

REFERENCES

- Anderman, E. M., & Hicks, L. (2014). *Classroom Motivation*. Pearson Education.
- Arditami, P. R., Artini, L. N., & Budiarta, L. G. (2019). Developing English Literacy-Based Activities for Elementary Students. *Lingua Scientia*, 79-89.
- Arisandi, K. W., Padmadewi, N. N., & Artini, L. P. (2018). Literacy and Reward: Teacher's Efforts to Build Children Reading Habit. *SHS Web of Conferences*. Singaraja.
- Bearman, M. (2019). Focus on methodology: Eliciting rich data: A practical approach to writing semi-structured interview schedules. *Focus on Health Professional Education: A Multi-Professional Journal*, 1-11.
- Cahyati, P., & Madya, S. (n.d.). Teaching English in primary schools: : Benefits and challenges. *In 3rd International conference*.
Department of Education and Training. (2024, October 22). Retrieved January 20, 2025, from Victoria State Government: <https://www.schools.vic.gov.au/literacy-and-english>
- Carroll, J. M., Holliman, A., Weir, F., & Baroody, A. (2019). Literacy environment and emergent literacy skills in preschoolers. *Journal of Research in Reading*, 150-161.
- Crawford, A., Saul, E., Mathews, S., & Makinster, J. (2005). *Teaching and Learning Strategies for the Thinking Classroom*. New York: The International Debate Education Association.

- Creswell, J., & Poth, C. (2013). *second edition qualitative inquiry and research design: choosing among five approaches*. California: Sage Publications.
- Dickinson, D., & McCabe, A. (2001). Bringing it all together: The multiple origins, skills, and environmental supports of early literacy. *Learning Disabilities Research & Practice*, 186-202.
- Dornyei, Z., & Ushioda, E. (2021). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Erickson, J., & McDonald, R. (2018). Fostering autonomous motivation and early literacy skills. *The reading teacher*, 1-9.
- Gokmen, A. (2021). Preservice teachers' views regarding out-of-class teaching processes: A case study. *International Education Studies*, 14(5), 74-86.
- Hornstra, L., Mansfield, C., Van der Veen, I., Peetsma, T., & Volman, M. (2015). Motivational teacher strategies: the role of beliefs and contextual factors. *Learning environments research*, 18, 363-392.
- Hidayat, N., & Fitria, N. (2021). Literacy theories of children's language development. *5th International Conference on Early Childhood Education (ICECE 2020)* (pp. 144-147). Jakarta: Atlantis Press.
- Ismalinda, S., Fortunasari, Masita, E., Hidayat, M., & Wulandari, B. (2023). Teachers' question types and questioning strategies: A classroom interaction analysis. *Indonesian Research Journal in Education*, 336-350.
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2015). *Peraturan*

Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2015 tentang Penumbuhan Budi Pekerti. <https://smkti-baliglobal.sch.id/file/regulasi/M1HT9R.pdf>.

- Kilag, O., Abella, J., Lopez, R., Tangpus, X., Boton, E., & Tango-an, K. (2024). Enhancing literacy development in primary education: A comprehensive approach. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRIS)*, 199-205.
- Mann, J., & Cowper, R. (2021). A systematic review protocol to identify the key benefits and efficacy of nature-based learning in outdoor educational settings. *International Journal of Environmental Research and Public Health*, 1199.
- Miles, M., & Huberman, A. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Morita-Mullaney, T., Gao, F., & Zhang, R. (2023). When literacy ate language: An analysis of a research-based literacy intervention for designated English Learners. *TESOL Journal*, 14(3), e718.
- Pilgrim, J., & Martinez, E. (2013). Defining literacy in the 21st century: A guide to terminology and skills. *Texas Journal of Literacy Education*, 60-69.
- Puspitasari, P., Padmadewi, N., & Dewi, L. (2021). Various English literacy activities in bilingual primary school. *International Journal of Primary Education*, 48-59.
- Ruslin, R., Mashuri, R., Rasak, M., Alhabsyi, F., & Syam, H. (2022). Semi-structured Interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 22-29.

- Sharipov, U., & Ziyodullayev, A. (2024). Teaching English to young learners as a foreign language. *Theoretical aspects in the formation of pedagogical sciences*, 150-156.
- Suadi, H., & Siregar, P. (2022). Teachers' perceptions on the literacy skills of 5th grade primary school students during covid-19 pandemic in Mandailing Natal regency. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran, dan Pembelajaran*, 2442-7667.
- Sugiyono. (2019). *Quantitative, Qualitative and R&D Research Methods*. Bandung: Alfabeta.
- UNESCO. (2025, February 11). Retrieved November 1, 2024, from Unesco: <https://www.unesco.org/en/literacy/need-know#:~=Literacy%20is%20a%20continuum%20of,well%20as%20job%20specific%20skills>
- Vincent, V., & Kumar, S. (2018). Motivation: meaning, definition, nature of motivation. *International Journal of Yogic, Human Movement and Sports Sciences*, 483-484.
- Wiedarti, P., Laksono, K., & Retnaningsih, P. (2018). *Desain induk gerakan literasi sekolah*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.
- Xie, R. (2021). The effectiveness of total physical response (TPR) on teaching English to young learners. *Journal of Language Teaching and Research*, 293-303.