
Implementation of Content-Based Instruction Using Animation Technology to Boost English Literacy in *Kampus Mengajar* Program

Monica Ayu Rishma¹, Widyarini Susilo Putri¹, Dewi Izzatus Tsamroh²

¹Program Studi D3 Bahasa Inggris, Universitas Merdeka Malang

²Program Studi Teknik Mesin, Universitas Merdeka Malang, Jalan Terusan Dieng No. 62-64 Klojen, Pisang Candi, Kec. Sukun, Kota Malang, Jawa Timur, Indonesia 65146

Correspondence: Monica Ayu Rishma (monicaayurishma31@gmail.com)

Widyarini Suilo Putri (widyarini@unmer.ac.id)

Dewi Izzatus Tsamroh (izza@unmer.ac.id)

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Abstrak. English literacy is an important life skill that uses reading and writing competence as essential skills in this global era. To improve students' literacy, students should understand the language first. Nowadays, Indonesia is a widespread problem that Indonesian students' value of English literacy is low; they mostly do not have basic reading skills and have an insufficient understanding of the language. In the Kampus Mengajar program, there are two missions. The first is making a teamwork program to improve schools' literacy, numeracy, and technology adaptation assistance. The second is a student's personal program to convey knowledge according to the study program taken at the university. Because the main program is boosting literacy, the students from the English program should make development programs related to English and literacy. English program students who participate as part of the Kampus Mengajar program should make the program as good and creative as possible, related to improving English. This final report aims to know the implementation effectiveness of the content-based instruction approach with animation technology as media using mixed-method analysis with two classes of students from the Christian Elementary School Kalam Kudus Kesamben as the samples. The study has shown that content-based instruction can boost literacy and English communicative skills. Animation can be an innovative medium with high effectiveness in increasing literacy. The students indicated that their vocabulary skills grow with the proof of the result from the post-test quiz average and the interaction during the learning process.

Kata kunci: *english-literacy, teaching, kampus mengajar, content-based instruction, animation technology, learning media.*

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INTRODUCTION

Kampus Mengajar is one of the Merdeka Belajar Kampus Merdeka (MBKM) programs that aims to assist learning in elementary and junior high schools affected by the pandemic, primarily through improving literacy and numeracy and adapting technology for students and learning institutions. Students are selected and stationed by the Ministry of Education and Culture of Indonesia, in which the placement schools and students have been adjusted based on the results of selection and study programs taken by students. Through improving students' literacy, students should understand the language first. English literacy is an important life skill that uses reading and writing competence as its basic skill in this global era. Kampus mengajar is a program followed by students from all study programs in Indonesia who have taken at least fourth semester. This program also selects students based on administrative requirements and tests. Students should prepare a curriculum vitae before applying to this program; at least they must have a GPA of 3.00 and pass the literacy, numeracy, and kebhinekaan test. The results of this program for college students are expected to grow social sensitivity in college students to help the surrounding community and distribute material lessons by college at the university on a fundamental basis. This program could give college students collaboration and provide development to hone thinking skills both with teachers, as well as with students across disciplines in solving problems encountered, developing students' insight, character, and Soft Skills, so that with the collaboration above the objectives in the teaching campus program are achieved. The program participants consist of students from the English literature and English education study program that on boosting English literacy and mastery of English language skills for junior high school and elementary school students.

Sari et al. (2015, p. 27) stated, "Literacy refers to the ability to read and write in a simple definition. With good literacy skills, humans will have a better standard of life." Because literacy provides information for humans that it can be adapted to human life cycle activity. English is an international standard language used in global conversations. Therefore, it is imperative to learn English in an early class. However, some young learners have difficulty with English with complicated, uninteresting, and challenging learning methods in their implementation.

Animation is a way of shooting a series of drawings, models, and even dolls to create the illusion of a series of movements in sequence. Therefore, teachers should

provide English language learners with the necessary vocabulary, and discourse structures needed to further their learning in the specific domain. (Pustika, 2019, p. 23). Animation makes it possible to transform abstract concepts and processes into concrete and relevant ones. By creating learning content and independently controlling the pace of hands-on information through staging, screenwriting, and creating animations using narration, participants increase their involvement in the content and validate and practice their grammar skills. Students could increase their confidence in speaking and understanding language structure. Visual stimuli can provoke emotional reactions that together form memory. The more learning involved in our long-term memory, the better our overall performance., Confidence in speaking could then be established by providing learners with a mechanism for practice based on a read-aloud narration creation task (Kent, 2016, p. 2). The animation could be a new creative approach to adaptation technology programs for teachers and for students.

Based on the explanation above the writer wants to prove that using content-based instruction with animation technology could be a new approach to help teachers transfer English literacy applications to students. The writer chooses content-based instruction which is considered an approach that empowers learners to learn a language by using it in the classroom as a real means of communication from day one. The idea is to make students can learn independently so they can continue the learning process outside the classroom. The writer considers analyzing animation technology to boost English literacy because animation can be a fun method for students and good for the psychological side of the learning process. Animation technology has a complex impact on the study language learning process. Additionally, the analysis of animation will focus on how it can help students in learning vocabulary and also speaking skills.

The objective of this research is to know how animation technology increases students' understanding English literacy. This research has three significances. First, it is expected that it can give reference in regards to the effectiveness of increasing the English literacy method through animation. Second, it is expected to enhance the reader's knowledge regarding English literacy with content-based instruction. Third, it is expected to help the lecturer to find the approach used to make attractive and interactive learning in the classroom.

PROBLEMS

Nowadays, in Indonesia is a widespread problem that students' English literacy is low, they mostly do not have basic reading skills and have a low understanding of using the language. Diantoro, S. (2021). Indonesia's literacy rate in research conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) from 70 countries is in rank 62. English Learners need to find the keywords of the text. By doing this strategy, students can cover their vocabulary weaknesses since vocabulary knowledge is one of the essential aspects that affect reading comprehension (Roehrig & Guo, 2011). The characterization of young learners made a low participation learning process. Learning a second language for young learners can be complicated because young learners have a short concentration span and easy to get bored with constant activity. The problem with literacy in Indonesia is not just caused by the student's side, but the teacher's sides also have weaknesses to provide the best skills. Teachers need new approaches and methods to make the learning process more attractive for students to gain the best effectiveness. Findings an innovation in the disciplines of language teaching and second language acquisition connected to content-based instruction and more recently content and language integrated learning. Those had a significant impact on boosting English literacy skills. Although using real-world examples when learning and teaching a new language the understanding and progress in one. Digma (2019) stated that content-based instruction offers a variety of immersion programs in addition to other initiatives there were three steps of the content-based instruction method, they are arrangement, consummation, and evaluation.

METHODS

This analysis uses mixed method analysis, the writer chooses this method because, from the observation of previous research, the writer decides that this is the best method to prove with fact and logic the effectiveness of content-based instruction. The writer used class action research with the pre-experimental. The author selected two classes as the sample for this study and employed two groups' pretest-posttest procedure.

Implementation Process

Sequira (2012) explained that learning can be viewed as a change that is permanent in nature. Teacher introduces a change to students through methods like helping them learn specific skills, altering some of their attitudes, or understanding a particular scientific law

underlying a learning environment, learning can be seen as a change that is permanent in nature. Giving lessons on a particular subject to a group of students is known as teaching. While learning is the process of acquiring knowledge through study, instruction, and experience. A challenge for an English trainer is teaching English to students with different language proficiency levels. The English teacher must choose the plans or methods that will be used to teach English in order to inspire students. In fact, motivation is crucial for students learning English

The steps of the teaching process with content-based instruction by the writer are:

1. Preparation for adapting and fitting the class, firstly the writer made a lesson plan to guide the teaching process. As the teacher, the writer introduce herself and told, about English classroom rules for twelves conferences in the term. Next, the writer present education material and make a brief explanation for the material. The writer reported the students that, the writer planned the knowledge material in accordance with students' needs because the students would have their information field in English learning process, in the way that vocabularies refer to activity, talks, study texts, and playing live lines films. To expedite the knowledge, The writer secondhand few media, in the way that LCD projector, a laptop and, a portable sound system.
2. Execution is the main steps of this teaching process, such as homeroom administration, acting performance, playing cartridge, watch animation video, conversation practice and, translation loudly.
3. Evaluation in the English knowledge process, based on daily accomplishment or progress, individual or group tasks/project work, and publicity tests. The teacher awarded 55 percent of the overall grade for normal performances. It included attendance and was concerned with the graduates' style of behaving features (stance) in order to determine the final grade. The lecturer then graded the students' works of utilizing and executing English. The learning strategy should be visible during the learning process.

The Process of Construction the Animation as a Medium to Transfer Knowledge

The animation is made for various purposes for promoting products, education, entertainment, and any other needs. In this technological era, the use of the application is easier for educators to complete all the work, so in this session, the author will briefly explain the process of making animated educational videos. The Simple process

to construct animation is by making it at online web animation makers such as *Animaker* and *Doratoon*.

Observation and Analysis Process

According to Elliott (in Hopkins, 1993) the following characteristic cycle is used to evaluate action research design:

1. Initially, an exploratory posture is taken, in which an understanding of a problem is created and plans for some types of interventional technique are made.
2. Following that, the intervention is carried out.
3. Observations are collected in various forms during and after the intervention.
4. The new interventional measures are used, and the cyclic process is repeated until an adequate understanding of the problem is attained.

After the first cycle was conducted, the writer did reflection and revision to prepare the next cycle to make better improvement in teaching speaking. And the last step is analyzing the effectiveness also the strength and weaknesses from the approach. The implementation in three months contains a complex process. The implementation process contains practically teaching and observations. It takes three months.

The writer conducted three steps in the research observation those are:

1. The initial step is planning. In this step, the writer will prepare a pretest to determine the students' prior or initial speaking proficiency and an interview with the teacher and students to learn more about the prior teaching and learning process. This entails learning the specific methods, approaches, techniques, and procedures the teacher employed throughout the teaching process as well as the students' perceptions of the teacher's instructional strategies; (c) the specific lesson plan and instructional materials developed in response to the problems found; (d) the posttest to compare with the pretest in order to know if there is any improvement in the students' skills in speaking by learning with the Content-based Instruction and animation technology ; and (e) the questionnaire following the implementation of the Content-based Instruction in order to get their feedback on the teaching - learning activities.
2. Acting The writer will complete all of the detail action programs that were planned in the speaking class in this level. On the basis of the lesson plans, the teaching activities or content-based instruction will be carried out step-by-step.
3. Observing. The writer and collaborator will watch and directly record the students' learning process, their involvement or engagement, their reactions, and their attitude of

the learning progress through the implementation of content-based instruction in the speaking class.

4. Reasoning. The writer at this stage assesses the outcome after completing the teaching and learning tasks associated with content-based instruction to determine the viability of the action program.

Ferrance (2000) stated that the collection of data is an important step in deciding what action needs to be taken. Multiple data sources are used to better understand what is going on in the classroom in this practically project. The writer obtained the information from:

1. Interview

An interview is an activity in which questions are asked face to face. During this research, interviews will be conducted with both the instructor and the students. By interviewing them, the writer will learn about the students' speaking abilities, their interest or motivation in the speaking class, and the outcomes of the teacher's teaching style or technique.

2. Questionnaire and Pre-test- Post-test

A questionnaire is a written quiz that is used to do research. In this study, students will be asked to mark certain statements of a questionnaire following the deployment of Content-based Instruction in order to provide feedback on the learning and teaching process.

2. An observation

Observation is the activity of monitoring and documenting the actions and behaviors of the class's study participants. In this study, the writer was assisted by his partner in observing the teacher's teaching method, as well as the students' learning activities and development in the speaking class. The data gathered during the observation will be presented as narrative prose from the field note. This study employs a mixed method research technique. The sample of this study was 46 students in class out of 538 students in the population. In analyzing the student's scores, the writer used the formula suggested by Sudijono (2009:217).

RESULTS AND DISCUSSION

To conduct an effective learning process the writer has compared the two of learning approaches, with content-based instruction. The principles of content-based instruction, which center instruction around the topic and engage students in actively

participating in the exchange of material, are highly influenced by the principles of communicative language teaching.

Table 2.1.4 The complexity of the learning process contains in the approach

Methods	Conducted as a part of the learning process		
	CBI	Mixed	Traditional
Small Group	+	+	+
Intensive Listening	+	+	-/+
Collaborative Writing	+	+	-
Focus on lecture	+	+	+
Case study	+	-	-
Student Driven Inquiry	+	-/+	-
Critical Thinking	+	-/+	-
Framework	+	-/+	-

The approach complexity table was created by analyzing the class activity during the practical process. Content-based instructions in the process showed that can be the most matched approach for the learning process. Explaining the need for learning through communication is a very effective learning strategy. Active learning benefits from favorable ethical and psychological conditions created when a positive attitude toward learning is formed. The teacher's disposition strongly influences effective assimilation. Effective assimilation is strongly influenced by the teacher's disposition toward his subject, his capacity to assist students promptly in their learning, his ability to assess their success and accomplishments in a timely manner, as well as his capacity to act appropriately in challenging circumstances. The teaching process in boosting English literacy has a significant role as the main point of the activity of boosting literacy. This is essential because the teaching process includes the process of delivering theoretical knowledge and practical knowledge to students. The process affected the ability of the students and the quality of the literacy skills mastered by students.

No	Result of The Research		
		The Test	
		Pre-Test	Post Test
1	Total Score	2642	3116
2	\bar{x}	57,43	67,73
3	N	46	46

The hypothesis was tested by comparing the post-test score:

After scoring the students' answer sheet, the means score of the pre-experimental class was 57,43 for the pre-test and the means of students Post-test was 67,73. Then, the total score of experimental class was 2642 and the total score of control class was 3116 it was an improvements based on the score of students literacy by quiz and interview that has conducted. To find out the range of the data Sudjana (2009) stated that range is the difference between the highest and the lowest scores. The range of pre-test and post-test scores Would be determined by using the formula below: $R = H - L$ Where: R: the range of the score Pre-Test H: the highest score = 83 L: the lowest score= 20 Range= 63 Post Test: H: the highest score = 98 L: the lowest score = 47 Range= 51. The range has significantly increase and its mean the approach effectively give progress for boosting English literacy.

The first month of observation the writers conducted a pre-test before delivered the material only 20 % of students from two classes can answer with high score. The writer realizing the bad side of this approach in construct and deliver them as teaching media it needs large amount of internet data usage in practice.

The second month the writer found the increase of ability to understanding narrative text in grade fourth, the authors found that children develop rapidly in learning situations, even children's feelings are more controlled, children do not significantly affect learning, even 100% of children do not feel lazy when given quizzes, children are eager to answer without protest and tend to scramble to answer questions because based on The writer's observation of children's activities in learning in the second month resulted in a very good significance in vocabulary and reading comprehension. then in the third month the writer plans to focus on speaking and pronunciation.

In the third month the writer found exciting things, the development of the speaking concentration span of the children still did not look good, and memory in vocabulary still

did not develop as much as in the second month, but in the third month, the pronunciation increased better and in the post-test occurred an increase. The animation video was effective, for committed to sustainably responsibility after all the writer teach the teachers to using and construct animation technology as learning media of 65% of students got a high score, but 22% of them got an average score and 33% got a lower average score.

Animation Technology Related to Students' Psychology

Animation technology affects many aspects of teaching. The affection related to the students and the teacher who served the content to teach language. The animation could be a part of content-based instruction learning media and give successful results because of the psychological effect on students. Animation is visual stimuli that can affect the reactions of students' brain systems to avoid boredom in the learning process. Besides boredom, animation has an affection for students. The relationship behind gives positive and negative effects on the psychological side. A procedure or program may be more easily mentally visualized with the aid of well-designed animation, which reduces the cognitive point. On the other hand, the development of children's language has been linked to the availability of learning resources at home, such as books and electronic learning materials, and parental attitudes toward their children's English learning. Parents' opinions of their children's learning are crucial in promoting their growth. Parents with strong teaching philosophies are more likely to cultivate a rich home literacy environment and actively involve their kids in literacy activities related to English as a second language. More literacy experiences between parents and children are made possible by parents' positive attitudes (Sigel et al., 2002). The psychological condition related to students depends on various conditions. Because of the various response and factors on the psychological side, the teachers should understand that the process of absorbing the material is different for each student in a class.

Majumdar (2009) stated that learners are constantly seeking flexibility in the time, place, and environment as well as in the selection of the content and the way that instructions are delivered the student learns the target language using the content-based instruction method by utilizing it to learn fresh material. The writer observing the approach's effect and the process gave significant results. The approach is utilizing the fresh material from the media to avoid boredom in the learning process and attract the student's attention to always focus on animation videos than just. Visualization in the form of a 2D cartoon makes it easier for individuals to process information through imagery

(Deli & Winna, 2022). The writer observes the situation in the learning process by analyzing the conditions during practice and studying the previous research. Animation and static cartoon-based media interventions substantially impacted students' learning outcomes and cognitive abilities. Overall, the animation-based instructional strategy successfully promoted participant improvement of their memory and reasoning skills. This study's findings in the example showed that five variables could significantly affect intelligibility, including word pronunciation accuracy, sentence stress, word stress, linguistic accuracy, and changes in related everyday conversation. The students showed that their vocabulary skills grew with the proof of the result from the post-test quiz average. This approach has more advantages compared to the flaws. Animation can be an innovative medium with high effectiveness in boosting literacy. This analysis could give the readers knowledge and insight content-based instruction in practice. This study enriched the readers knowledge about teaching and learning approaches because of the complete content that provides information from definition to practical theory. The results could be used as reference for English teachers to consider the effectiveness of content-based instruction with animation technology as the learning medium.

CONCLUSION

The analysis results contain how the effectiveness of content-based instruction with animation technology to boost English literacy. The range of pre-test and post-test scores Would be determined by using the formula below: $R = H - L$ Where: R: the range of the score Pre-Test H: the highest score = 83 L: the lowest score = 20 Range = 63 Post Test: H: the highest score = 98 L: the lowest score = 47 Range = 51. The range has significantly increased and it is mean the approach effectively give progress for boosting English literacy. The analysis showed that content-based instruction effectively increases literacy and English communicative skills. From the pre-test and post-test conducted at Kalam Kudus Kesamben Christian Elementary School during the even semester in the academic year 2021–2022. Students showed significant improvement. From the research, we know how the approach works. The situation during the learning process has changed into a better learning process compared to the previous session to improve students' literacy. The approach has a significant effect on students' psychological side. This approach can avoid boredom, although several students cannot focus on absorbing the material delivered. In other words, the approach is effective to boost English literacy. In the first part, the writer

provides two suggestions for the writer in the future and readers. First, for the writer who will conduct upcoming research, it is highly recommended to give a more detailed analysis and explanation of the results regarding the use of immersive animation, content creation techniques, and adjustments related to the curriculum of English subjects. It is advisable to add more explanation about the *Kampus Mengajar* and *Merdeka Belajar Kampus Merdeka* program in the content of the final report because it could give more complex insight to the readers. Secondly, the writer has two suggestions for the college students from the English program who would join as a part of the *Kampus Mengajar* program. First, the students should be serious and dedicated to the education development program. Second, with the next participant should have more creative innovation in developing English literacy in Indonesia by creating a new approach or medium. Lastly, the writer has a suggestion for all English teachers. Teachers should try to apply the new approach according to technological advances. Improving and applying a creative approach are required to be conducted to sharpen students' understanding and make it easier for students to apply the knowledge in real life.

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