

The Problems in Literature Appreciation Learning at Primary School: A Case Study of Reading Poetry

Eka Suryatin

**National Research and Innovation Agency (BRIN), Jakarta, Indonesia
ekasuryatin@yahoo.co.id**

Achril Zalmansyah

**National Research and Innovation Agency (BRIN), Jakarta, Indonesia
zzalmansa@gmail.com**

Zainal Abidin

**National Research and Innovation Agency (BRIN), Jakarta, Indonesia
zainalwong@gmail.com**

Abstract. This study aims to identify problems occurring in the poetry reading lesson for elementary school students. This research is a case study with data obtained from the case subjects of teachers and students of a primary school. Data in the form of learning difficulties behaviour was collected using observation, interview, and documentation techniques. The steps include case identification, diagnosis, prognosis, remedial (treatment), evaluation, and follow-up. The results showed that the causes of problems in learning literary appreciation, especially reading poetry, were the class conditions and the teacher factor. The condition of the classroom window that is too low can be overcome by providing a cover in the form of a curtain to block the view of students outside the room. In contrast, teachers who do not master the class due to a lack of learning media can be overcome by providing supporting books besides the main book, magazines, and in-focus media.

Keywords: learning, literary appreciation, reading poetry

1. INTRODUCTION

Learning Indonesian language and literature at schools has several objectives for students, one of which is to have the ability to enjoy and utilise literary works to broaden their horizons, refine character and increase knowledge and language skills, and appreciate and be proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people (Dasar, 2006). In other words, this kind of objective is associated with literary appreciation. More specifically, learning literary appreciation aims to enable students to appreciate and express literature through listening, watching, reading, and verbalising literary results, both in the form of fairy tales, poetry, and short plays, as well as experiences in the form of stories and poetry (Nasional, 2008). This means that students are expected to be able to carry out literary appreciation actively, creatively, and innovatively.

Learning the appreciation of literature is an appreciative art form. Therefore, literary learning should be emphasised more in terms of appreciation. Literary appreciation includes an appreciation of prose, poetry, and drama. In this study, the focus of literary appreciation is on poetry learning. Learning poetry appreciation is related to activities related to poetry, namely listening to or reading poetry with appreciation, writing poetry, and writing poetry reviews. Poetry appreciation is an appreciation for poetry as a result of introduction, understanding, interpretation, appreciation, and enjoyment of literary works supported by inner sensitivity to the values contained in it (Waluyo, 2010). Discussing the material that must be given to students should make them more acquainted with understanding, appreciating the personality, attitudes, and insights, and increasing their knowledge and ability to communicate and speak.

To reach the level of appreciation in the poetry learning, it should pay attention to several concepts: (1) poetry learning should not lead to knowledge of poetry theory, (2) poetry learning must involve students directly in the appreciating process, (3) teachers should provide opportunities for students to get their enjoyment and benefits from reading poetry, and (4) learning is directed at acquiring inner experiences within students that they gain from the process of reading poetry, recognising, understanding, appreciating, appraising, and finally appreciating literary work.

Poetry appreciation learning is significant for students because it can broaden their knowledge, shape their good morals, and personalities. Moreover, according to Sebesta's and Stewig's (2002) research results, the integration of literary works in language learning can increase children's interest in reading by 185% at the age of 7-10 years and 178% at children whose ages were around 11-12 years. From this finding, it can be perceived that the appreciation of literary works appreciation learning can be carried out in the context of elementary school students, considering that it could increase the students' reading interest. However, the practicality of poetry learning is less than optimal. Hence, this condition demonstrates that the level of student appreciation and student self-actualisation of poetry is still low. Based on this case, the researcher of this study is attracted to conduct research regarding literary appreciation learning evaluation in the form of reading poetry at one of the primary schools in Indragiri Hilir, Riau Province, namely at SDN 005 Tagaraja, Kateman, specifically at V.A class.

Many scholars have investigated the topic of literary appreciation. For instance, the case study research on poetry appreciation by Setiyaningsih (2010) entitled "Learning Poetry Appreciation in Elementary Schools: A Case Study of Class V SD Negeri I Begalon Surakarta". The study results concluded that the learning had led to appreciative activities. Learning has been carried out following the competence of students. The book used is not based on the package book. Unfortunately, the lack of facilities and infrastructure made the learning ineffective.

Another research on poetry appreciation learning was conducted by Rahayu (2018) titled "Learning Poetry Appreciation with Quantum Learning Methods in Elementary Schools in the Perspective of the Education Unit Level Curriculum". The findings of the research show that: (1) the fifth-grade teacher is well versed in the curriculum and syllabus with the KTSP approach and includes the concept of Quantum Learning method in the lesson plans; (2) the implementation of learning is carried out in accordance with the RPP which is prepared with steps in accordance

with the concept of the Quantum Learning method; (3) obstacles faced during learning include: (a) obstacles from the students' side, (b) obstacles from the teacher's side, (c) media, and (d) learning resources; and (4) solutions made by teachers to overcome obstacles in learning are (a) to increase students' interest and motivation, teachers act decisively by giving sanctions to students who ignore and giving rewards to those who respond well to learning, (b) to overcome shortcomings in teachers: the teacher's attention to all corners of the class and his standing position moves and the volume of the voice is louder, (c) to overcome the shortage of media, the teacher gives students the freedom to bring their own instrumental music CDs, and (d) to overcome the shortage of resources. In learning, the teacher gives students the freedom to bring their own poetry scripts.

Besides these two studies, research on listening learning case study studies has been undertaken by Bagus (2017), entitled "The Difficulty of Listening in Indonesian Language Learning (Case Study Research on Grade 3 Students of Inclusive Elementary School X Bandung)". The study's conclusions are as follows: (1) the difficulty in listening experienced by students; (X) is caused by the disturbance of the sense of hearing; (2) hearing loss occurs because the student (X) has an accident in a public swimming pool; (3) the motivation of the teacher plays a significant role in the cases experienced by students (X); (4) student (X) requires special services in the process of learning listening skills.

However, none of those previous studies concentrated on poetry reading appreciation learning. Thus, the current study fills this gap by exploring the problems occurring during the poetry reading appreciation learning. Considering the importance of case study research in poetry appreciation learning, the research on poetry reading case studies in literature appreciation for class V.A SDN 005 Tagaraja, Kateman, Indragiri Hilir needs to be done. Moreover, SD Negeri 005 Tagaraja, Kateman, Indragiri Hilir is an elementary school in developing areas from village to village. This study attempts to identify the causes of learning problems in reading poetry for class V.A SDN 005 Tagaraja, Kateman, Indragiri Hilir students. Thus, the results of this study are expected to provide input for the development of poetry appreciation learning and can contribute to the development of poetry appreciation in the target school, especially for class V. For teachers, it can be used as a solution and contribution to the management of poetry appreciation learning in schools, involving implementing appreciation learning, understanding the obstacles, and trying to overcome them. For students, it can be used as an input to improve poetry appreciation skills by recognising, understanding, appreciating, and living poetry seriously, so that they can have the imagination to appreciate poetry. Meanwhile, for schools, the results of this research can be used as input and solutions for coaching and motivating teachers, providing facilities and infrastructure, and providing learning media related to learning the Indonesian language and literature, especially learning poetry appreciation.

Literary appreciation learning is an activity that involves several components, such as students, teachers, objectives, materials, methods, media, and evaluation. The first component is the student. Students who experience acts of teaching and responding with acts of learning are brought to the literary experience of literary experience so that a responsive and sensitive attitude will appear naturally or following their abilities. Yant (2004) suggests that literary appreciation learning that seeks to concretely realise literary appreciation should make the students carry out the

following things: (a) introduce literary theory and creativity in the form of reading the literary work; (b) read and understand the meaning and content and enjoy the beauty of the form and language; (c) learn the beauty of literary works from the point of the choice of beautiful words, attractive language style, expressive expression, connotative and associative expressions of rhyme, alignment, verse, uniquely artistic typography, while the depth of meaning of literary works can be seen from its ethical, contemplative, cathartic, intense and sublime nature and signifiers; and (d) together with the teacher, they appreciate literature that is intuitive, affective, aesthetic, and creative to appreciate the literary work. With appreciation, students are expected to be able to absorb the values of literary works so that they are wiser, more refined in spirit, more sensitive to their feelings, and more humane.

The second component is the teacher. Literary appreciation teachers must have more literary appreciation skills when compared to students because teachers are the most decisive component in the teaching and learning process, especially in literary appreciation learning. Professional literature appreciation teachers have at least the following characteristics: (a) fully understand the nature and purpose of teaching literary appreciation; (b) have a great interest in literature as indicated by (1) likes to read literary works; (2) always follow the development of literature; (3) likes to collect writings on literature; and (4) likes to participate in activities related to literature; (c) can appreciate literature; and (d) mastering the teaching method of literary appreciation (Suharyanto, 1981).

The next component is the objective. Learning literary appreciation aims to gain experience and knowledge of literature. The purpose of learning literary appreciation is not only knowing and mastering literature theoretically, but also the ability to understand and appreciate through appreciation activities. In addition, learning literary appreciation is expected so that students can absorb the values contained in literary works, followed by applying the good values of a literary work in everyday life. Thus, learning Indonesian literature appreciation can build a character education (Flood & Lapp, 1994; Ahrens, 2011; Widdowson, 2014; Magulod, 2018; Magulod Jr, 2018; Yuhdi, 2018).

The fourth component is material. Andayani (2009), Maburri & Sayuti (2015), and Puspita et al. (2017) suggest that literary appreciation learning materials must be selected by taking into account the following: (a) should be appropriate with age, psychological development, emotional condition, and students' knowledge; (b) develop imagination, give healthy stimulation to emotions, and provide possibilities for developing creations; and (c) can enrich the understanding of beauty, life, humanity, reverence for God. In addition, the interest and motivation of students in studying literary appreciation, especially reading poetry, are also crucial to be considered in selecting the material. It is because the success of students in learning depends not only on the educator or teacher, but also on the students' motivational factors, desires, and abilities, which are indeed very influential (Zalmansyah, 2017). To a further extent, the selection of materials should also be adjusted by the presentations that provide opportunities for students to interpret and be able to capture the content or mandate contained in the selected literary works as learning materials, sharpen the mind, and enhance their critical power so that the material is following the potential and abilities of students.

The other component is the methods. The methods used in learning literary appreciation include: (a) reading, (b) demonstrating, (c) asking questions, (d)

discussing, and (e) giving assignments (Suharyanto, 1981). The sixth component is media. Media that can be used in learning literary appreciation is a tool used in learning as a carrier of lesson content for students. Using assistive devices/media to increase and enrich students' vocabulary is highly recommended. For example, using funny and interesting illustrated cartoons for students is a special attraction (Zalmansyah, 2017). The function of the media is to increase the effectiveness and efficiency of the teaching and learning process and communication, so that students can more easily understand the material presented by the teacher. Literary appreciation learning media can be classified into visual and audio (Sumantri & Permana, 2001). Visual media can be captured with the sense of sight. This type of media consists of still pictures and graphics, board media, and projection media using a projector. Audio media is a type of media that is heard in the form of audio-visual media; this media can be observed and heard, including original media and people. Finally, the last component is evaluation. Student learning outcomes are measured using a separate test to evaluate literary appreciation learning. Tests to measure the output of literary appreciation learning outcomes are divided into four categories, arranged from simple to more complex levels, namely (a) information level, (b) concept level, (c) perspective level, and (d) appreciation level (Nurgiyantoro, 1987).

2. METHOD

The research design applied in this research is a descriptive qualitative design in the form of case study research. It is a form of research that focuses on a case intensively and in detail; the subject being investigated consists of a unit seen as a case (Suryabrata, 2011). The subjects of this research case were teachers and students. This is based on the results of observations and interviews with the subject teachers in question. The selected case subjects with learning difficulties are as follows:

- a. The subjects of the case were teachers and students of class V.A. SDN 005 Tagaraja, Kateman, Indragiri Hilir.
- b. The discovery of case subjects was based on the results of direct observations and interviews with teachers.

Based on this, the data collection techniques used in this study included direct communication, direct observation, and documentation studies. The instruments used were interviews, observation, and documentation guidelines.

The data that have been collected were analysed qualitatively at each step of the case study, which includes the following steps:

- a. **Case identification.** This step is intended to get to know students and the symptoms that appear. In this step, the supervisor notes the students who need help.
- b. **Diagnosis.** The diagnosis step is a step to determine the problem at hand and the background. In this step, the activities carried out are collecting data using various data collection techniques. After collecting the data, the problems faced and their background are determined.
- c. **Prognosis.** The prognostic step is a step to determine the type of assistance that will be carried out to guide students. This prognostic step is determined based on the conclusions in the diagnostic step. This prognostic step is determined together after considering various possibilities and various factors.
- d. **Treatment or remedial.** Treatment is the step of implementing assistance or

guidance. This step is the implementation specified in the prognosis step. The treatment was implemented using a rational emotive counselling model with task assignment techniques and a behavioural counselling model with assertiveness training techniques. Treatment of the subject was carried out for four meetings.

- e. **Evaluation and follow-up.** This step is intended to assess or find out the extent to which therapy has been carried out and has achieved results. In addition to analysing the student's subject, the teacher was also analysed. The analysis includes **planning, implementation, materials, media, and learning assessment.**

3. RESULT

3.1 Results

After analysing the data, the researcher of the current research found that most of the students did not seem to be interested in learning about reading poetry. They paid more attention to the other lessons, namely Physical Education, Sports, and Health (PESH). Furthermore, this research also displays several problems that could be identified as problems in the failure of the poetry learning process. The problems that were found were:

- (1) the lack of motivation of students to learn literary appreciation. The students considered playing football more fun than learning about poetry appreciation.
- (2) teachers do not master the materials and methods of learning in the field of literature, especially poetry appreciation;
- (3) less supportive media
- (4) the condition of open classroom doors and windows which obstruct the students' concentration
- (5) the short learning time allocation.

3.2 Discussion

3.2.1. Case Identification

The researcher found the following points based on observations made during the learning process to read poetry in class V.A at SDN 005 Tagaraja, Kateman, Indragiri Hilir on March 26, 2020. Firstly, the poetry reading class was done one hour before the Physical Education, Sports, and Health (PESH) learning time. At the same time, another class undertook PESH learning practices in the school field, which involved playing soccer. Then, the teacher started the learning of reading poetry by ordering them to open Indonesian language textbooks and start learning with the lecture method.

The following observation is that students no longer pay attention to the teacher in the classroom. The student's gaze was no longer focused on the teacher. Some boys and girls stood and looked at the school field outside the class to play basketball. Students whispered to each other, and some students even shouted not to continue learning. The learning process only lasted fifteen minutes. On the other hand, the teacher continued the learning process even though the conditions were not conducive. The teacher gave orders to students who shouted and whispered to read the poems contained in the book. Students did not carry out the teacher's orders because they did not understand the learning material provided. This is evidenced by the expressions of students telling each other in class. From the beginning of the lesson, the teacher did

not give an example of how to read a good poem. Seeing most students doing the same thing, the teacher packed up the books and left the room as soon as the bell rang.

Comparing the observation results to the existing inquiry findings, the result regarding the inadequate facility supports Setyaningsih's (2010) research. Setyaningsih (2010) also found that a lack of infrastructure and facilities made the learning process run poorly. Meanwhile, the findings of this study regarding the teacher's incompetence are also similar to Rahayu's (2018) study, which found that one of the obstacles to learning comes from the teacher's side. However, the problems found in this study regarding the students' difficulty in learning are different from the findings displayed in Bagus' (2017) research. Bagus (2017) found that the students faced difficulty in listening skills due to a deficiency in this area, whereas in this study, the students faced difficulty due to internal motivation.

3.2.2. *Problem Identification*

The problem in this learning is the failure of the process because students' attention is only on the next lesson, namely PESH. So, the problems found are (1) playing soccer is more fun for students, (2) students are not interested in learning about poetry appreciation, (3) teachers are lack of mastery of materials and learning methods in the field of literature, especially poetry appreciation, (4) media used are not interesting, (5) the condition of the classroom doors and windows that are open so that it is easier for students to see outside, and (6) the allocation of learning time is not enough.

3.2.3. *Diagnosis*

Based on the identification of the problem, the diagnoses are presented subsequently:

- a. Teachers do not master the learning material, so they do not know the use of learning methods, ranging from planning, class mastery, and giving examples, to evaluation at crucial hours.
- b. School facilities, such as facilities and media, are inadequate, so learning relies only on the teacher.
- c. School infrastructure, such as too low windows, makes it easier for students to see outside the room.
- d. The lack of time allocated to learning makes students more concerned with learning other subjects than Indonesian, especially poetry appreciation.

3.2.4. *Prognosis*

Based on the above diagnoses, the prognoses are as follows:

- a. Students' attitudes towards learning, especially literature, are decreasing;
- b. Lack of students' knowledge of literature;
- c. Teachers have difficulties in evaluating the learning process; and
- d. Students' scores can decrease due to a lack of the learning process.

3.2.5. *Treatment or Remedial*

Standing from the aforementioned problems, this research suggests several efforts which could be applied by teachers to overcome the obstacles that arise in learning poetry appreciation. Efforts related to students are carried out by motivating and appreciating learning activities. This motivates students to look for poetry in magazines, make clippings, and read them at school. Students do this clipping before

the poetry appreciation lesson takes place. This is done so that students are expected to be actively involved in learning poetry.

In terms of the effort which could be made by the teacher, it needs to be highlighted that the teacher should not evaluate the students' work based on students' poetry writing, but instead based on how students can appreciate the poetry appropriately and can understand the content of the poetry. Additionally, the teacher must give examples of how to read poetry with the correct pronunciation and intonation based on the character of the poem being read, considering that the basic competence of reading poetry is that students can read poetry with the correct pronunciation and intonation. For instance, the poem "*Menyesal*" by Aliasjmy is read with a different intonation from the poem "*Diponegoro*" by Chairil Anwar. The poem "*Menyesal*" is read with a low intonation, while "*Diponegoro*" is read with a high or loud intonation.

Furthermore, to truly enjoy the beauty of sound in poetry, paying attention to the rhythm, expression, kinesics, and voice volume when reading is important. The poem's rhythm is influenced by intonation and pauses, dynamic stress, tone pressure, and tempo. Dynamic stress is stress on words that is considered important. The pitch pressure is the high and low pressure of the sound. High voices describe joy, anger, amazement, and so on, while low voices express sadness, resignation, doubt, despair, and so on. Tempo is the fast and slow pronunciation of a syllable or word. In addition, when reading poetry, one must also pay attention to the accuracy of expression, articulation, and timbre. Expression is a statement of feelings resulting from the inspiration of the poem's contents. The soul of the poetry is revealed through the expressions (movement of the face) and kinesics (movement of the limbs). Articulation is accuracy in pronouncing words, while timbre is the colour of the sound (innate) he has.

Meanwhile, to overcome the obstacles in the form of media, the teacher should write poetry and the steps to read it in large letters so that the students in the class can read it. Furthermore, the teacher could use different colours for each poem step to highlight its importance. By doing this, the students can easily understand and appreciate the poetry.

To deal with the obstacles of companion books, the teacher should ask students to look for poems in Bobo magazine or other source books with poetry in them. Then, the students are asked to write or copy the poems into books and write them well. It demonstrates one of the teacher's efforts so that students have a follow-up in poetry learning and can learn much about poetry from sources other than textbooks or companions.

Learning barriers in the form of less supportive infrastructure and too low windows can be solved by covering them in the form of curtains so that students can concentrate more on the learning process. In addition, to add more nuance to the learning, learning media could also enhance the students' focus during crucial hours. To overcome the limitation of time in learning poetry, teachers can use self-acustoming time in assessing poetry appreciation by taking time which is carried out on Saturdays. The teacher needs to do this because the time for learning poetry appreciation was minimal, while the number of fifth-grade students was 44, so it took much time to assess learning poetry appreciation.

3.3. *Evaluating and Follow-up*

In responding to the problems in class V.A at SDN 005 Tagaraja, Kateman, Indragiri Hilir, window or door coverings are needed to block students' vision so they do not need to see the activities outside. In addition, the teachers must have various teaching materials to make learning more varied. As a result, the students would not feel bored learning the lesson.

3.3.1. *Evaluation*

The evaluations that can be proposed concerning the case are as follows:

1. Teachers must re-evaluate their knowledge of learning, methods, and enrichment of literary learning media.
2. After the school provides proper shutters and doors, the teacher must re-evaluate whether learning can run smoothly.
3. After the school completes the in-focus learning media, the teacher must re-evaluate whether there is an increase in interest in learning literary appreciation.

3.3.2. *Follow-up*

Suppose there is no progress in student learning after the evaluation. In that case, the teacher must examine factors such as family motivation or support to study harder. In this case, counselling is needed to improve student attitudes toward learning.

4. CONCLUSION

Above all, the case study results on the problems of learning literary appreciation, especially reading poetry, are influenced by the class conditions and the teacher factors. The condition of the classroom, a window that is too low, can be overcome by providing a cover in the form of a curtain to block the view of students outside the room. In contrast, the teacher who does not master the class due to a lack of learning media can be overcome by providing supporting books besides the main book, magazines, and in-focus media.

It should be highlighted that this inquiry still has a limitation. It only focuses on the problems of reading poetry appreciation affected by the infrastructure and the teacher's competency factors. Therefore, the present researchers recommend that this study could be further explored by investigating other factors underlying the problems of learning literary appreciation, such as the students' motivations, material selection, students' ability, and so forth. Moreover, the next scholars could also study learning literary appreciation in another language skill, like writing poetry. Besides, future studies could also be expanded to different study levels, including junior high school, senior high school, and university level.

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