting student engagement during the language learning process. Therefore, building student engagement through personal interaction appears to contribute to a more supportive learning environment in which students feel acknowledged, involved, and encouraged to participate actively in classroom activities.

The final strategy identified was reinforcing learning through repetition and continuous review. Several participants reported repeatedly explaining lesson content, revisiting previously learned materials, reviewing vocabulary regularly, and providing students with sufficient time to master concepts before introducing new topics. The findings suggest that repetition was not merely used to repeat information, but rather as an intentional strategy to strengthen students' understanding and retention of learning materials. Given that young learners often require multiple exposures to new concepts before they can fully understand and remember them, pre-service teachers frequently revisited previously taught content throughout the learning process. This practice allowed students to encounter the same concepts repeatedly in different learning situations, providing additional opportunities for comprehension and recall. Furthermore, the findings indicate that pre-service teachers prioritized the consolidation of learning before progressing to new material. Instead of focusing solely on covering lesson content, they continuously reviewed vocabulary, grammar points, and previously explained concepts to ensure that students had developed sufficient understanding. Consequently, repetition and review functioned as responsive instructional strategies that accommodated students'

learning pace while supporting ongoing participation in classroom activities. These findings are consistent with Xudoyorova (2025), who emphasizes the importance of repetition and continuous review in supporting young learners' retention and understanding of previously learned language concepts. Therefore, reinforcing learning through repetition and continuous review appears to be an important strategy for helping young learners strengthen their understanding and maintain previously learned knowledge in non-formal EFL learning contexts.

To sum up, the findings reveal that pre-service EFL teachers encountered various challenges when teaching young learners in non-formal learning contexts. These challenges included difficulties in maintaining students' attention and engagement, managing hyperactive classroom behavior, addressing learner diversity and mixed abilities, helping learners understand instructional materials, and supporting the retention of previously learned content. The findings suggest that these challenges were closely related to the developmental characteristics of young learners, whose participation, comprehension, and learning progress often varied throughout the learning process. To address these challenges, pre-service teachers employed several instructional strategies, including promoting student engagement through interactive learning, utilizing multimodal teaching media, building student engagement through personal interaction, and reinforcing learning through repetition and continuous review. These strategies demonstrate that pre-service teachers continuously adapted their instructional practices to accommodate learners' needs and respond to challenges encountered during teaching. Overall, the findings highlight the

importance of flexibility, responsiveness, and learner-centered instruction in non-formal EFL learning contexts. Therefore, teacher education programs may benefit from providing greater preparation in teaching young learners, particularly in areas related to student engagement, differentiated instruction, multimodal teaching practices, and strategies for supporting learners' comprehension and retention.



CHAPTER V

CONCLUSION AND RECOMENDATIONS

This chapter is divided into two parts. The first part contains the conclusion, and the second part presents recommendations.

A. Conclusion

Based on the findings and discussion, this study concludes that pre-service EFL teachers encountered several challenges when teaching English to young learners in non-formal learning contexts. These challenges included difficulties in maintaining students' attention and engagement, managing hyperactive classroom behavior, addressing learner diversity and mixed abilities, helping students understand learning materials, and supporting the retention of previously learned content. To overcome these challenges, pre-service teachers employed various strategies such as promoting student engagement through interactive learning, utilizing multi-modal teaching media, building engagement through personal interaction, and reinforcing learning through repetition and continuous review. In conclusion, teaching young learners in non-formal learning contexts requires pre-service teachers to be flexible and responsive to learners' diverse characteristics and needs. Effective teaching depends on their ability to adapt instructional practices, maintain student engagement, and provide appropriate support throughout the learning process.

B. Recommendations

Based on the findings, this study offers several recommendations. Teacher education programs should provide more practical preparation related to teaching young learners, particularly in classroom engagement,

behavior management, differentiated instruction, and the use of multimodal teaching media. More authentic teaching experiences and simulations involving diverse learner characteristics should also be incorporated to better prepare pre-service teachers for real teaching situations in non-formal learning contexts.

For pre-service teachers, it is recommended that they continuously develop flexibility, creativity, and adaptability when teaching young learners. They should make use of interactive activities, multimodal teaching resources, and personal communication to maintain students' engagement and support learning. In addition, pre-service teachers should recognize the importance of repetition and continuous review in helping learners understand and retain learning materials.

For future researchers are encouraged to explore the experiences of male pre-service EFL teachers and involve a larger and more diverse group of participants in various non-formal EFL learning contexts. Although this study was designed to include participants regardless of gender, only female participants met the research criteria; therefore, the findings cannot be generalized to represent the experiences of all pre-service EFL teachers. Future studies may also combine interviews with classroom observations to provide more comprehensive insights into teaching practices and challenges in teaching English to young learners.

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APPENDICES

Appendix A : Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 028 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	a. bahwa untuk menjamin kualitas skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka diperlukan perlu menunjuk pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap layak dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.								
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 10 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 04 Tahun 2012, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 682 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama; 10. Keputusan Menteri Kesehatan Nomor 283/Kem.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang melaksanakan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2016, Tentang Pendelegasian Wewenang kepada Dekan Fakultas Pendidikan di Lingkungan UIN Ar-Raniry Banda Aceh.								
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa								
KESATU	Menunjuk Saudara Dr. Nurdin, M.A. Untuk membimbing Lektor <table border="0"> <tr> <td>Nama</td> <td>Dr. Nurdin, M.A.</td> </tr> <tr> <td>NPM</td> <td>221201234</td> </tr> <tr> <td>Program Studi</td> <td>Pendidikan Bahasa Inggris</td> </tr> <tr> <td>Judul Skripsi</td> <td>Experiences Pre-Service EFL Teachers' Experiences in Teaching English to Young Learners in Non-Formal Learning Contexts: Challenges and Strategies</td> </tr> </table>	Nama	Dr. Nurdin, M.A.	NPM	221201234	Program Studi	Pendidikan Bahasa Inggris	Judul Skripsi	Experiences Pre-Service EFL Teachers' Experiences in Teaching English to Young Learners in Non-Formal Learning Contexts: Challenges and Strategies
Nama	Dr. Nurdin, M.A.								
NPM	221201234								
Program Studi	Pendidikan Bahasa Inggris								
Judul Skripsi	Experiences Pre-Service EFL Teachers' Experiences in Teaching English to Young Learners in Non-Formal Learning Contexts: Challenges and Strategies								
KEDUA	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.								
KETIGA	Pembayaran atas keputusan ini dibuktikan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-026.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.								
KEEMPAT	Keputusan ini berlaku serendah enam bulan sejak tanggal ditetapkan.								
KELIMA	Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.								

Ditandatangani di
Banda Aceh
Pada tanggal
8 Januari 2025


Dekan

Daftar Lampiran

- 1. Surat Keputusan Menteri Agama RI di Jakarta
- 2. Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
- 3. Surat Keputusan Menteri Agama RI di Jakarta
- 4. Surat Keputusan Menteri Agama RI di Jakarta
- 5. Surat Keputusan Menteri Agama RI di Jakarta
- 6. Surat Keputusan Menteri Agama RI di Jakarta
- 7. Surat Keputusan Menteri Agama RI di Jakarta
- 8. Surat Keputusan Menteri Agama RI di Jakarta
- 9. Surat Keputusan Menteri Agama RI di Jakarta
- 10. Surat Keputusan Menteri Agama RI di Jakarta



Appendix B : Recommendation Letter from Fakultas Tarbiyah dan Keguruan to conduct field research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4909/Un.08/FTK.1/TL.00/7/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203058

Nama : CUT NURUL FIKRI AL-MADINA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl.Meulaboh-Kuala Bhee Simpang Ateung Desa Kuala Bhee

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **EXPLORING PRE-SERVICE EFL TEACHERS' EXPERIENCES IN TEACHING ENGLISH TO YOUNG LEARNERS IN NON-FORMAL LEARNING CONTEXTS: CHALLENGES AND STRATEGIES**

Banda Aceh, 10 Juli 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 21 Agustus 2026

جامعة الرانيري

A R - R A N I R Y

Appendix C : Confirmation Letter of Conducting Research at the English Language Education of UIN Ar-Raniry



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fik@ar-raniry.ac.id, Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-427/Un.08/PBI/Kp.01.2/7/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Cut Nurul Fikri Al-Madina
NIM : 220203058
Prodi : Pendidikan Bahasa Inggris
Alamat : Kuala Bhee

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Exploring Pre-Service EFL Teachers' Experiences in Teaching English to Young Learners in Non-Formal Learning Contexts: Challenges and Strategies"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 12 Juli 2026
Ketua Prodi Pendidikan Bahasa Inggris,


Syarifah Dahliana

Appendix D : Interview Protocol

Research Title : Exploring Pre-Service EFL Teachers' Experiences in Teaching English to Young Learners in Non-Formal Learning Contexts: Challenges and Strategies

Name of Interviewer : Cut Nurul Fikri Al-Madina

Name of Interviewee :

Position of Interviewee : English Language Education of UIN Ar-Raniry Banda Aceh (Batch 2022)

Time of Interview :

Date :

Place :

The interview questions were designed to obtain in-depth information about the experiences of pre-service EFL teachers in teaching English to young learners within non-formal learning contexts. The interview focused on exploring the challenges they encountered throughout their teaching experiences as well as the strategies they employed to address those challenges. The participants were English Language Education students at UIN Ar-Raniry, from the batch 2022 who met the predetermined research criteria. Data were collected through semi-structured interviews conducted via WhatsApp voice notes, with each interview lasting approximately 8–15 minutes. The information gathered from these interviews is expected to contribute to a better understanding of pre-service teachers' experiences in non-formal English learning contexts and to provide valuable insights for future research and teacher education programs.

Interview Questions:

1. Can you describe your experience in teaching English to young learners in non-formal settings such as tutoring centers or private classes, particularly regarding the learning situations and classroom conditions you usually encounter?
2. What kinds of challenges have you encountered while teaching young learners in non-formal learning contexts, and how do those challenges affect your teaching process?
3. Based on your experience, how do the characteristics of young learners influence classroom interaction, students' participation, and the overall teaching process?

4. Can you describe situations in which managing the classroom or maintaining students' attention became difficult during the lesson? How did you usually respond to those situations?
5. What teaching strategies or classroom activities do you usually use to help young learners understand and participate more actively during English lessons?
6. How do you adjust your teaching methods or classroom activities when students show different learning abilities, levels of participation, or classroom responses?
7. What have you learned from your experience of teaching young learners in non-formal contexts, particularly regarding your development as a future English teacher?



AUTOBIOGRAPHY

1. Name : Cut Nurul Fikri Al-Madina
2. Student Number : 220203058
3. Place/Date of Birth : Meulaboh, 13 Agustus 2005
4. Sex : Female
5. Religion : Islam
6. Occupation : Student
7. Nationality : Indonesia
8. Address : Kuala Bhee
9. Email : 220203058@student.ar-raniry.ac.id
10. Parents
 - a. Name of Father : T.Zulhelmi
 - b. Name of Mother : Rusdiana
 - c. Father's Occupation : Casual Worker
 - d. Mother's Occupation : Teacher
 - e. Address : Kuala Bhee
11. Educational Background
 - a. Elementary : SDN 1 Woyla
 - b. Junior High School : SMPN 1 Woyla
 - c. Senior High School : SMAN 4 Wira Bangsa
 - d. University : UIN Ar-Raniry Banda Aceh

