


## Teaching English Vocabulary Pronunciation Using Fun-Learning for Students of SD 02 Weru

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Article Info	ABSTRACT
<b>Keywords:</b> Fun-Learning, Pronunciation, English Language Teaching, Young Learners, Interactive Methods.	This study explores the effectiveness of fun-learning techniques in improving English pronunciation among young learners. The research arises from the increasing need for engaging and interactive teaching methods to address the challenges in language acquisition, especially in pronunciation. Traditional, monotonous methods often fail to engage students and lead to low retention rates. A qualitative approach, including classroom observations and interviews with teachers and students, was used to evaluate the impact of fun-learning activities. The findings show that incorporating games, role-playing, and phonetic exercises significantly enhances pronunciation accuracy, boosts confidence, and improves overall language retention. The study emphasizes the importance of continuous teacher development to successfully apply these techniques. In conclusion, fun-learning addresses the limitations of conventional teaching and offers an innovative approach to improving pronunciation. Teachers are encouraged to adopt these strategies, with support from school administrators through resources and training.
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### INTRODUCTION

Fun learning, as an educational approach, emphasizes creating an engaging, interactive, and enjoyable environment to enhance students' motivation and participation in the learning process. Intrinsic motivation, fueled by enjoyment and interest, plays a vital role in fostering meaningful learning experiences (Adipat et al., 2021). Fun learning integrates playful elements and dynamic methodologies to transform traditional instruction into a more student-centered and collaborative practice. This approach is particularly effective in teaching English pronunciation, as it encourages students to explore language actively, reduces anxiety, and enhances retention (Chen, 2024).

The appeal of this research lies in its potential to address the ongoing challenges faced by elementary learners in mastering English vocabulary pronunciation. Pronunciation, an essential

component of oral communication, is often overlooked in conventional language teaching (Purwati, 2022). Fun learning offers an innovative pathway to bridge this gap by merging language acquisition with enjoyable and interactive activities. This study seeks to explore the effectiveness of such methods in elementary-level classrooms, particularly in SD 02 Weru, where traditional teaching practices often dominate.

The backdrop of this research highlights several factors contributing to the need for innovative methods in teaching pronunciation. Elementary students in Indonesia frequently encounter challenges stemming from limited exposure to authentic English sounds and a lack of engaging classroom activities (Asrial et al., 2019). At SD 02 Weru, these issues are compounded by rigid curricula and the absence of resources tailored to the needs of young learners. Consequently, students may struggle to develop accurate pronunciation skills, leading to communication barriers in their future language use.

Moreover, the phenomenon of fun learning as a rising trend in education underscores its relevance in addressing these challenges. Fun learning not only promotes active engagement but also fosters a positive classroom environment that nurtures students' curiosity and confidence (Yunus & Kaddas, 2023). By incorporating learning media such as games, songs, and interactive exercises, teachers can create an immersive experience that enhances both cognitive and emotional aspects of learning. These methods align with the developmental characteristics of elementary students, who thrive in settings that prioritize enjoyment and creativity.

Pronunciation instruction has been a focal area in English Language Teaching (ELT), with significant emphasis placed on its role in communication effectiveness. Recent studies, such as Wibowo (2023) and Purwanto (2019), provide contrasting yet complementary insights into this domain. Wibowo in his research titled *The Effect of Pronunciation Training on English Speaking Skill Among English Non-Native Speakers*, explored the impact of pronunciation training on the speaking abilities of non-native English speakers. Utilizing a literature review method, their study synthesized findings from various journals to analyze how pronunciation training, supported by technology and traditional media, influences speaking confidence, intonation, and accent. They concluded that while pronunciation training significantly enhances speaking abilities and boosts learner confidence, factors such as vocabulary and grammar mastery remain critical to achieving overall proficiency. This research advocates for pronunciation training as part of an integrated language learning program that addresses other linguistic components comprehensively (Wibowo, 2024).

Similarly, Puurwanto in *Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices*, investigated the design and implementation of diverse materials for pronunciation instruction. His research incorporated modules and syllabi based on Tergujeff's and

Celce-Murcia's frameworks, focusing on phonetic training, reading aloud, rhymes, and fluency-based activities. The findings indicated that creative and dynamic teaching materials enhance both accuracy and fluency, demonstrating the potential of varied instructional methods to make pronunciation learning more engaging and effective. Purwanto emphasized the importance of integrating enjoyable and interactive elements to maintain learner motivation (Purwanto, 2019).

The present study, *Teaching English Vocabulary Pronunciation Using Fun-Learning for Students of SD 02 Weru*, aligns with the overarching goal of improving pronunciation instruction but introduces a novel focus on young learners in primary school settings. Unlike Wibowo's (2023) emphasis on adult learners and integration with broader linguistic components, or Purwanto's (2023) attention to the structured use of advanced teaching materials for university students, this study explores the efficacy of fun-learning methodologies tailored for children.

The innovation lies in adopting interactive, play-based activities to teach English pronunciation. These methods are particularly relevant for young learners, whose engagement and retention are significantly influenced by the enjoyment of the learning process. This study also fills a gap by addressing the unique needs of elementary school students, an audience less frequently explored in pronunciation research, thus contributing valuable insights into early language acquisition strategies.

This research aims to answer critical questions related to the implementation and impact of fun-learning techniques in teaching English vocabulary pronunciation. Key questions include: How effective is fun learning in improving pronunciation skills among elementary students? What specific activities or methodologies yield the best outcomes in this context? Additionally, how can fun learning be integrated into existing curricula to ensure its sustainability and adaptability? Through a comprehensive analysis, this study seeks to provide valuable insights and practical recommendations for educators aiming to optimize their teaching practices.

## **METHOD**

This study adopts a qualitative descriptive approach, designed to provide a thorough and in-depth understanding of the implementation and impact of the Fun-Learning method in teaching English vocabulary pronunciation to primary school students. The qualitative descriptive approach is selected for its strength in capturing the richness of participants' experiences and the subtleties of the teaching process within its natural context (Adu, 2021). This method allows the researcher to gain insights into how students and teachers interact with the Fun-Learning strategies, how these strategies are perceived by the participants, and how they contribute to the improvement of students' pronunciation skills. This approach is also appropriate given the exploratory nature of the study, where

the objective is not to measure quantifiable outcomes but to explore the nuances and contextual factors that influence the teaching-learning process (An-nisa & Suwartono, 2020).

The research employs a field study design, focusing on the real-world application of Fun-Learning techniques in the classroom. In this design, the researcher directly engages with the study participants in their natural environment, enabling the observation of authentic interactions and teaching methods. This approach is particularly valuable as it allows the researcher to observe the dynamics of the learning process without manipulating the environment, ensuring that the data gathered is reflective of the actual practices in the classroom. Through this design, the researcher can gain an understanding of how Fun-Learning methods are applied, the challenges faced by teachers and students, and the overall effectiveness of these methods in improving English vocabulary pronunciation.

The data collection for this research was carried out using a combination of methods that are typical in qualitative research. First, observations were made during classroom activities, where the researcher documented how Fun-Learning techniques were integrated into the English lessons. This allowed the researcher to observe firsthand how students engaged with the learning materials and participated in activities aimed at improving their pronunciation. Second, semi-structured interviews were conducted with both teachers and students to gather their insights on the Fun-Learning approach. These interviews were designed to be flexible, allowing participants to express their experiences, perceptions, and any challenges they faced while implementing or experiencing the method. Finally, document analysis was employed to review teaching materials, lesson plans, and records of students' performance. This helped in understanding how Fun-Learning strategies were planned, executed, and how the outcomes were monitored or assessed.

The study was conducted at SD 02 Weru, elementary school in Weru District, Sukoharjo Regency, Central Java, where a purposive sample of teachers and students was selected to participate in the study. Teachers were chosen for their involvement in English teaching at the school, while students were selected based on their engagement in the specific lessons using Fun-Learning methods. This purposive sampling ensures that participants have relevant experience and are familiar with the teaching techniques being examined. By focusing on a specific group within a defined setting, the research seeks to explore the practical application of Fun-Learning within a localized context, which could later inform wider educational practices.

Data analysis was carried out using thematic analysis, a technique suited for identifying patterns or themes within qualitative data. This involved transcribing interviews and field notes, and then carefully coding the data to identify recurring ideas, concepts, or issues. Thematic analysis is

particularly useful in this study as it allows for the extraction of deeper meanings and insights from the participants' experiences. By analyzing the data in this way, the researcher could highlight key themes related to the effectiveness of Fun-Learning in improving pronunciation, students' engagement, and the challenges faced by both teachers and learners.

The research methodology employed in this study is designed to explore the real-world application of Fun-Learning in teaching English pronunciation, capturing the complexities of the teaching process and its outcomes. By using qualitative research methods such as observation, interviews, and document analysis, the study aims to provide an in-depth understanding of the impact of Fun-Learning techniques on English vocabulary pronunciation. This approach allows for the gathering of nuanced data that can inform both academic discourse and practical teaching strategies, ultimately contributing to the development of more effective language teaching methodologies in primary education.

## **RESULTS AND DISCUSSION**

### **RESULT**

The results of the study on teaching English vocabulary and pronunciation using fun-learning at SD 02 Weru revealed significant improvements in student engagement, vocabulary retention, and pronunciation accuracy. Through collaborative learning, students actively participated in group activities that enhanced their communication skills and boosted their confidence in using new vocabulary. Narrative-centered learning effectively contextualized new words and pronunciation within stories, making the learning process more enjoyable and memorable. The integration of interactive vocabulary games further reinforced word recognition and production, while phonetics and phonology exercises helped students refine their pronunciation through engaging, playful activities.

#### **Collaborative Learning**

The results of applying collaborative learning in the English vocabulary and pronunciation lessons at SD 02 Weru demonstrated significant improvement in student engagement and language acquisition. Students who participated in group activities, such as vocabulary games, pronunciation challenges, and collaborative storytelling, displayed enhanced communication skills and a stronger grasp of new vocabulary. The collaborative approach encouraged peer interaction, which allowed for practice in authentic contexts, promoting not only vocabulary recall but also improving pronunciation. The social aspect of collaborative learning also helped reduce students' anxiety, making them more confident in speaking English (Jahongirovna, 2021). Observations showed that students were more

motivated when working together, and the collective effort in groups led to better retention of vocabulary and more accurate pronunciation. This method effectively fostered a supportive learning environment where students could learn from one another, share knowledge, and receive instant feedback from peers and teachers.



**Figure 1 Collaborative Learning**

### **Narrative-Centered Learning**

The narrative-centered learning approach yielded positive results in both vocabulary retention and pronunciation skills. By integrating stories into lessons, students were able to contextualize new words and phrases, making the learning process more engaging and memorable. Storytelling, when combined with role-playing and interactive exercises, allowed students to actively participate, helping them internalize vocabulary in a dynamic way. The narratives served as both a tool for language acquisition and a way to introduce the phonetic elements of the language. Students learned vocabulary in the context of a story, and the act of retelling or acting out parts of the story further reinforced pronunciation. The use of narratives also provided a natural context for students to practice intonation, stress, and rhythm, which are essential for accurate pronunciation (Ghafar, 2024). As a result, students were able to recall new vocabulary more effectively and used it confidently in spoken contexts.



**Figure 1.2 Narrative Learning**

### Vocabulary Learning

The integration of vocabulary learning within a fun-learning framework led to significant improvements in both the breadth and depth of students' vocabulary knowledge. Fun-learning activities such as vocabulary scavenger hunts, word matching games, and interactive flashcard activities made the acquisition of new words both engaging and enjoyable (Ting & Li, 2019). These activities allowed students to encounter new vocabulary in various contexts, reinforcing both their recognition and production of words. By linking new vocabulary to visuals, sounds, and actions, students were able to create stronger mental associations, enhancing retention. The playful nature of the activities also provided a stress-free environment, which encouraged students to experiment with new words and correct their own mistakes without fear of judgment. Overall, the fun-learning approach not only increased vocabulary size but also helped students use vocabulary more accurately in speech and writing (Agazzi, 2022).

### Phonetics and Phonology

Incorporating phonetics and phonology into the fun-learning framework had a notable impact on students' pronunciation skills. Through activities like phoneme recognition games, rhyming word exercises, and tongue twisters, students were able to practice specific sounds in a playful yet effective manner (Tupamahu & Gasperz, 2024). These activities helped students become more aware of the differences between their native language sounds and those of English, which is crucial for improving pronunciation accuracy. By integrating listening and speaking exercises into enjoyable games, students were more likely to practice consistently and with greater attention to detail (Ali, 2023). Additionally,

the use of music and songs in lessons provided a rhythmic framework for practicing intonation, stress, and pronunciation patterns, which are key components of phonology.



**Figure 1.3 Vocabulary Learning**

## **DISCUSSION**

This study demonstrates that employing a fun-learning approach in teaching English vocabulary and pronunciation is not only effective but transformative for young learners at SD 02 Weru. The findings underscore how interactive and engaging methods enhance linguistic skills while fostering enthusiasm and participation in the classroom (Domínguez & Juanías, 2024). Each component of the method of learning—Collaborative Learning, Narrative-Centered Learning, Vocabulary Learning, and Phonetics and Phonology—works synergistically to create a comprehensive learning framework.

The integration of collaborative learning significantly contributed to students' language development. By encouraging group interactions and peer support, this approach aligned with socio-constructivist theories, particularly Vygotsky's concept of the Zone of Proximal Development (ZPD) (Yudi Wahyudin et al., 2024). In this framework, students learned more effectively through guided participation and scaffolding provided by their peers and teacher. The findings showed that group activities not only facilitated the acquisition of new vocabulary but also helped students practice pronunciation in a supportive environment. For example, through team-based games and challenges,



students actively used new words, receiving immediate feedback and encouragement from their peers. However, effective implementation requires careful group composition to ensure balanced participation. Unequal engagement, such as dominance by more confident students or the reluctance of shy learners, could limit the method's effectiveness. Teachers must remain vigilant in moderating activities to foster an inclusive and equitable learning atmosphere.

Narrative-centered learning proved to be particularly impactful in contextualizing vocabulary and pronunciation within meaningful contexts. Stories served as a dynamic medium through which students could encounter and practice language in ways that were engaging and memorable. This approach taps into cognitive frameworks that emphasize narrative as a natural mode of understanding and organizing information. Students engaged in storytelling activities, where they practiced vocabulary and pronunciation as part of a larger narrative arc. Role-playing enhanced this further, as students embodied characters and experimented with intonation and stress patterns in a playful yet purposeful manner (Thang & Hue, 2024). The immersive nature of stories helped bridge the gap between abstract linguistic concepts and practical usage. However, challenges arose in selecting culturally appropriate and age-relevant stories, which are crucial for maintaining students' interest and comprehension. Teachers should adapt materials to reflect students' backgrounds and experiences, ensuring that narratives resonate with their realities while expanding their linguistic horizons.

Vocabulary learning, supported by fun-learning techniques such as interactive games, scavenger hunts, and flashcards, demonstrated a significant positive impact on students' retention and recall abilities. These activities utilized principles of multimodal learning, where visual, auditory, and kinesthetic inputs worked together to strengthen cognitive associations with new words. For example, students engaged in games where they matched words with images, acted out meanings, or competed to recall vocabulary within a time limit. Such activities not only reinforced memory but also transformed vocabulary acquisition into an enjoyable experience, reducing the cognitive load typically associated with rote memorization (Gunawan, 2021). Nevertheless, maintaining variety is crucial, as repetitive activities risk becoming monotonous, which could reduce student engagement over time. Teachers are encouraged to diversify their instructional strategies continually, introducing new games and integrating digital tools to sustain interest.

Phonetics and phonology-based exercises, such as tongue twisters, rhythmic chants, and singing, played a central role in improving pronunciation. These methods addressed specific challenges faced by students in distinguishing and producing unfamiliar English phonemes (Dandee & Pornwiriyaakit, 2022). The rhythmic and musical elements of the exercises made complex aspects of pronunciation accessible and enjoyable. For instance, students practiced intonation through songs,

which allowed them to internalize natural stress patterns and speech rhythm without conscious effort. Additionally, tongue twisters provided a fun and challenging way to focus on articulation, helping students overcome difficulties with specific sounds (Pipe, 2022). However, persistent issues with certain phonemes, particularly those absent in the students' first language, highlight the need for targeted intervention. Individualized feedback and additional practice opportunities for these challenging sounds are essential to ensure comprehensive progress in pronunciation.

These findings collectively emphasize the transformative potential of the fun-learning approach. By blending interactive, collaborative, and multimodal activities, this methodology aligns with the cognitive, emotional, and social needs of young learners. Importantly, the study highlights how these methods work together to create a dynamic and supportive learning environment. Collaborative activities build social and communicative skills, narratives provide meaningful context, vocabulary games enhance retention, and phonological exercises refine pronunciation—all of which contribute to holistic language development.

In conclusion, the fun-learning approach represents a highly effective strategy for teaching English vocabulary and pronunciation to young learners. It not only enhances linguistic competence but also fosters a love for learning that can motivate students throughout their educational journey. Future research could explore the long-term effects of this methodology, as well as its adaptability to other linguistic and cultural contexts.

## **CONCLUSION**

Based on the findings of this study, several conclusions can be drawn regarding the effectiveness of the fun-learning approach in teaching English vocabulary pronunciation at SD 02 Weru. First, fun-learning significantly enhanced student engagement and participation, as collaborative activities such as group discussions, storytelling, and vocabulary games encouraged active involvement and reduced anxiety. Second, the narrative-centered learning approach proved effective in contextualizing new vocabulary, making the learning process more enjoyable and memorable. By integrating stories and role-playing, students developed a deeper understanding of vocabulary and improved their pronunciation through authentic and meaningful contexts. Third, the use of interactive vocabulary games and activities not only expanded students' vocabulary but also reinforced their retention and accuracy, fostering a stress-free environment where they could practice language skills confidently. Finally, the incorporation of phonetics and phonology into fun-learning activities demonstrated a marked improvement in pronunciation skills, as students engaged in playful exercises that refined their articulation, intonation, and rhythm. These findings underscore the

potential of fun-learning as an innovative and practical method for enhancing language acquisition among elementary school students.

### Recommendation

Based on the conclusions drawn from this study, the following recommendations are proposed to maximize the effectiveness of the fun-learning approach in teaching English vocabulary pronunciation at SD 02 Weru:

It is recommended that teachers integrate fun-learning techniques into their curriculum to create a more engaging and interactive classroom. Activities such as storytelling, vocabulary games, and role-playing should be regularly used to encourage active participation and sustain student interest. Additionally, teachers should provide consistent feedback on pronunciation, using phonetic tools and repetition exercises to improve accuracy and fluency. Continuous professional development is also encouraged to equip teachers with the skills necessary to implement innovative teaching strategies effectively.

Students are advised to actively engage in fun-learning activities, as they offer an opportunity to build confidence and develop pronunciation skills. They should embrace the interactive and collaborative nature of these activities as a way to practice and improve. It is also beneficial for students to use supplementary resources such as phonics apps or language games outside of class to reinforce their learning and further explore the English language.

School administrators should support teachers by providing the necessary training and resources to effectively incorporate fun-learning methods into their teaching. This includes access to teaching aids, digital tools, and workshops on modern pedagogical approaches. Administrators should also ensure classrooms are equipped with materials conducive to interactive learning, such as flashcards, audio equipment, and multimedia resources.

Future research should explore the long-term effects of fun-learning on language retention, as well as its potential for improving other language skills such as reading and writing. It would also be valuable to investigate the applicability of fun-learning in various educational contexts and across different age groups or proficiency levels to expand the understanding of its effectiveness.

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