International Social Sciences and Humanities
UMJember Proceeding Series (2025) Vol. 4 No 2: 71-80

KOPI 2025

Digital English Literacy across Indonesia's Remote Schools

Indah Werdiningsih
Universitas Muhammadiyah Jember; indah_andin@unmuhjember.ac.id

*Correspondence: Indah Werdiningsih
Email Correspondence ;
indah_andin@unmuhjember.ac.id

Copyright:© 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (http://creativecommons.org/licenses/by/4.0/).

Abstract: This research aims to describe the English literacy skills of students in remote schools in Sumatra, Kalimantan and Sulawesi. A case study method is used to seek answers to the quality of literacy in secondary school students in outermost areas in Indonesia, especially outside Java, and possible causes, consequences, and efforts to overcome these problems. The aspects studied include the ability of students to recognize letters and read sentences, write simple texts, pronounce English vocabulary, and carry out simple conversations, and the methods used by teachers in teaching. Data were taken from 5 schools on the islands of Sumatra, Kalimantan and Sulawesi with a population of around 1297 students in grades 7-9. The study found that students' English literacy is still relatively low. The number of books read is reported 1-5 per month. Most respondents only read textbooks and worksheets, in addition to novels and comics. They prefer reading simple story books, song texts, and online information about games and lifestyle. Access to printed books outside Java is still difficult, even at schools. Usually, teachers and students access English reading materials online because it is easier, faster, and more practical, with the limited internet access. One way to improve literacy is a school literacy movement program, focusing on students as the main actors, supported by teachers, principals, parents, and stakeholders so that the program can run well. So far, some activities that are most frequently done and preferred are practicing with friends, interspersed with games in learning, and storytelling..

Keywords: English literacy; digital literacy; reading motivation; remote schools.

INTRODUCTION

Creating a literate generation takes a long process which starts from early years of childhood and requires facilities and support from the surrounding environments. The ability to acquire new skills in the learning process depends on two factors; internal and external. The internal factors refer to individual maturity, while external factors cover stimulation from the surrounding environment (Schunk, 2021).

The Ministry of Education and Culture conducted research that evaluates data from classrooms, communities, and libraries, and identifies the relationship between these three factors and national literacy. On a 100-point scale, the index shows that access to books is only 23.1 and reading culture is at 28.5. In short, students do not have enough books and society is not used to reading. One of the causes is the significant disparity between provinces as a result of the geographical conditions of Indonesia, where the islands are quite far from one another (Purwanda & Syahril, 2021). This makes the equal distribution of books and reading materials almost impossible. Currently, the public library system in Indonesia only serves urban districts and large cities, leaving 118 million people living in the outermost regions of Indonesia without adequate access to books and reading materials. Introducing the public to the benefits of reading is one of President Joko Widodo's commitments, aiming that local communities inhabiting 17,000 islands can be empowered to develop sustainably. The availability of books for junior high school students in outer regions in Indonesia is still in short supply (Handayani, 2020). This results in problems for teachers because of difficulties in communicating and delivering learning materials to students.

Literacy is one of the points that will be tested in the minimum competency assessment initiated by the Minister of Education and Culture (Pendidikan & Nomor, 23 C.E.; Wahyuni, 2015). The government has carried out an increase in literacy through Program Gerakan Literasi Sekolah or School Literacy Movement (SLM) that has been carried out from elementary school to senior high school. One of the activities of SLM is the provision of various books and reading materials, and the allocation of structured reading time in schools. This can be seen from the Regulation of Ministry of Education and Culture No. 23 of 2015 (Pendidikan & Nomor, 23

C.E.), Handbook of School Literacy Movement in Elementary School, Guidebook of School literacy movement in Junior High School, Guidebook of School literacy movement in Senior High School (Khotimah & Sa'dijah, 2018; Wiediarti & Kisyani, 2016). The existence of SLM coupled with the availability of reading in the library will be promising indicators of increasing student literacy, and this means that there is a relationship between the provision of reading facilities and students' literacy skills (Ayu, 2020).

Indonesia's literacy rate itself is still relatively poor, based on a Central Connecticut State University (CCSU) study, depicting that Indonesia is ranked 60th out of 61 countries in terms of literacy interest (Media Indonesia, Tuesday, August 30 2016, 13:44). The importance of access to books and students' interest in reading are two of the highest problems of low literacy in rural areas.

There have been a number of previous studies on literacy, (Zupita et al., 2020) identified that the use of IT can improve English literacy; (Ayu, 2020) examines the relationship between the provision of reading books and literacy, and various studies of increasing literacy in students by applying methods or media (Humaira et al., 2021; Priyatni, 2021). Despite the number of studies conducted, descriptive research on students' literacy skills in remote schools has not been carried out. Based on these conditions, this study was conducted to reveal the condition of English literacy in several secondary schools in disadvantaged areas in Indonesia.

LITERATURE REVIEW

English Literacy

Literacy means the ability to understand and to create meaning from reading, writing, and speaking. On the other hand, literacy is defined as a set of skills needed by humans to fully integrate into society and learning through different language forms and a range of useful texts according to societal values (Citraningrum & Werdiningsih, 2017; Werdiningsih, 2018). This is in line with the notion in (Kern, 2000) stating that:

"Literacy is the use of practices in social, historical, and cultural situations to create and interpret meaning through texts. Literacy requires at least an unspoken sensitivity to the relationships between textual conventions and the context in which they are used and ideally the ability to reflect critically on those relationships. Since it is sensitive to purpose, literacy is dynamic – not static – and can vary between and within communities and cultures. It requires a range of cognitive abilities, written and spoken language knowledge, and cultural knowledge."

English literacy is very complex to achieve for students in lower education levels: elementary and junior high (Tjalla, 2010). The nature of this literacy is related to English as a foreign language (Werdiningsih, 2020b, 2020a) because learning involves socio-cognitive processes (Setiasih, 2014). Literacy is a necessary tool so that English language learning can run well. In order for students to master English language skills, they must carry out literacy practices that are inseparable from the process of learning English.

Roles of Literacy in Learning English

The roles and knowledge of language in building literacy practices continue to develop from time to time (Permatasari, 2015). Literacy, like English subjects, has also undergone changes. English literacy was once considered only as the ability to read and write texts (Werdiningsih, 2018, 2019, 2020b; Werdiningsih & Mardiyah, 2019), and now this understanding has extended to the extent of 'multi-literacy', which includes all forms of communication in English and in other foreign languages (Cope & Kalantzis, 2009). Therefore, students are urged to develop a metalanguage –a language to study literacy (Clark & Teravainen-Goff, 2020). The ability to read and express opinions in English is needed by students to communicate with the surrounding environment and the outside world (Amalia & Siregar, 2018). Thus, it is important for teachers to implement literacy strategies which support students to understand various genres, including imaginative, persuasive, informative, and analytical texts.

The Low English Literacy Skills of Indonesian Students

English literacy has become a major concern since the Organization for Economic Co-operation and Development conducted the Program for International Student Assessment (PISA) test to assess students' reading ability. From the test results of PISA in 2000s, the reading literacy of Indonesian students has not shown any significant increase. Since English is a compulsory subject for junior high school students, English literacy is considered important. Further research from PISA in 2009 showed that the English literacy level of

junior high school is still at level 3, which is categorized as low. From these results, it can be concluded that the achievement of students' English literacy should be improved by implementing innovative strategies (Ayu, 2020).

Based on the Reading Literacy Activity Index (Alibaca) of the Ministry of Education and Culture, a possible cause of the low reading interest of Indonesians is the lack of access to books and library especially in remote areas (Handayani, 2020). According to data from the Ministry of Education and Culture, areas in the eastern part of Indonesia, such as West Sulawesi, West Nusa Tenggara, East Nusa Tenggara and Papua shows a quite low rate of literacy.

The 2016 research of Central Connecticut State University noted that the level of literacy among Indonesian students was at the second lowest level out of 61 countries. Here are several causes of low literacy in Indonesia (Tan, 2020; Zupita et al., 2020): First, the access to books in a number of areas of Indonesia has not been evenly distributed. This results in lack opportunity for students to get a variety of qualified book references. Second, the lack of family support and their involvement in developing a reading culture that makes students not accustomed to referring to books to get information. Third, the community has not fully taken parts in increasing a productive literacy ecosystem for students; thus, literacy culture, which comprises not only about book management in the library, has not been constructed. Fourth, the government is considered unable to develop School Literacy Movement as a movement-based literacy program. If anything, so far it has only been considered more ceremonial which tends to lead to something artificial. The Indonesian government has tried their best making efforts to increase students' literacy level; however, many things still need to be addressed in urging schools and the community to collaborate in developing a literacy culture (Permatasari, 2015).

Efforts to Increase English Literacy in Indonesia

English literacy is crucial for students because it is a means to enrich knowledge, one of which is achieved through reading (Wahyuni, 2015). Then, massive technological developments became a medium for disseminating information. Lack of knowledge and information can immediately lead to believing hoax and provocative news without even considering other perspectives. Cited from (Kasiyun, 2015), several efforts to boost reading motivation of Indonesian people include: creating reading programs for school students, integrating libraries at each regional level, utilizing technology to access electronic reading materials, and collaborating with local integrated healthcare centers to improve early childhood literacy.

From the aforementioned explanation, one primary problem being faced in the world of education, especially in junior high schools in Indonesia, is the low level of English literacy skills and the lack of critical thinking skills of students in learning activities of reading, writing, and expressing meaning at schools. Such low level of ability usually occurs due to a lack of support or family involvement, unequal distribution of quality books, and the government being unable to develop movement-based literacy programs. The lack of English literacy skills possessed by students and the community in Indonesia will unfortunately affect their critical thinking skills (Anisa et al., 2021).

METHOD

Research design

This research belongs to the type of case study research that aims to reveal a phenomenon existing in certain groups (Ary et al., 2018a, 2018b). The phenomenon related to this research is to reveal the English literacy of students in remote schools of Indonesia. To obtain answers to the above phenomena, the research method used is qualitative research methods. Qualitative methods are more related to descriptions to explain the nature of a problem (Teddlie & Tashakkori, 2011). In this case, the researcher conducts qualitative research and data collection, research implementation and data analysis will be assisted by students.

Research Instruments

To find answers to the research question "What is the condition of English literacy in secondary schools in disadvantaged areas in Indonesia?", the instrument used was interview. In general, the following is the procedure taken in the research: The researcher determined the research subjects, namely junior high school

students in grades 7, 8, and 9. In the data collection, researchers and students carried out research in schools that have been selected by how to conduct interviews with teachers and students using Google Forms, assisted by student members. Teachers and students were inquired related to their reading interests in English books, their intensity in reading books, summarizing and retelling, as well as in what activities literacy is usually carried out at school. The results of the interviews were then analyzed by the researcher and conclusions were drawn from the results of the study.

Research Area and Participants

This study involved teachers and junior high students (grades 7-9) from 5 different schools on the islands of Sumatra, Kalimantan, and Sulawesi with the following details: SMP Bebunga Estate Kotabaru South Kalimantan with 160 students (77 male and 83 female students). SMP Gula Putih Mataram Mataram City Sub-district, Central Lampung District, Lampung Province with 293 students (144 male and 149 female), SMPN 1 Siempat Nempu Hilir, Siempat Nempu Hilir Sub-district, Dairi District, North Sumatra Province with 345 students (176 male and 169 female), SMPN 2 Long Bagun, Long Bagun Sub-district, Mahakam Ulu District, East Kalimantan Province, with 61 students (31 male and 30 female), UPTD SMPN 10 Metro Kec. Metro Center, City Metro Prov. Lampung with 438 students (241 boys and 197 girls).

Table 1. Profile of Student Respondents.

No	School Origins	Gender			
		Male		Female	
		Total	Percentage	Total	Percentage
1	SMP Bebunga Estate Kotabaru	77	48%	83	52%
2	SMP Gula Putih Mataram	144	49%	149	51%
3	SMPN 1 Siempat Nempu Hilir	176	51%	169	49%
4	SMPN 2 Long Bagun	31	50.8%	30	49.2%
5	SMPN 10 Metro	241	55%	197	45%

Table 2. Profile of Teacher Respondents.

No	School Origins	Gender			
		Male		Female	
		Total	Percentage	Total	Percentage
1	SMP Bebunga Estate Kotabaru	4	40%	6	60%
2	SMP Gula Putih Mataram	14	54%	12	46%
3	SMPN 1 Siempat Nempu Hilir	11	51%	13	49%
4	SMPN 2 Long Bagun	6	37.5%	10	62.5%
5	SMPN 10 Metro	16	40%	24	60%

Data Collection and Analysis

Interviews were conducted to teachers and students within a period of 2 days. On the first day, the researcher conducted interviews with the teachers of grades 7-9. On the second day, the researcher interviewed representatives of grade 7-9 students. The time given for the teacher in the interview was 30 minutes per class teacher, while on the second day students were given 10 to 15 minutes to answer several questions in the interview related to literacy and interest in English reading sources. Interviews were conducted online through filling out Google Forms. The questions in the interview aim to find an overview of the factors of students' low English literacy from both the family and the surrounding environment (Krosnick, 2018; Nardi, 2020; Patten, 2017). This expected finding not only reports on students' literacy skills, but also explains the external factors that lead to low English literacy.

Upon data collection from interviews with teachers and students, this data is then processed and analyzed to answer research problems. The strategy that has been carried out in analyzing the type of qualitative data is compiling categories from an interpretive framework that represents the opinions of research subjects in the questionnaires that have been distributed based on the congruence of meaning/intentions conveyed (Houghton et al., 2015; Kohlbacher, 2006).

.

RESULTS AND DISCUSSION

States of English Literacy in Outer Middle Schools in Indonesia

The obtained data indicate the low reading interest of the majority of teachers and students of grades 7-9. The indicators of the finding are presented in Figure 1.



Figure 1. Reading interests in English written books.

In Figure 1, from a scale of 1-10, the highest student interest in reading is at number 5 (22.4%). It is possible that students' reading interest is not too high because they do not understand the English text or because the reading materials contain too much text. From this question, it turns out that students have a fairly high interest in reading although most of them say that they are only interested in illustrated reading materials and which can be accessed online. Meanwhile, 62% of students did not like English books or were not very fond of reading. Students clarify their answers like the following: "I am interested in reading information as long as there are pictures", "I am interested in English-language sources of information, especially f it does not contain much writing." While another said "Less interested if the reading is not interesting (especially reading without pictures)", some who were enthusiastic said "There is quite a lot of interest in reading English-written sources of information, especially in online form." and "Very interested, because it can add insight to knowledge that we do not yet have". However, many actually like reading but are hindered by their lack of understanding English texts, as depicted in the following statement "My reading interest is high but I still find it hard to understand the information written in English". The low interest in literacy is one of the reasons for the lack of interaction in the language, in this case, the English text (Akram et al., 2020; Hoff, 2013; Stone, 2017). In another study, too much text made reading boring for students, thus pictures could increase their reading interest because they were more interested in reading books or other sources of information that contained

many illustrations and colors (Anggriani, 2020; Ati & Widiyarto, 2020; Fahyuni & Fauji, 2017; Mirnawati Mirnawati, 2020). The second indicator indicates the low English literacy can be seen in Figure 2.

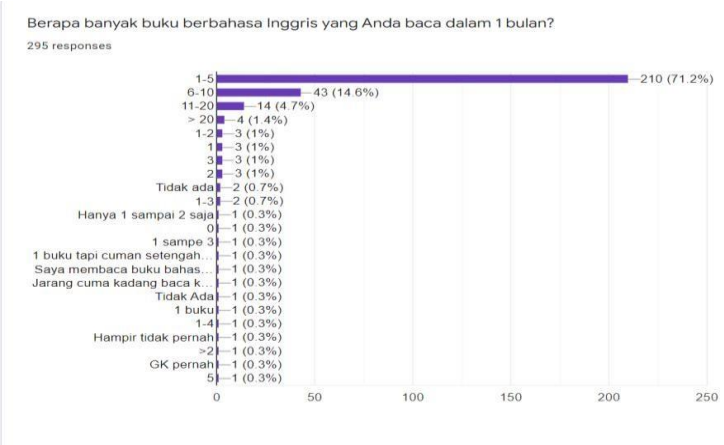


Figure 2. Number of English-written reading materials in 1 month.

In Figure 2, 71.2% of students only read 1-5 books in English in 1 month. The finding defines the low reading interest of the students. The types of reading that were accessed varied, but most answered that the books they read were English textbooks used in lessons at school. The rest are pictorial stories from the internet and dictionaries. According to the interviews, most students only read textbooks and worksheets in class in teaching and learning English. In addition, there are some who quite often access other sources of information via the internet, about 4-5 times a month. The reading materials that are most frequently accessed, 90% via the internet, are stories, news, entertainment, and those that have many images such as comics. This is because some of the methods used in teaching literacy are still teacher-centered and out of date so that these junior high school students who are still in the transition from child to adult find this classroom activity less attractive (Mufit et al., 2020; Zohrabi et al., 2012). They need a more innovative, refreshing, and fun learning experiences, that involve combine various activities inside and outside the classroom (Werdiningsih, 2020b). This is supported by the opinion of O'Mara and Laidlaw (O'Mara & Laidlaw, 2011), who found that children need to be given literacy learning from an early age through an innovative world and digital literacy, in line with student answers stating that they prefer to access reading material via the internet. Another factor that causes students to prefer to access online reading is that outside Java, the distribution of books and their availability in school libraries is still very limited. The third indicator is the low level of speaking and writing activities as shown in Figure 3.

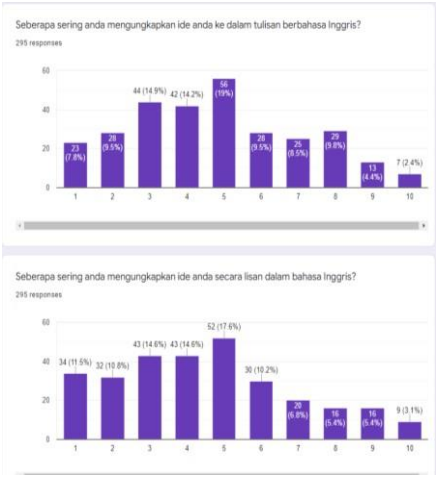


Figure 3. Students' Speaking and Writing Activities.

Literacy of students in terms of expressing their ideas in writing and speaking is classified as very low, namely 65.4% do not often write and 68.5% do not often express their ideas in English. The fourth indicator is the time chosen by students in speaking and writing activities, which data is shown in Figure 4.



Figure 4. Time spent for speaking and writing in English.

In Figure 4, students hardly communicate in spoken and written English. Students only practice it at the school, particularly in English lessons (73.9%) and at home when doing English assignments from the teacher (24.1%). These results show that English is only a compulsory subject which has not developed into a need for competence and literacy. Apart from that, principals, teachers, and other stakeholders in several schools have made efforts to increase students' reading interest and literacy skills. The efforts made include the School Literacy Movement, students as the main actors with the student-centered method. The carrying movement is carried out 30 minutes before the first hour starts, by reading a book and then retelling it in class with friends and the teacher. However, the results of these efforts have not yet been found in this study. Both teachers and students think that reading English texts, books, and information sources will improve writing and speaking skills. Teachers should be actively and effectively involved in providing feedback and suggestions for students in the classroom so that the learning situation becomes feasible, practical, and enjoyable (Darling-Hammond et al., 2020), because it can be ensured that without feedback and direction from the teacher, students will face confusion which can lead to feelings of laziness or a decrease in reading enthusiasm.

CONCLUSION

The study has resulted in the following conclusions: (1) The majority of teachers are quite interested in reading English texts, but not many are enthusiastic due to limited understanding of vocabulary and reading context. Meanwhile, most of the students only read textbooks and worksheets. (2) There is only limited support for providing reading resources. Access to printed books outside Java is scarce; the supply of books is very limited and there is no complete collection of books available in the library. The limitation of this research is the development of various questions to measure literacy competence in students, so it is not yet known the English language skills of students and teachers in remote schools. As a follow-up recommendation, efforts to improve literacy are through the School Literacy Movement program. It is necessary to involve various parties so that this school literacy movement has an impact.

REFERENCES

Handayani, A. (2020). opini: Merayakan Hari Buku Sedunia resensi: Gencarnya Praktik Penipuan Tiada Punah resensi: Keceriaan Persahabatan Dunia Anak. *Opini: Merayakan Hari Buku Sedunia*, 6.

Akram, H., Yang, Y., Ahmad, N., & Aslam, S. (2020). Factors Contributing Low English Language Literacy in Rural Primary Schools of Karachi, Pakistan. *International Journal of English Linguistics*, 10(6). https://doi.org/10.5539/ijel.v10n6p335

Amalia, N., & Siregar, A. (2018). Faktor-faktor yang Mempengaruhi Literasi Membaca Bahasa Indonesia yang Berkemajuan. *Prosiding Pekan Seminar Nasional*, 01.

Anggriani, Y. (2020). Pemanfaatan Gadget dalam Meningkatkan Minat Baca Anak di Keluarga. JPUA: *Jurnal Perpustakaan Universitas Airlangga: Media Informasi Dan Komunikasi Kepustakawanan*, 10(2). https://doi.org/10.20473/jpua.v10i2.2020.138-147

Anisa, A. R., A. A. Ipungkarti, D., & K. N. Saffanah. (2021). Pengaruh Kurangnya Literasi Serta Kemampuan Dalam Berpikir Kritis Yang Masih Rendah Dalam Pendidikan Di Indonesia. *1st National Conference on Education, System and Technology Information*, 01(01).

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018a). *Introduction to research in education*. Cengage Learning.

Ati, A. P., & Widiyarto, S. (2020). LITERASI BAHASA DALAM MENINGKATKAN MINAT BACA DAN MENULIS PADA SISWA SMP KOTA BEKASI. *Basastra*, 9(1). https://doi.org/10.24114/bss.v9i1.17778

Ayu, M. (2020). KEMITRAAN DENGAN PUSTAKAWAN SEKOLAH DALAM MENINGKATKAN LITERASI BAHASA INGGRIS SISWA SEKOLAH MENENGAH PERTAMA. BIBLIOTIKA : *Jurnal Kajian Perpustakaan Dan Informasi*, 4(2).

Citraningrum, D. M., & Werdiningsih, I. (2017). EJAAN DALAM TEKS LAGU BANYUWANGI. BELAJAR BAHASA: Jurnal Ilmiah Program Studi Pendidikan Bahasa Dan Sastra Indonesia, 2(2).

Clark, C., & Teravainen-Goff, A. (2020). Children and Young People's Reading in 2019: Findings from Our Annual Literacy Survey. *National Literacy Trust Research Report*. National Literacy Trust.

Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New Literacies, New Learning. Pedagogies: An International Journal, 4(3). https://doi.org/10.1080/15544800903076044

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. Applied Developmental Science, 24(2). https://doi.org/10.1080/10888691.2018.1537791

Fahyuni, E. F., & Fauji, I. (2017). Pengembangan Komik Akidah Akhlak Untuk Meningkatkan Minat Baca dan Prestasi Belajar Siswa di Sekolah Dasar. *Halaqa: Islamic Education Journal*, 1(1). https://doi.org/10.21070/halaqa.v1i1.817

Hoff, E. (2013). Interpreting the early language trajectories of children from low-SES and language minority homes: implications for closing achievement gaps. *Developmental Psychology*, 49(1), 4.

Houghton, C., Murphy, K., Shaw, D., & Casey, D. (2015). Qualitative case study data analysis: An example from practice. *Nurse Researcher*, 22(5). https://doi.org/10.7748/nr.22.5.8.e1307

Humaira, M. A., Sudjani, D. H., Sya, M. F., Indra, S., Syamsudin, D., & Rusli, R. K. (2021). Penguatan Literasi Siswa Melalui Story Telling Bahasa Indonesia, Bahasa Inggris, Bahasa Arab Di Sekolah Menengah Pertama. *Jurnal Karya Abdi Masyarakat*, 5(3), 547–552.

Kasiyun, S. (2015). UPAYA MENINGKATKAN MINAT BACA SEBAGAI SARANA UNTUK MENCERDASKAN BANGSA. Jurnal Pena Indonesia, 1(1). https://doi.org/10.26740/jpi.v1n1.p79-95

Kern, R. (2000). *Literacy and language teaching*. Oxford University Press.

Khotimah, K., & Sa'dijah, C. (2018). Pelaksanaan Gerakan Literasi Sekolah. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 3(11), 1488–1498.

Kohlbacher, F. (2006). *The use of qualitative content analysis in case study research*. Forum Qualitative Sozialforschung, 7(1).

Krosnick, J. A. (2018). *Questionnaire design.* In The Palgrave handbook of survey research (pp. 439–455). Springer.

Mirnawati Mirnawati. (2020). Penggunaan media gambar dalam pembelajaran untuk meningkatkan minat baca siswa. *Jurnal Didaktika*, 9(1).

Mufit, F., Asrizal, Hanum, S. A., & Fadhilah, A. (2020). Preliminary research in the development of physics teaching materials that integrate new literacy and disaster literacy. Journal of Physics: *Conference Series*, 1481(1). https://doi.org/10.1088/1742-6596/1481/1/012041

Nardi, P. M. (2020). *Developing a Questionnaire*. In Doing Survey Research. https://doi.org/10.4324/9781315635088-9

O'Mara, J., & Laidlaw, L. (2011). Living in the iworld: Two literacy researchers reflect on the changing texts and literacy practices of childhood. *English Teaching*, 10(4).

Patten, M. L. (2017). *Questionnaire research: A Practical Guide*. In Routledge.

Pendidikan, P. M., & Nomor, K. R. I. (23 C.E.). *Tahun 2015 tentang Penumbuhan Budi Pekerti*. 2015. Jakarta: Menteri Pendidikan Dan Kebudayaan Republik Indonesia.

Permatasari, A. (2015). Membangun kualitas bangsa dengan budaya literasi.

Priyatni, E. T. (2021). Mengintegrasikan pertanyaan provokatif 3 T (Tersurat-Tersirat-Tersorot) dalam pembelajaran, menguatkan literasi membaca guru dan siswa.

Purwanda, S., & Syahril, M. A. F. (2021). Bentuk Tanggung Jawab Negara Melalui Pemerataan Buku Bacaan Ke Pulau-Pulau Kecil Terluar. *JUSTISI*, 7(2), 155–166.

Schunk, D. H. (2012). Learning Theories,An Educational Perspective, Sixth Edition. *In Space Science Reviews* (Vol. 71, Issues 1–4).

Setiasih, L. (2014). THE ROLE OF OUT-OF-SCHOOL ENGLISH LITERACY ACTIVITIES IN PROMOTING STUDENTS'ENGLISH LITERACY. *TEFLIN Journal*, 25(1), 62–79.

Stone, G. (2017). Implementation of critical literacy for English writing classes in the Thai context. The New English Teacher, 11(2), 65.

Sudiarta, I. W. (1858). Pengaruh Metode Jolly Phonics Terhadap Kemampuan Membaca Dan Menulis

Permulaan Bahasa Inggris Pada Anak Kelompok B TK Mahardika Denpasar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran PPs Universitas Pendidikan Ganesha*, 14(1).

Tan, P. (2020). *Minat Baca Orang Indonesia Paling Rendah di Dunia, Karena Tak Ada Akses dan Kesempatan*. Konde. Co. March, 14.

Teddlie, C., & Tashakkori, A. (2011). Mixed methods research. *The Sage Handbook of Qualitative Research*, 4, 285–300.

Tjalla, A. (2010). Potret Mutu Pendidikan Indonesia Ditinjau dari Hasil-Hail Studi Internasional. *Seminar Nasional FKIP-UT*, 3.

Wahyuni, S. (2015). MENUMBUHKEMBANGKAN MINAT BACA MENUJU MASYARAKAT LITERAT. *Diksi*, 17(1). https://doi.org/10.21831/diksi.v17i1.6580

Werdiningsih, I. (2020). Foreigner's role in helping Jember young learners speak better English. *Asian EFL Journal*, 27(5.2).

Werdiningsih, I., Marzuki, & Rusdin, D. (2024). Balancing AI and authenticity: EFL students' experiences with ChatGPT in academic writing. *Cogent Arts & Humanities*, 11(1). https://doi.org/10.1080/23311983.2024.2392388

Werdiningsih, I., Marzuki, Indrawati, I., Rusdin, D., Ivone, F. M., Basthomi, Y., & Zulfahreza. (2024). Revolutionizing EFL writing: unveiling the strategic use of ChatGPT by Indonesian master's students. *Cogent Education*, 11(1). https://doi.org/10.1080/2331186X.2024.2399431

Werdiningsih, I., Nurhadi, K., Widiati, U., & Muniroh, S. (2025). Integrating academic literacy into contemporary learning: What we learned from an Indonesian EFL classroom. *Issues in Educational Research*, 35(1), 380-394.

Wiediarti, P., & Kisyani, L. (2016). Buku Panduan Gerakan Literasi Sekolah di Sekolah Dasar. *Direktorat Jenderal Pendidikan Dasar Dan Menengah Kementrian Pendidikan Dan Kebudayaan*.

Zohrabi, M., Torabi, M. A., & Baybourdiani, P. (2012). Teacher-centered and/or student-centered learning: English language in Iran. *English Language and Literature Studies*, 2(3), 18.

Zupita, N., Fitriani, Y. E., & Rohayati, Y. (2020). *Ti Dalam Pendidikan: Studi Literasi Bahasa Inggris Dalam Membaca Dan Menulis Dikalangan Mahasiswa Era Digital*. Seminar Nasional Pendidikan, FKIP UNMA 2020.D. Conyers, "Perencanaan sosial di dunia ketiga," Yogyakarta Gajah Mada Univ. Press, 1991.