

## REFERENCES

- Achieng, S.A. (2023). Exploring effective teaching approaches for English as a Foreign Language (EFL) instructors: Best practices and future directions. *International Journal on Studies in Education (IJonSE)*, 5(4), 515-529. <https://doi.org/10.46328/ijonse.170>
- Adao, L., Relleve, C. C., Salazar, J., Macawile, K. F., & Chavez, M. (2023). Teachers' challenges, capabilities, and needs in teaching learners with reading difficulties. *Journal of Science and Education (JSE)*, 3(3), 221–231. <https://doi.org/10.56003/jse.v3i3.173>
- Adianto. A., & Advromayanthy. (2022). *Bimbingan Belajar Membaca Pada Siswa Kelas Iv Di Sdn 014 Muara Badak Desa Budaya Sungai Bawang. JPKPM.*, 2. 221-227. Retrieved from <https://jurnal.fkip-uwgm.ac.id/index.php/jpkpm/article/view/1150>
- Agazzi, A. (2022). The Importance of Learning Vocabulary for Young Learners. *International Journal of Multicultural and Multireligious Understanding*, 9(8), 56. <https://doi.org/10.18415/ijmmu.v9i8.3897>
- Ahmed, S. Z., Sultan, S., Kousar, M., Basit, A. H., Zaid, R., & Bano, S. (2022). Effectiveness Of Teacher's Centered Approach On Student's Learning At University Level. *Journal of Positive School Psychology*, 2022(10), 415–428. <http://journalppw.com>
- Alfulaila, N. (2022). The Effect of Reading & Writing Literacy Awareness Elementary Education Teachers on the Reading and Writing Literacy Ability of High-Grade Students. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 6(1), 317–326. <https://doi.org/10.33650/al-tanzim.v6i2.3330>
- Andriani, A., Hidayati, A. N., Abdullah, F., Rosmala, D., & Supriyono, Y. (2022). Menulis sebagai Refleksi Pengembangan Diri dan Profesionalisme Guru. *E-Dimas: Jurnal Pengabdian Kepada Masyarakat*, 13(4), 692–698. <https://doi.org/10.26877/e-dimas.v13i4.11961>
- Antika, R. & Afriyanti, R. (2021). English Language and its Importance of Learning it in Albanian Schools. *Ekasakti Educational Journal*, 1(1), 60–73. <https://doi.org/10.2478/ajis-2018-0035>
- Apriani, E., Anshori, S., & Edy, S. (2019). Efektivitas English zone dalam meningkatkan kemampuan berbicara bahasa Inggris mahasiswa di IAIN Curup. *Cendekia*, 17(2), 317–332.

- Aslamiah, S. (2022). Characteristic English learning style for young learners in new normal era. *Intensive Journal*, 5(2), 104-116. <https://doi.org/10.31602/intensive.v5i2.7334>
- Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and Teacher Education*, 27(1), 10–20. <https://doi.org/10.1016/j.tate.2010.08.007>
- Aytaç, T., & Kula, S. S. (2020). The effect of student-centered approaches on students' creative thinking skills: A meta-analysis study. *International Journal of Contemporary Educational Research*, 7(2), 62-80. <https://doi.org/10.33200/ijcer.723894>
- Bano, J., Jabeen, Z., & Qutoshi, S. B. (2018). Perceptions of Teachers about the Role of Parents in Developing Reading Habits of Children to Improve their Academic Performance in Schools. *Journal of Education and Educational Development*, 5(1). 42-59. Retrieved from <http://jmsnew.iobmresearch.com/index.php/joeed/article/view/146>
- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching*. Routledge.
- Berger, J. L., Girardet, C., Vaudroz, C., & Crahay, M. (2018). Teaching experience, teachers' beliefs, and self-reported classroom management practices: a coherent network. *SAGE Open*, 8(1). <https://doi.org/10.1177/2158244017754119>
- Bordia, D. (2023). *Phase of Teaching*. Teachmint. <https://blog.teachmint.com/phases-of-teaching/>
- Cahyati, P., & Masya, S. (2019). Teaching English in primary schools : benefits and challenges. *Advances in Social Science, Education and Humanities Research*, 326 (3<sup>th</sup> ed). 395-400. <https://doi.org/10.2991/iccie-18.2019.68>
- Çetin, C., & Bayrakçı, M. (2019). Teacher Professional Development Models for Effective Teaching and Learning in Schools. *The Online Journal of Quality in Higher Education*, 6(1), 32–38. [www.tojqih.net](http://www.tojqih.net)
- Chand, S. P., & Pillay, K. K. (2024). Understanding the fundamental differences between formative and summative assessment. *Global Scientific and Academic Research Journal of Education and Literature*, 3(2), 6–9. <https://gsarpublishers.com/gsarjel-home-page/>
- Crandall, J. A. (2014). *Teaching young learners English: from theory to practice*. National Geographic Learning.

- Creswell, J. W., & Creswell, J. D. (2018). *Research design wualitative, quantitative, and mixed methods approaches* (5<sup>th</sup> ed.). SAGE.
- Farrell, T. S. (2016). Anniversary article: The practices of encouraging TESOL teachers to engage in reflective practice: An appraisal of recent research contributions. *Language Teaching Research*, 20(2), 223-247.
- Hammond LD, Hyle EM, dan G. M. (2017). Effective Teacher Professional Development (research brief). *Effective Teacher Professional Development (Research Brief)*, (June), 1–8. Retrieved from <https://eric.ed.gov/?id=ED606741>
- Direktorat Jenderal Pendidikan Tinggi. (2020). *Buku panduan merdeka belajar kampus merdeka* (1<sup>st</sup> ed.). Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI.
- Erkmen, B. (2019). Every challenge is an opportunity to learn: Student-teachers' learning experiences. *Folklor/Edebiyat*, 25(97), 320–334. <https://doi.org/10.22559/FOLKLOR.944>
- Farhang, A. P. Q., Hashemi, A. P. S. S. A., & Ghorianfar, A. P. S. M. (2023). Lesson Plan and Its Importance in Teaching Process. *International Journal of Current Science Research and Review*, 06(08), 5901–5913. <https://doi.org/10.47191/ijcsrr/v6-i8-57>
- Hardiyanty, Y. Y., Supiani, S., & Perdana, I. (2021). Learning to teach: a narrative study of pre-service efl teachers' experiences in the teaching practicum program amidst covid-19 outbreak. *Pioneer*, 13(2), 197–212. <https://unars.ac.id/ojs/index.php/pioneer/article/view/1232/850>
- Hasan, M. (2023, November 2). *Documentary research-types, methods and example*. Research Methode Net. <https://researchmethod.net/documentary-research/>
- Hayati, A. R., Afriani, Z. L., & Akbarjono, A. (2021). Teacher's Teaching Strategies in EFL Class. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(3), 330–341. <https://doi.org/10.52690/jadila.v1i3.126>
- Hidayat, S., & Patmisari. (2023). An Analysis of Understanding Teacher Professional Competence: Students Participation in *Kampus Mengajar* Program and Teaching Experiences. 2201–2215. [https://doi.org/10.2991/978-2-38476-086-2\\_177](https://doi.org/10.2991/978-2-38476-086-2_177)

- Hooper, O. (2022). *Passion to purpose: an autobiographical narrative inquiry into the development of the summer ACE program*. University of South Florida. <https://digitalcommons.usf.edu/etd>
- El Islami, R. A. Z., Anantanukulwong, R., & Faikhamta, C. (2022). Trends of Teacher Professional Development Strategies: A Systematic Review. *Shanlax International Journal of Education*, 10(2), 1–8. <https://doi.org/10.34293/education.v10i2.4628>
- Jazuly, A., Indrayani, N., & Prystiananta, N. C. (2019). The teaching of english in Indonesian primary schools: a response to the new policy. *Linguistic, English Education and Art (LEEA) Journal*, 3(1), 17–25. <https://doi.org/10.31539/leea.v3i1.609>
- Karimi, S. S., Mulwa, A. S., & Kyalo, D. N. (2021). Stakeholder capacity building in monitoring and evaluation and performance of literacy and numeracy educational programme in public primary schools Innairobi County, Kenya. *Higher Education Studies*, 11(2), 186–200. <https://doi.org/10.5539/hes.v11n2p186>
- Katrunnada, Sari. M. S., & Fitiani. M. (2023). Factors Causing the Low Literacy Capability of Class 5a Students in Primary School Negeri 22. *Proceedings of the 1st International Conference on Education, Science Technology and Health*. 12-14 December 2023 (pp. 462–470). Banda Aceh, Indonesia.
- Kemdikbud (2023). *Buku panduan Kampus Mengajar angkatan 6* (Juli 2023 ed.). Program *Kampus Mengajar* Direktorat Pembelajaran dan Kemahasiswaan Direktorat Jenderal Pendidikan Tinggi, Riset, dan Teknologi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Khulaiiyah (2017). The Importance of Professional Development Activities to Enhance EFL Teacher's Profesional Development. *Journal Of English Education*, 4(2), 73–80.
- Kurniati, E., Zaim, M., Jufrizal, & Jufri. (2021). Policy and Implementation of English Learning for Primary Schools in Indonesia. In *Proceedings of the Tenth International Conference on Languages and Arts (ICLA 2021)*, 599(Icla), 92–97. <https://doi.org/10.2991/assehr.k.211129.016>
- Kurniawan, W. (2021). Contribution of Education and Teaching Experience to the Professionalism of SDLB Teachers. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(3), 599–608. <https://doi.org/10.33578/pjr.v5i3.8198>
- Kusmaryati, S. E. (2020). Teachers' perspectives of teaching english to young learners. *ELT Worldwide*, 7(2), 93–103.

- Labov, W. (1972). *Language in the inner city: studies in the black English vernacular*. University of Pennsylvania Press
- Lakha, S. (2023, June 2023). *Classroom Rules - A Comprehensive Overview*. Educasciences. <https://www.educasciences.org>
- Latif. N., Dollah. S., & Weda. S. (2020). Exploring the Implementation of Student-Center Approach: A Case Study of EFL Teachers' Classroom Management on Junior High School. Retrieved from <http://eprints.unm.ac.id/id/eprint/16457>
- Lei, H. (2023). Teaching practicum: a study exploring student-teachers' experiences during the pandemic. *International Journal of Research in Teacher Education*, 14(1), 24–37. <https://doi.org/10.29329/ijrte.2023.523.2>
- Lestari, S. M. P. (2019). *Perbedaan Tingkat Refleksi Diri Dalam Pembelajaran Mahasiswa Fakultas Kedokteran Universitas Malahayati Tahun 2019*. *Jurnal Ilmu Kedokteran Dan Kesehatan*, 6(4), 258. <https://doi.org/10.33024/jikk.v6i4.2115>
- Lin, G. H.C., & Chien, P. S.C. (2010). *An introduction to english teaching, a textbook for english educators*. Online Submission. <http://eric.ed.gov/?id=ED534554>
- Makhfuza, R., & Hardian, M. (2022). Persepsi mahasiswa peserta *Kampus Mengajar* terhadap program *Kampus Mengajar* di FKIP Universitas Riau. *Jurnal Ilmu Sosial Dan Humaniora*, 1(2), 313–322. <https://journal.ikmedia.id/index.php/jishum>
- Manjili, A. T. (2013). The effects of teaching English alphabet with and without initial introduction of letter names on Iranian grade seven students' reading speed. *Journal of Teaching English Language Studies*. 1(3), 69–91. <https://api.semanticscholar.org/CorpusID:201107091>
- Maro, R.K. (2018). Drilling technique: A study of improving speaking skill for non-scholars in short term. English Education: *Jurnal Tadris Bahasa Inggris*, 11(1), 148-161. <http://dx.doi.org/10.24042/ee-jtbi.v11i1.2674>
- Megawati, L. A., & Sutarto, H. (2021). Analysis Numeracy Literacy Skills in Terms of Standardized Math Problem on a Minimum Competency Assessment. *Unnes Journal of Mathematics Education*, 10(2), 155–165. <https://doi.org/10.15294/ujme.v10i2.49540>
- Meliyana, A., & Sugesti, I. (2023). Students' teaching experiences of *Kampus Mengajar* program in teaching literacy and numeracy at primary schools in

- Cirebon. *Allure Journal*, 3(2), 64–71.  
<https://doi.org/10.26877/allure.v3i2.13351>
- Milawati, M. (2019). English language teaching in primary school: effective or not? *Jet Adi Buana*, 4(2), 122–130.  
<https://doi.org/10.36456/jet.v4.n2.2019.2075>
- Mubita, K., Kalimaposo, K., Mundende, K., Sikayomya, P., Milupi, I., & Haambokoma, N. (2022). University of Zambia student teachers' experiences in the teaching of geography during school teaching experience. *International Journal of Research in Geography*, 8(1), 1–8.  
<https://doi.org/10.20431/2454-8685.0801001>
- Mulyadi, A. (2016). Teaching English to young learners. In Hinkel, E. (Ed.), *Handbook of research in second language teaching and learning: volume III* (pp. 154-159). Routledge. <https://doi.org/10.4324/9781315716893>
- Mulyono. N., Ihsanda. N., Nuraeni. L., & Azizah. Z. S. (2020). Drilling Technique to Improve the Young Learners' English Vocabulary Mastery. *Journal of Applied Linguistics*, 1(1), 75–91. <https://www.e-journal.unper.ac.id/index.php/ALTICS>
- Nufus, T. Z. (2019). Teaching English to young learners in Indonesia (pros and cons). *English Language in Focus (ELIF)*, 1(1), 65-70.  
<https://doi.org/10.24853/elif.1.1.65-70>
- Orr, R. B., Csikari, M. M., Freeman, S., & Rodriguez, M. C. (2022). Writing and Using Learning Objectives. *CBE life sciences education*, 21(3), fe3.  
<https://doi.org/10.1187/cbe.22-04-0073>
- Prastha, A. P. (2022). English learning strategies in primary schools: challenges and opportunities in *Kampus Mengajar* program. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, 7(1), 103-110.  
<https://doi.org/10.24235/eltecho.v7i1.10739>
- Priya., & Sangeeta. (2024). Impact of Teacher Professional Development on Student Learning at Secondary Level. *International Journal For Multidisciplinary Research*, 6(2), 1–6.  
<https://doi.org/10.36948/ijfmr.2024.v06i02.15219>
- Rahma, A. E., Amalia, N., Ulanuari, R. A., & Mahardika, I. K. (2022). Pengaruh Pendekatan Student Center Learning (SCL) Terhadap Aktivitas Belajar Siswa SMPN 6 Jember Kelas 8 D. *Jurnal Ilmiah Wahana Pendidikan*, 8(24), 649–653. <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>

- Rajagopalan, I. (2019). Concept of Teaching. *Shanlax International Journal of Education*, 7(2), 5–8. <https://doi.org/10.1111/j.1467-9752.1973.tb00470.x>
- Rakhmawati, Y., & Mustadi, A. (2022). The circumstances of literacy numeracy skill: Between notion and fact from elementary school students. *Jurnal Prima Edukasia*, 10(1), 9–18. <https://doi.org/10.21831/jpe.v10i1.36427>
- Rao, P. S. (2019). The Importance of English in the Modern Era. *Asian Journal of Multidimensional Research (AJMR)*. 8(1), ISSN: 2278-4853. <https://doi.org/10.5958/2278-4853.2019.00001.6>
- Rofi'ah, Y. A., Huda, K., & Pd, M. (2020). The effectiveness of the drilling method on enriching students vocabulary (A Study at Seventh Grade of Islamic Junior High School An-Nuriyah Benjeng Gresik). *Journal of English Education and Technology*, 01(02), 78–91. <http://jeet.fkdp.or.id/index.php/jeet/issue/current>
- Roth, W.M., & Jornet, A. (2014). Toward a theory of experience. *Science Education*, 98(1). 106-126. <https://doi.org/10.1002/sce/21085>
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 103305. <https://doi.org/10.1016/j.tate.2021.103305>
- Sasmita, R.S. (2022). *Pemanfaatan Internet sebagai Sumber Belajar*. *Journal Pendidikan dan Konseling*, 2(1), 99-103. <https://doi.org/10.38035/rrj.v4i3.494>
- Sathya, G., & Barathi, S. (2022). An application of Labov's narrative structure in Jhumpa Lahiri's "a choice of accommodations". *Journal of Positive School Psychology*, 6(2), 1753–1758. <http://journalppw.com>
- Septiyana, L., Widiarti, P., Sari, T. P., Kasih, E. N., & Mukaromah, H. Al. (2020). English Zone (Ezo): a fun activity in learning english speaking skill for young learners. *Journal of Applied Linguistics (ALTICS)*, 2(1). 35-43. <https://doi.org/10.36423/altics.v2i1.432>
- Serin, H. (2018). A Comparison of Teacher-Centered and Student-Centered Approaches in Educational Settings. *International Journal of Social Sciences and Educational Studies*. 5(1). 164-167 <https://doi.org/10.5897.IJPC2016.0383>
- Susan, W. N., & Imonje, R. K. (2019). Influence of teaching experience on pupils' performance at Kenya Certificate of primary examination in English subject

- in Kenya. *IOSR Journal of Research & Method in Education*, 9(3), 24–30. <https://doi.org/10.9790/1959-0903032430>
- Suyatno, S., Wantini, W., Pambudi, D. I., Muqowim, M., Tinus, A., & Patimah, L. (2023). Developing Pre-Service Teachers' Professionalism by Sharing and Receiving Experiences in the *Kampus Mengajar* Program. *Education Sciences*, 13(2). <https://doi.org/10.3390/educsci13020143>
- Syakira, S., Abdullah, F., Rifqi, M., Anwari, R., Andriani, A., Hidayati, A. N., & Anwar, D. (2023). on Becoming a Professional English Teacher: the Professional Identity Construction Through Emotions. *Getsempena English Education Journal (GEEJ)*, 10(1), 1–26. <https://ejournal.bbg.ac.id/geej>
- Turner. M. (2021). English Language Teaching: Approaches, Methods, and Techniques. <https://tefl-toolkit.com/blogs/the-tefl-toolkit-blog/english-language-teaching-approaches-methods-and-techniques>
- Uddin, P. S. O., & Nwachokor. S. N. (2019). Influence of Teachers' Experience on the Teaching of Technical Drawing in Technical Colleges in Edo and Delta States, Nigeria. *International Journal of Vocational Education and Training Research*, 5(1), 38. <https://doi.org/10.11648/j.ijvetr.20190501.17>
- UKEssays. (2018). Labov's Model of Narrative Analysis. Retrieved November 20, 2023, from <https://www.ukessays.com/essays/english-language/labovs-model-narrative-analysis-2563.php?vref=1>
- Ulfa. F., Rony. Z. T., and Suroso. S. (2022). The Influence of Teaching Experience, School Culture and Motivation on Teacher Performance. *International Journal of Environmental, Sustainability, and Social Science*, 3(2), 359–367. <https://doi.org/10.38142/ijesss.v3i2.222>
- Susan, W. N., & Imonje, R. K. (2019). Influence of Teaching Experience on Pupils' performance at Kenya Certificate of Primary Examination in English Subject in Kenya. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 9(3), 24–30. <https://doi.org/10.9790/1959-0903032430>
- Wang C, Burris MA. Photovoice: concept, methodology, and use for participatory needs assessment. *Health Educ Behav*. 1997 Jun;24(3):369-87. <https://doi.org/10.1177/109019819702400309>
- Yunita, W., Abdullah, F., Mellan, M., Hidayati, A. N., & Ardi, H. (2022). Managing English Young Learners' Classroom Activities through Gestures: A Multimodal Perspective. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2962–2973. <https://doi.org/10.31004/obsesi.v6i4.2007>