Jurnal Penelitian dan Pengembangan Pendidikan
Volume 7, Number 2, Tahun 2023, pp. 177-186
P-ISSN: 1979-7109 E-ISSN: 2615-4498
Open Access: https://doi.org/10.23887/jppp.v7i2.64368

English Teaching Through Literature-Based Instruction: What do Teachers Experience?

I. G. A. Lokita Purnamika Utami[1*], I. G. N. A. Wijaya Mahardika[2]

[1] Universitas Pendidikan Ganesha, Singaraja, Indonesia
[2] Universitas Hindu Negeri I Gusti Bagus Sugriwa, Denpasar, Indonesia

ARTICLE INFO

Article history:
Received January 12, 2023
Revised January 18, 2023
Accepted July 10, 2023
Available online July 25, 2023

Kata Kunci:
Pembelajaran Berbasis Sastra, Pengajaran Bahasa Inggris, Sekolah Dasar Internasional

Keywords:
Literature-Based Instruction, English Teaching, International Primary School

This is an open access article under the CC BY-SA license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Pembelajaran berbasis sastra adalah salah satu metode yang dapat digunakan guru dalam mengajar bahasa Inggris untuk meningkatkan empat keterampilan dasar siswa dalam bahasa Inggris. Oleh karena itu, makalah ini bertujuan untuk menyelidiki a) mengidentifikasi prosedur yang digunakan guru dalam mengimplementasikan pembelajaran berbasis literatur selama pembelajaran jarak jauh untuk meningkatkan empat keterampilan bahasa Inggris dasar di kelas di Gandhi Memorial International School, b) menganalisis tantangan yang dihadapi oleh guru dalam menerapkan pengajaran berbasis literatur selama pembelajaran jarak jauh di Gandhi Memorial International School. Implementasi Literature Based Instruction dilaksanakan untuk kelas 5 Primary International School di Gandhi Memorial International School. Penelitian ini menggunakan penelitian kualitatif sebagai metode penelitian. Subyek penelitian ini adalah seorang guru bahasa Inggris di kelas 5B di Gandhi Memorial International School. Pengumpulan data dilakukan dengan menggunakan daftar periksa observasi dan pedoman wawancara. Hasil dari data yang telah terkumpul dari pertanyaan pertama adalah prosedur yang dilakukan oleh guru adalah melakukan tiga tahap yaitu; pra kegiatan, saat kegiatan, dan pasca kegiatan. Kemudian temuan untuk pertanyaan penelitian kedua adalah bahwa ada tiga tantangan yang dihadapi guru yaitu; batasan waktu, instruksi yang berbeda, dan berbagai rubrik penilaian.

ABSTRACT

Literature-based instruction is one of the methods that the teacher can used in teaching English to improve student's four basic skills in English. As a result, this paper aimed to investigate a) to identify the procedures used by teacher in implementing literature-based instruction during distance learning to improve four basic English skills in the classroom at Gandhi Memorial International School, b) to analyze the challenges faced by teacher in implementing literature- based instruction during distance learning at Gandhi Memorial International School. The implementation of Literature-Based Instruction was carried out for Primary International School grade 5 at Gandhi Memorial International School. This study used qualitative research as a research method. The subject of this research was an English teacher in class 5B at Gandhi Memorial International School. Data were collected using an observation checklist and interview guidelines. The result of the data that had been collected from the first question was that the procedure carried out by the teacher is to carry out three stages, namely; pre-activity, whilst activity, and post-activity. Then, the findings for the second research question were that there are three challenges that teachers encountered, namely; time constraints, differentiated instructions, and various assessment rubrics.

1. INTRODUCTION

Literature is described as written works such as novels, short stories, poetry, and other literary works. Literature is essential for meaningful communication since it allows pupils to express their thoughts, feelings, and points of view (Kinasih & Sinaga, 2020; Pourhosein Gilakjani & Sabouri, 2016). The word literature comes from the Latin word "Litteratura," which means "letter" in English (Klarer, 2004; Rogowsky et al., 2015; Taşçı & Turan, 2021). The word letter implies that it is small or straightforward based on the alphabet writing. Literature emerged in the 80th century and began to develop in the 90th century, where literature is a part of the culture (Bobkina & Dominguez, 2014; Nana, 2020). This is due to

*Corresponding author.
E-mail addresses: lokitapurnamika@undiksha.ac.id (I. G. A. Lokita Purnamika Utami)

the growth of literary works in the previous 20 years, which has resulted in the creation of a large number of literary works. As a result, it prompts more investigation into the relationship between education, literature, and language. Thus, a new paradigm for the integration of culture and language evolved at the time. Furthermore, literature is utilized as an aesthetic or artistic effort to distinguish itself from standard texts such as newspapers, telephone books, legal documents, and so on (Rahman et al., 2019; Suwastini & Yukti, 2017). Literature is defined as a unique written text that differs from other writings such as newspapers, legal documents, and so on (Gibson, 2007; Moustafa, 2022). Literature provides learners with a better grasp of the universe and life.

Therefore, in literature can be used in teaching. Literature-based instruction is defined as a method of teaching a language that uses real materials. Literature-based instruction encourages students to engage in all aspects of their reading and writing skills by utilizing authentic materials that readers and writers use in their everyday lives. Literature-based instruction allows students to study and read literary works in order to learn about not only the art of language but also the connections between disciplines (Arya et al., 2005; Puspitasari, 2016). Literature-based instruction also places some emphasis on providing literature-based instruction. They are reading strategy, skills instruction, topic teaching, and literature selection. In primary school, literature-based instruction is effective in improving pupils' reading and writing skills, particularly while studying the English language (Hoffman et al., 1996; Wilson, n.d.).

Literature-based instruction is frequently utilized to help students build literacy skills by employing variety of high-quality literary works as teaching materials. Previous study claims that literature-based instruction employs a number of effective strategies, as evidenced by research on the subject (Piscayanti, 2010). Using different modes of reading, modeling, scaffolding of instruction, student choices, self-initiated reading and writing, cooperative learning, student's responses to literature, activation of prior knowledge and are some of these tactics (Hima et al., 2021; Ibáñez & Delgado-Kloos, 2018). Writing is one of the English abilities that has a strategy in literature-based instruction. The writing approach is a response to literature (Mahayanti et al., 2017; Salam El-Dakhs, 2020). This method might help pupils think imaginatively while writing their responses to the books they have read. As a result, students are expected to read books meticulously in order to generate fresh and unique ideas for writing evaluations or answers to the novels they read (Nabhan, 2019; Riddell, 2015). This technique responds to written, oral, creative music, songs, fine arts, drama, and other literary works.

In teaching, there are three procedures. They are the pre-activity, whilst activity, and post-activity (Ekwueme et al., 2015; Sadiku, 2015). Pre-activity is the beginning stages in teaching. Pre-activity is the teacher's first session starting the lesson by greeting all students. The teacher then goes over the absence list with the class before praying together. Then, the teacher prepares the necessary materials and equipment for the lecture or when the while activity begins. Furthermore, the second session is whilst activity. The primary action begins during this session. The teacher employs a variety of media or learning strategies, including games, role-playing, reading aloud, and so on. During this session, many students will pay close attention and participate actively in learning by asking questions of the teacher or answering questions provided by the teacher (Clack & Dommett, 2021; Hwang et al., 2016). The teacher will next offer comments on the day's learning. Then, the teacher gives pupils homework, which is frequently followed by praying and greeting the students to end the lecture.

However, in these period of pandemics, everything is changed. There is a virus called Covid-19, which Covid19 is a virus family that is quite widespread in both animals and humans (Amir et al., 2020; Bayley, 2022; Kusmaryono et al., 2021). Because the virus has spread over the globe. As a result, the Indonesian government has placed all Indonesians under quarantine in order to prevent the virus from spreading further (Ganesha & Nandiyanto, 2021; Siahaan, 2020; Tasya, 2021). Teachers are encouraged to be more innovative in their teaching methods. The teacher should instruct the pupils using apps like Zoom, Google Classroom, Google Meet, and others to continue the learning process by indicating distance learning (Hasiru et al., 2021; Nursyahrina et al., 2021). Furthermore, in this pandemic era, when everyone should be at home and learning from home, how can teachers use literature-based instruction. Therefore, according to previous study is a means for teachers to teach students utilizing technology and methods to convey knowledge or materials via the internet (Bušelić, 2012). This condition is new for teacher. Thus, the teacher's strategies and difficulties in applying literature-based instruction during distance learning must be known and explored.

Based on the problem and phenomena described above, the researcher was discussed in learning the procedure or strategy that the teacher used in implementing Literature-Based Instruction at Gandhi Memorial International School as the international primary school and the challenges that the teacher faced in implementing literature-based instruction in distance learning, where it is relevant to the research topic.

2. METHOD

To explain the procedures utilized by the teacher in implementing literature-based instruction at Gandhi Memorial International School, this study used a descriptive qualitative research design using a case study approach. Previous study stated that qualitative research is an approach in the research that is conducted with the study's subject in order to get data that will be collected, organized, and explained again once the data has been received (Samanhudi & Widianingsih, 2017).

The qualitative data in this study was being collected to discover how the teacher at Gandhi Memorial International School goes about applying literature-based instruction in a pandemic context. Thus, the difficulties or obstacles that the teacher had in adopting literature-based instruction in distant learning at Gandhi Memorial International School. The information gathered were examined separately, then the findings were merged and explained. The researcher chose a teacher from Gandhi Memorial International School, an international primary school since international primary schools include a program or activity that is based on literature. Through the interview to the principal, Gandhi Memorial International school used literature-based instruction for their teaching approaches. As a result, the researcher chose to conduct a study project titled "The Implementation of Literature-Based Instruction at Gandhi Memorial International School."

Furthermore, A class 5B teacher at Gandhi Memorial International School was the subject of this research. Observation checklist and interview guidelines are the instruments utilized in the study. The researcher was observing a class that is engaging in a literature-based instruction process. In this study, the teacher's techniques for conducting literature-based instruction in distance learning are documented on the observation checklist. We can focus more on the data or information needed in this study by employing observation checklist. On the other hand, online interview was conducted by interviewing the English teacher to learn about the challenges that need to be known and to ensure the observation that has been done by the researcher. As a result, establishing a list of questions to ask during interviews was critical to ensure that the information needed was not lost in the process.

3. RESULT AND DISCUSSION

Result

The data for this study were gathered through observations and interviews done by the researcher. As a result, the researcher discussed the conclusions of this study based on the observations and interviews that the researcher had gotten from the subject of this study. The findings of this investigation are gradually described.

The Procedures in Implementing Literature-Based Instruction

There are three stages in implementing literature-based instruction utilized by the teacher in the classroom. They are pre-activity, whilst activity, post-activity, which the pre-activity is the first session in beginning the lesson, whilst activity is the second session in delivering the material and doing the main activities, and post-activity is the last session that the teacher did. The three procedures used by the teacher aimed to improve students' ability in English. There are four skills in English such as reading skills, writing skills, speaking skills, and listening skills. The four skills in English are very important to be learned and improved. In improving student skills in English, the teacher used those three procedures so that learning can run in a well-directed manner.

Before the teacher started to teach the students, the teacher started to make a material or discussion about student's prior knowledge through Microsoft Word in Google Slides and shared it to the Google Classroom. The material shared by the teacher discussed about all the material in this semester. Teacher needed to do this in order to know the ability of the students toward the material that was being discussed. Thus, teacher shared the material for student's prior knowledge. Students can upload it there after students answer all of instructions there.

Before beginning the teacher shared the material about adverbial phrases in the Google Classroom. The material shared by the teacher was using a PowerPoint, PDF, word mat, short story, and a clause card game as tools and medias to teach the students. Then, the teacher started the class by greeting the students and followed by daily morning prayer, by praying together according to their respective beliefs. Next, cheering a simple song to start learning so that the students could be fresher. After that, not to forget the teacher did brainstorming to the students about the material to be presented which was about adverbial phrases. Then, the teacher informed the material and the purpose of the material to be presented.

Furthermore, the teacher was provided learning about adverbial phrases by using some strategies such as reading aloud, scaffolding, analyzing, visualizing, and inferring are carried out. It was done in a student-centered approached. Thus, the role of teacher in the class as the students' guides, mentors, and co-

decision makers. Firstly, teacher gave a simple explanation towards adverbial phrases. Then, teacher provided opportunities for students to read aloud the text and asked other students to listen to their friends carefully. Afterward, they were asked to underlined phrases in the sentences that was provided in the PowerPoint. Then, students raised their hands to answer it. After that, the teacher explained about the phrases in that slide. Next, the teacher showed the clause card game which the students were asked to draw a clause card and read it aloud. The students were asked to find out the adverbial phrases on the game board and read the whole sentences. The students were very enthusiastic in finding the adverbial phrases and matching it on the game board. Thus, the students started to read aloud their findings of adverbials phrases.

Afterward, the teacher showed a short story about a new animal at the zoo that there are some words missing in the short story. Therefore, the teacher asked students to complete the missing words in accordance to the options of adverbials. After that, the students read the short story. There were some students who raised their hands to answer and complete the missing words. Then, the chosen students answer and complete the missing words. Next, after the students were able to complete the missing words, the students were asked to write and improve with adverbial phrases of their own. While doing their writings, they asked the teacher when they were confused and did not understand the material. The teacher was happy to help them by giving a little hint before explaining in more detail.

Afterward, teacher also gave chances to students to state their opinions about the material. Students were stated their opinions about the material. Then, the teacher clarified and added the meaning of adverbial phrases. Then, the teacher explained the examples and explanation of adverbial phrases and describing how to make sentence used adverbial phrases. The four skills in English are related to each other. Therefore, we can see that the teacher has trained the four skills in English, namely; speaking, listening, reading, and writing to students.

Hence, there are some students who can make a sentence with adverbial phrases well and there are also some students who cannot make their sentences with adverbial phrases well. However, Ms. A continued to provide motivation so that the student remains enthusiastic in learning. Students who can answer well are also given praise and motivation by Ms. A.

Following numerous explanations, pupils' responses and queries. Finally, arrived at the last session which is the post-activity. The teacher brought the learning to a close and delivers comments to the pupils and conclusion about the material. Following that, the teacher assigned homework to the students. Then, the teacher asked students to learn more about adverbial phrases because they were going to discuss about adverbial phrases (time, place, and number) in the next meeting. Next, the teacher closed the class by praying and greeting the students. The teaching activity is show in Figure 1.

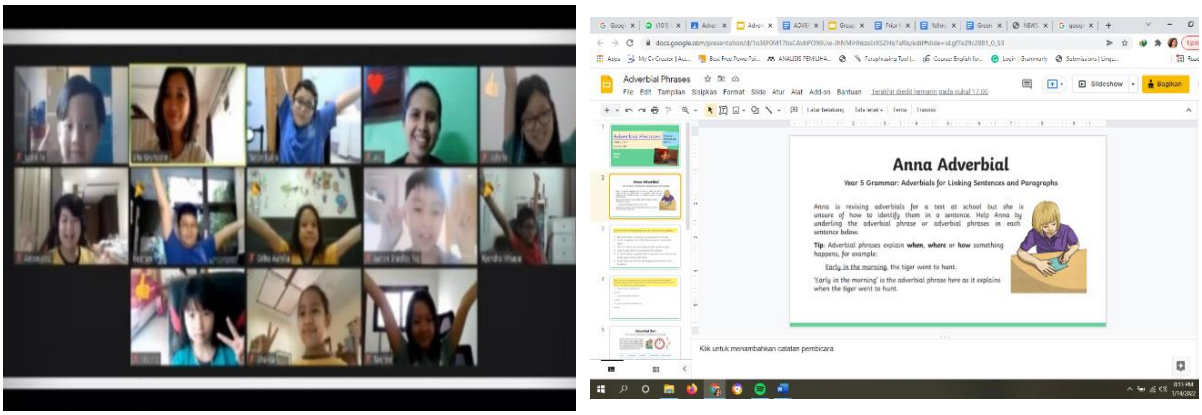

Figure 1. Teaching Activity

In one week of learning, the teacher always shared the reflection prompts in the Google Classroom to let students reflects their learning performances as the self-reflection. It was done in order to make the students know their strengths and weaknesses in learning several materials. On the other hand, it also helped the teacher to know students' difficulties in learning and their levels in material as well. Besides, the teacher also shared the key concepts of self-assessment to the students to let students assess themselves to their knowledge. This was done to make students able to assess themselves according to their understanding and knowledge of key concepts that are in accordance with the subject being taught. From here too, the teacher can see the strengths and weaknesses of students in understanding learning which can help become another assessment. Reflection prompts is show in Figure 2.

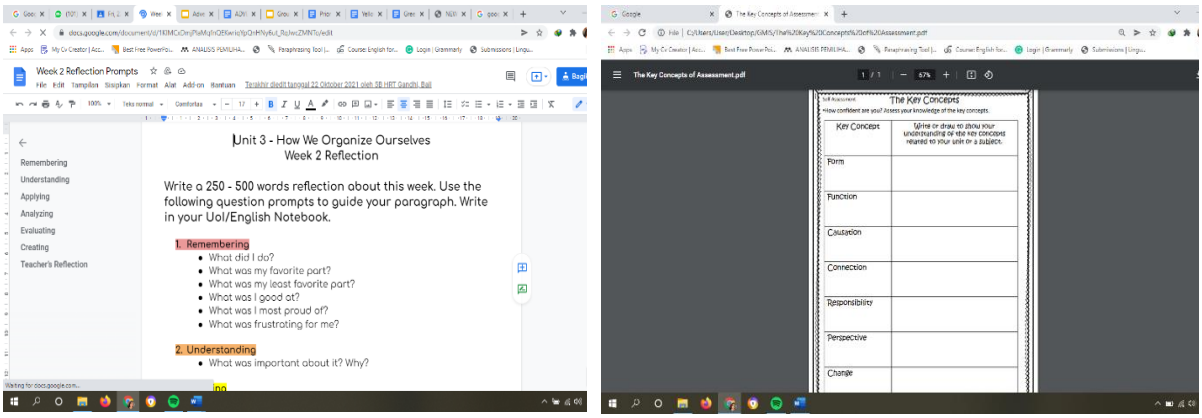

Figure 2. Reflection Prompts

Other than that, in Gandhi Memorial International School, the teacher used formative assessment, summative assessment, and end of term exam assessment. In this teaching activity, the teacher used formative assessment, which the teacher gave some feedbacks towards the homework that was done by the students. The formative assessment was done by utilizing 1234 system. The 1234 system is 1) Emerging, 2) Developing, 3) Consolidating, 4) Extending. 1) Emerging means that students have a limited understanding of the concepts. 2) Developing means students have some understanding of the concepts. 3) Consolidating means that students have a solid understanding of the concepts. 4) Extending means that students have a thorough understanding of the concepts. However, it depends on the number of questions or homework. This formative assessment evaluated and given to learning. This was done to inform students' abilities and what must be improved in carrying out assignments and their understanding of the material that has been taught to the teacher. Formative assessment evaluated is show in Figure 3.

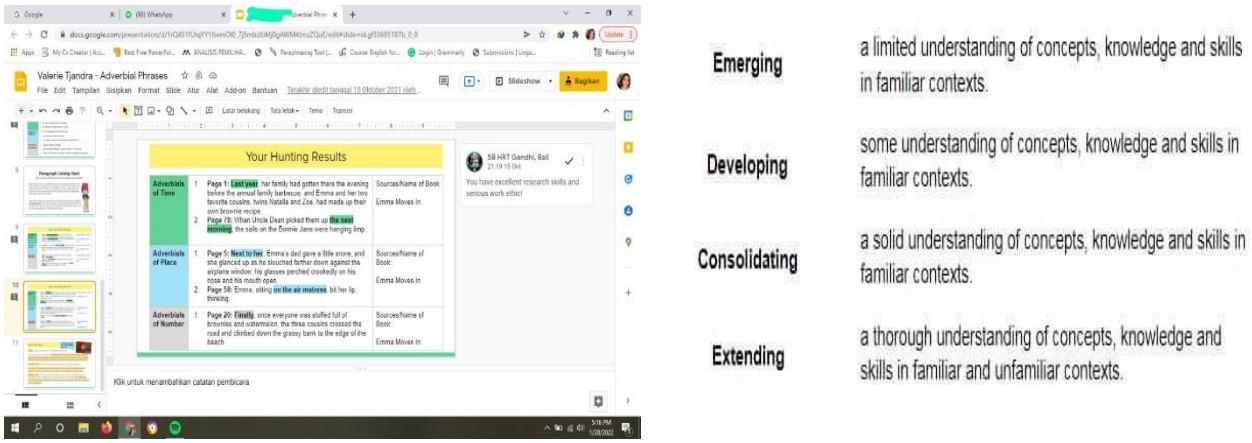

Figure 3. Formative Assessment Evaluated

Challenges Encountered in Implementing Literature-Based Instruction

Furthermore, in implementing literature-based instruction, teachers might experience several challenges. Especially in distance learning that must be carried out right now due to the current Covid-19 situation. This is new to both teachers and students. Therefore, teachers might experience some difficulties and challenges in implementing literature-based instruction in the classroom. To find out the difficulties and challenges of teachers in implementing literature-based instruction, the researcher conducted online interviews using the *Whatsapp* application. From the interviews conducted, it can be found some teacher difficulties in implementing literature-based instruction, such as time constraint, different instructions, and different rubrics.

The first challenge or difficulty faced by the teacher during lesson planning was the time constraint. This was because the questions rise at time, such as would we have enough time to execute the necessary activities due to the time limit (5 - 6 weeks) for each transdisciplinary theme. For each theme, teachers and students were engaged in a large integration of subjects. Therefore, the teacher must consider properly how the teacher can provide the existing materials briefly, concisely, and clearly in accordance with the time limit.

The next difficulty was during teaching in the classroom, which was differentiated instructions, especially for students who were still below the grade level standards. These students would require daily supervision, motivation, and assistance in not only completing their tasks, but also to be given repetitions of the concepts taught. Therefore, teachers must give extra effort in providing different teaching so that students who were still below the grade level standard can progress and at least have the same grade level as the others.

The third difficulty faced by teacher during assessing the students, which was creating different rubrics. Teacher must create different rubrics for assessment to accommodate the multiple intelligences. This was a challenge for teacher, however best learning experience for the students. Teacher needed more time to plan and assess each student's progress. However, this challenge was something that can be seen as a positive challenge for teacher.

Although there were some difficulties encountered by the teacher, the teacher also had some ways to overcome the problem faced in implementing literature-based instruction through distance learning such as (a) enhanced communication regarding a child's progress with the parents. (b) sending reminders and keeping open communication even after formal school hours. (c) repeat instructions to different levels of students in order to make sure that they have understood the instructions and how to implement what is required. (d) create individual/pair/group work as per the students' requests. (e) open communication between grade level teachers and other level teachers and share methods and strategies.

Discussion

The Procedures of the Implementation of Literature-Based Instruction

This study also revealed that there are three techniques for applying literature-based instruction, based on the discussion of the findings above. There are three procedures in teaching, namely pre-activity, whilst activity, and post-activity. These three techniques are used by the teacher to ensure that learning proceeds smoothly and according to plan. The teacher can keep a proper eye on the class from the beginning to the end. Before starting the three procedures, the teacher must consider several things such as knowing the level of the students. The teacher also must consider to give students task to check students' prior knowledge about the materials.

The first teaching procedure is pre-activity, pre-activity was done to be a beginner before the core learning begins. Therefore, the teacher greeted the students, praying together, cheered a simple song so that students can be fresher and ready to learn. After that, the teacher brainstormed to see the students' knowledge about the material to be presented and telling the purpose of the material.

Furthermore, in whilst activity is the second stages which discussed more on the material and the main activities. There were several techniques that was done in grade 5B such as reading aloud, analyzing, scaffolding, visualizing and inferring are carried out. There are some techniques that can be used by the teacher in implementing literature-based instruction namely; reading, modeling, scaffolding of instruction, student choices, self-initiated reading and writing, cooperative learning, student's responses to literature, activation of prior knowledge (Abdel Latif, 2022; Tanjung & Ashadi, 2019). The sample of this activity was to ask students to read aloud the material displayed, then analyze the material, then visualizing the text or the material by presenting the material with the picture to the students. Next, scaffolding the material into pieces so that the students can understand it. Next, inferring it by giving new sentences in accordance with the material which is adverbial phrases. Furthermore, the teacher also used some medias in teaching such as pictures, word mat, short story, and clause card game to make students more enjoy in learning. All the activities were done to train students' ability in speaking by improving their four English skills such as speaking by giving them a chance to speak and give their thoughts toward the material (Hwang et al., 2016; Keezhatta & Omar, 2019). Writing by asking them to write their own sentences. Reading by read the text and short story loudly. Listening by listen and hearing to their friends giving opinions and read the text aloud. After that, they were asked to give their own opinions toward the other students. These activities can train students' skills such as speaking, listening, reading and writing in English.

Post-activity was the last procedure to conclude the activities and giving feedback. Post-activity was done when the learning is almost finished. Therefore, before closing the lesson, the teacher gave the feedback toward the meeting and teacher wrapped the material up (Basoglu, 2018; Yunus & Syafi'i, 2020). Next, the teacher gave a homework to the students for the next meeting. Then, teacher closed the class by praying and greeting. Next, the teacher shared the reflection prompts in learning as the self-reflection of the students after one week of learning (Ibrahim-González & Noordin, 2012; Syahfutra, 2021). Other than that, the teacher also shared the key concepts of self-assessment to the students in order to make the students assess themselves in accordance to their understanding about the key concepts.

Furthermore, in the assessment, the teacher used formative assessment for this teaching activity. Teacher gave feedback and inputs to the students who have done their homework. It is also state by

previous study that formative assessment itself is an assessment that the teacher conducted in evaluating students' homework or test by giving feedback towards the homework or test that the students have done (Ridhwan, 2017).

Challenges Encountered in Implementing Literature-Based Instruction

Since the current Covid-19 which demands teachers and students to engage in distant learning through utilizing technology as a tool for sustaining learning. The corona virus illness, also known as Covid-19, was first discovered in a village near Wuhan, China (Hong et al., 2022; Tasya, 2021). The Covid19 virus family is quite common in both animals and humans. Due to the rapid expansion of Covid-19 around the world, distant learning is required. Distance learning is when teachers teach students using technology and ways to transmit information or materials through the internet (Halili, 2019; Sjahruddin et al., 2022; Widyastono, 2017). This is done because distance learning refers to learning that takes place online rather than in person. Furthermore, distance learning is not only for the entire class, but also for individuals, since the teacher can use distance learning to impart information to one student who is unable to attend class. Therefore, teacher might find some difficulties. Based on the results of the interviews conducted, there were three challenges faced by teacher such as 1) time constraint, 2) differentiated instructions, 3) creating different rubrics.

By implementing the learning process during distance learning, which is something new for teachers and students. The teacher found difficulties such as during lesson planning was time constraint, where the teacher must be able to consider the time limit and the teacher must also be able to explain and bring the required materials within a predetermined time of 5 - 6 weeks (Aytaç & Ahi, 2021; Khatoony & Nezhadmehr, 2020). With a lot of materials to be taught and very limited time, it made teacher had difficulty in time constraint and management.

The next challenge faced by teacher during teaching in the classroom was differentiated instructions for students who were still below the grade level standards. Teacher had to give more efforts because these students would require regular monitoring, encouragement, and aid in completing assignments as well as repeats of the principles taught (Begum, 2019; Yuzulia, 2021). Therefore, teacher must pay attention to this as well and require more time and energy in monitoring and teaching students who were still below the grade level standards. The last challenge teacher confront was during assessing the students, which was creating different rubrics, which required teacher to establish alternative assessment rubrics to accommodate multiple intelligences. This was a difficult task for teacher, but it provided the best learning experience for students (Nkhoma et al., 2020; Wei et al., 2021). Teacher required extra time to plan and analyze the development of each pupil. This task, on the other hand, might be viewed as a constructive one for teacher.

There are some suggestions that may be addressed by the researcher in light of the outcomes of this study. This study was expected to provide as a resource and support for other researchers interested in the same field in doing research on the implementation of literature-based instruction. The researcher's suggestion to the teacher is to discover a creative way to make an activity in improving students listening skills. As a result, teachers are required to find media or techniques to make some tactics in teaching the listening skills of students. Hence, this study still has many flaws and incompleteness in the discussion of this study. Therefore, it is expected that researchers who wish to conduct similar research in the future will be able to obtain more complete and detailed information from other researchers in order to gather more data for the literature-based instructions.

4. CONCLUSION

In accordance with the findings and discussion that have been described above, the researcher can conclude that the procedures in implementing literature-based instruction at Gandhi Memorial International School. The results of this study found that there were three procedures performed, namely pre-activity, whilst activity, and post-activity. Besides that, the challenges faced by teacher when implementing literature-based instruction during distance learning are that there are three challenges, namely; time constraints, differentiated instructions, and creating different rubrics. All of the data were gathered through observation and interview with the study's participant. Thus, the observation was conducted by watching the video of teaching English in implementing literature-based instruction in the class. Hence, the interview was conducted by asking several questions regarding the challenges faced by the teacher in implementing literature-based instruction during distance learning and ensure the data of observation.

5. REFERENCES

Abdel Latif, M. M. M. (2022). EFL teachers' critical literacy instructional perspectives and practices: The case of the Egyptian university context. *Teaching and Teacher Education*, *115*. https://doi.org/10.1016/J.TATE.2022.103733.

Amir, H., Sudarman, S., Asfar, A., & Batara, A. S. (2020). Covid19 Pandemic: Management and Global Response. *Jurnal Kesehatan Lingkungan*, *12*(1si), 121. https://doi.org/10.20473/jkl.v12i1si.2020.121-128.

Arya, P., Martens, P., Wilson, G. P., Altwerger, B., Jin, L., & Laster, B. (2005). Reclaiming literacy instruction: Evidence in support of literature-based programs. *Language Arts*, *83*(1), 63–72. https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi.

Aytaç, T., & Ahi, K. (2021). The problems faced by teachers in Turkey during the COVID-19 pandemic and their opinions. *International Journal of Progressive Education*, *17*(1), 2021. https://doi.org/10.29329/ijpe.2020.329.26.

Basoglu, U. D. (2018). The Importance of Physical Literacy for Physical Education and Recreation. *Journal of Education and Training Studies*, *6*(4), 139. https://doi.org/10.11114/jets.v6i4.3022.

Bayley, S. H. (2022). Learning for adaptation and 21st-century skills: Evidence of pupils' flexibility in Rwandan primary schools. *International Journal of Educational Development*, *93*(March 2021), 102642. https://doi.org/10.1016/j.ijedudev.2022.102642.

Begum, J. (2019). Learner autonomy in efl/esl classrooms in bangladesh: Teachers' perceptions and practices. *International Journal of Language Education*, *3(1)*, 12–21. https://doi.org/10.26858/ijole.v2i2.6411.

Bobkina, J., & Dominguez, E. (2014). The use of literature and literary texts in the EFL classroom; between consensus and controversy. *International Journal of Applied Linguistics and English Literature*, *3*(2), 248–260. https://doi.org/10.7575/aiac.ijalel.v.3n.2p.248.

Bušelić, M. (2012). Distance Learning – concepts and contributions. *Oeconomica Jadertina*, *2*(1), 23–34. https://doi.org/10.15291/oec.209.

Clack, A., & Dommett, E. J. (2021). Student learning approaches: Beyond assessment type to feedback and student choice. *Education Sciences*, *11*(9). https://doi.org/10.3390/educsci11090468.

Ekwueme, C. O., Ekon, E. E., & Ezenwa-Nebife, D. C. (2015). The Impact of Hands-On-Approach on Student Academic Performance in Basic Science and Mathematics. *Higher Education Studies*, *5*(6), 47. https://doi.org/10.5539/hes.v5n6p47

Ganesha, P., & Nandiyanto, A. B. D. (2021). Application of Online Learning During the Covid-19 Pandemic through Zoom Meeting at Karya Mekar Elementary School. *Indonesian Journal of Teaching in Science*, *1*(1), 1–8. http://download.garuda.kemdikbud.go.id/article.php?article=2432152&val=23269&title.

Gibson, J. (2007). Fiction and the Weave of Life. *Fiction and the Weave of Life*. https://doi.org/10.1093/acprof:oso/9780199299522.001.0001.

Halili, S. H. (2019). Technological Advancements in Education 4.0. *The Online Journal of Distance Education and E-Learning*, *7*(1), 63–69. https://tojdel.net/journals/tojdel/volumes/tojdel-volume07.

Hasiru, D., Badu, S. Q., & Uno, H. B. (2021). Media-Media Pembelajaran Efektif dalam Membantu Pembelajaran Matematika Jarak Jauh. *Jambura Journal of Mathematics Education*, *2*(2), 59–69. https://doi.org/10.34312/jmathedu.v2i2.10587.

Hima, A. N., Saputro, T. H., & Farah, R. R. (2021). Benefits and challenges of doing task-based language teaching in Indonesia: Teachers' perception. *KEMBARA Journal of Scientific Language Literature and Teaching*, *7*(1), 131–142. https://doi.org/10.22219/kembara.v7i1.15805.

Hoffman, J., Mccarthy, S. J., Abbott, J. A., Bayles, D., Price, D., & Elliot, B. (1996). *Literature-based reading instruction : Problems, possibilities & polemics in the struggle to change*.

Hong, J. C., Liu, X., Cao, W., Tai, K. H., & Zhao, L. (2022). Effects of Self-Efficacy and Online Learning Mind States on Learning Ineffectiveness during the COVID-19 Lockdown. *Educational Technology and Society*, *25*(1), 142–154. https://www.jstor.org/stable/48647036.

Hwang, W. Y., Shadiev, R., Hsu, J. L., Huang, Y. M., Hsu, G. L., & Lin, Y. C. (2016). Effects of storytelling to facilitate EFL speaking using Web-based multimedia system. *Computer Assisted Language Learning*, *29*(2), 215–241. https://doi.org/10.1080/09588221.2014.927367.

Ibáñez, M.-B., & Delgado-Kloos, C. (2018). Augmented reality for STEM learning: A systematic review. *Computers & Education*, *123*, 109–123. https://doi.org/10.1016/j.compedu.2018.05.002.

Ibrahim-González, N., & Noordin, N. (2012). Learner Autonomy via Self-Assessment in Consecutive Interpreting for Novice Learners in a Non-Interpreting Environment. *Sino-US English Teaching*, *9*(4), 1065–1073. https://www.researchgate.net/profile/Noraini-Ibrahim-Gonzalez/publication/309193469.

Keezhatta, M. S., & Omar, A. (2019). Enhancing Reading Skills for Saudi Secondary School Students through Mobile Assisted Language Learning (MALL): An Experimental Study. *International Journal of English Linguistics*, *9*(1), 437. https://doi.org/10.5539/ijel.v9n1p437

Khatoony, S., & Nezhadmehr, M. (2020). EFL teachers' challenges in integration of technology for online classrooms during Coronavirus (COVID-19) pandemic in Iran. *AJELP: Asian Journal of English Language and Pedagogy*, *8*(2), 1–16. https://doi.org/10.37134/ajelp.vol8.sp.1.2020.

Kinasih, S., & Sinaga, K. (2020). Kajian Penerapan Teori Pembelajaran Bermakna Ausubel Berdasarkan Perspektif Alkitabiah Pada Materi Hidrokarbon [a Study on the Application of Ausubel'S Meaningful Learning Theory on Hydrocarbon Chemical Learning Based on a Biblical Perspective]. *Polyglot: Jurnal Ilmiah*, *16*(2), 141–153. https://doi.org/10.19166/pji.v16i2.2128.

Klarer, M. (2004). *An Introduction to Literary Studies*. Routledge. https://doi.org/10.4324/9780203414040.

Kusmaryono, I., Jupriyanto, J., & Kusumaningsih, W. (2021). A Systematic Literature Review on the Effectiveness of Distance Learning: Problems, Opportunities, Challenges, and Predictions. *International Journal of Education*, *14*(1), 62–69. https://doi.org/10.17509/ije.v14i1.29191.

Mahayanti, N. W. S., Artini, L. P., & Jannah, N. (2017). the Effect of Big Book As Media on Students' Reading Comprehension At Fifth Grade of Elementary School in Sd Laboratorium Undiksha Singaraja. *International Journal of Language and Literature*, *1*(3), 2549–4287. https://doi.org/10.23887/ijll.v1i3.12544.

Moustafa, B. S. M. (2022). A comparative corpus stylistic analysis of thematization and characterization in Gordimer's My Son's Story and Coetzee's Disgrace. *Open Linguistics*, *8*(1), 46–64. https://doi.org/10.1515/opli-2020-0183.

Nabhan, S. (2019). Bringing multiliteracies into process writing approach in ELT classroom: Implementation and reflection. *EduLite: Journal of English Education, Literature and Culture*, *4*(2), 156–170. https://doi.org/10.30659/e.4.2.156-170.

Nana, N. (2020). Pengembangan Inovasi Modul Digital dengan Model POE2WE Sebagai Salah Satu Alternatif Pembelajaran Daring di Masa New Normal. *Prosiding SNFA (Seminar Nasional Fisika Dan Aplikasinya)*, *5*(0). https://doi.org/10.20961/PROSIDINGSNFA.V5I0.46607.

Nkhoma, C., Nkhoma, M., Thomas, S., & Le, N. Q. (2020). The Role of Rubrics in Learning and Implementation of Authentic Assessment: A Literature Review. *Proceedings of the 2020 InSITE Conference*, *January*, 237–276. https://doi.org/10.28945/4606.

Nursyahrina, H., Retami, L. H., Pratama, R., Salsabil, S. P., & Ihsan, M. T. (2021). the Use of Google Classroom in English Teaching and Learning Process At Senior High School Level. *Jurnal Riset Dan Inovasi Pembelajaran*, *1*(2), 123–133. https://doi.org/10.51574/jrip.v1i2.41.

Piscayanti, K. S. (2010). The Effect of Literature-based Instruction on Student's English Achievement with Differing Achievement Motivation an Experimental Study on the Eighth Grade Students of SMPN 1 Singaraja in Academic Year 2009-2010. *Jurnal Ilmiah Pendidikan Dan Pembelajaran Ganesha*, *7*(1), 97728. https://www.academia.edu/download/91007851/97728.

Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, *6*(2), 229. https://doi.org/10.5296/jse.v6i2.9201.

Puspitasari, E. (2016). Literature-Based Learning to Build Students' Vocabulary. *Journal of Foreign Language Teaching and Learning*, *1*(1). https://doi.org/10.18196/ftl.115.

Rahman, R., Sopandi, W., Widya, R. N., & Yugafiati, R. (2019). Literacy in The Context of Communication Skills for The 21st Century Teacher Education in Primary School Students. *International Journal of Science and Applied Science: Conference Series*, *3*(1), 101. https://doi.org/10.20961/ijsascs.v3i1.32462.

Riddell, J. (2015). Performance, Feedback, and Revision: Metacognitive Approaches to Undergraduate Essay Writing. *Collected Essays on Learning and Teaching*, *8*, 79. https://doi.org/10.22329/celt.v8i0.4256.

Ridhwan, M. (2017). Understanding Formative and Summative Assessment for EFL Teachers: Theoretical Reflections on Assessment for Learning. *J-SHMIC : Journal of English for Academic*, *4*(1), 40–50. https://doi.org/10.25299/jshmic.2017.vol4(1).505.

Rogowsky, B. A., Calhoun, B. M., & Tallal, P. (2015). Matching learning style to instructional method: Effects on comprehension. *Journal of Educational Psychology*, *107*(1), 64–78. https://doi.org/10.1037/a0037478.

Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, *1*(1), 29. https://doi.org/10.26417/ejls.v1i1.p29-31.

Salam El-Dakhs, D. A. (2020). Variation of metadiscourse in L2 writing: Focus on language proficiency and learning context. *Ampersand*, *7*, 100069. https://doi.org/10.1016/j.amper.2020.100069.

Samanhudi, U., & Widianingsih, S. (2017). A Study on Qualitative Research to The Development of English

Language Teaching (ELT) In Indonesia. *JURNAL BÉBASAN*, *4*(2), 106–120. http://jurnalbebasan.kemdikbud.go.id/jurnal/index.php/bebasan/article/download/85/58.

Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah*, *1*(1), 73–80. https://doi.org/10.31599/jki.v1i1.265.

Sjahruddin, H., Ramli, M., Anaconda Bangkara, B., & Fatmawati, E. (2022). Technological Innovation to Support 21st Century Learning Outcomes and Sustainability at Universitas Islam Negeri (UIN) Antasari. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, *7*(1), 63–76. https://doi.org/10.25217/ji.v7i1.1473.

Suwastini, N. K. A., & Yukti, W. G. S. (2017). Errors analysis in short biography text written by the 11th grade students of a vocational high school in Singaraja. *International Journal of Language and Literature*, *1*(1), 1–10. https://doi.org/10.23887/ijll.v1i1.9612.

Syahfutra, W. (2021). Students' Speaking Anxiety in English Education Study Program. *ELT-Lectura*, *8*(1), 74–83. https://doi.org/10.31849/elt-lectura.v8i1.5920.

Tanjung, P. A., & Ashadi, A. (2019). Differentiated instruction in accommodating individual differences of EFL students. *Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics*, *6*(2), 63. https://doi.org/10.22219/celticumm.vol6.no2.63-72.

Taşçı, S., & Turan, Ü. D. (2021). The Contribution of Lexical Breadth, Lexical Depth, and Syntactic Knowledge to L2 Reading Comprehension Across Different L2 Reading Proficiency Groups. *English Teaching and Learning*, *45*(2), 145–165. https://doi.org/10.1007/s42321-020-00065-z.

Tasya, P. N. A. (2021). New Normal and Social Change in Indonesia Society. *Media Komunikasi FPIPS*, *20*(1), 22. https://doi.org/10.23887/mkfis.v20i1.30423.

Wei, X., Saab, N., & Admiraal, W. (2021). Assessment of cognitive, behavioral, and affective learning outcomes in massive open online courses: A systematic literature review. *Computers and Education*, *163*, 104097. https://doi.org/10.1016/j.compedu.2020.104097.

Widyastono, H. (2017). Pemanfaatan Teknologi Informasi dan Komunikasi pada Sekolah Menengah pertama Negeri Akreditasi A di Provinsi Jawa Timur. *Jurnal Kwangsan*, *5*(1), 21–38. https://doi.org/10.31800/jurnalkwangsan.v5i1.37.

Wilson, K. M. (n.d.). *Literature-Based Instruction in the ESL Classroom*.

Yunus, A. A., & Syafi'i, A. (2020). Google Classroom as Learning Platform in Teaching Writing. *British (Jurnal Bahasa Dan Sastra Inggris)*, *9*(1), 48–64. https://journal.umgo.ac.id/index.php/British/article/view/473.

Yuzulia, I. (2021). The Challenges of Online Learning during Pandemic: Students' Voice. *Jurnal Pendidikan Dan Pengajaran*, *13*(1), 08–12. https://doi.org/10.31294/w.v13i1.9759.