



IMPLEMENTING POSTERS AS MEDIA TO TEACH LITERACY IN BLENDED LEARNING FOR YOUNG LEARNERS

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Abstract

This study aims to determine the effect of applying poster learning media which is integrated with the Blended learning method on increasing the literacy skills of young learners. This study used document analysis and statistical analysis of student scores in the experimental group using integrated learning with posters and the control group using conventional learning to compare literacy abilities between the two groups. all parties participated in this research activity, both teachers, students, and also researchers. In this study, there were two classes used, namely class V.B with a total of 30 students as the experimental group and class V.C with a total of 30 students as the control group. The results of this study indicate that there are significant differences in student scores in the Experiment group and the Control group. After carrying out the data analysis, the results of the t-test were 0.023, which is smaller than the standard alpha level ($\alpha = 0.05$). it can be said that the application of posters integrated with the blended learning method has a significant effect

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INTRODUCTION

Education is very important in changing the way of thinking for goals that have meaningful value in the lives of individuals, society, and also the state. Besides that, education can increase one's potential for self-control and good character. In human life so far, innovation in society is something that starts from education. With the changing times and the increasing pattern of human life, various educational methods continue to be changed in order to keep up with the changing times (Awal Bahasoan, 2020). Since the coronavirus pandemic, there have been many changes have occurred in the learning process carried out in various schools and there have also been many impacts on students during the coronavirus (Andi Wahyu Irawan, 2020).

Previously, all schools or educational institutions carried out online learning, but the implementation was not completely smooth, because not only students faced challenges and obstacles in the process of implementing the learning, but teachers and lecturers also

experienced challenges and obstacles in the teaching process. However, in the current learning process that adapts to each other, then several schools have implemented a blended learning system that supports the transition from the coronavirus pandemic which is considered sufficient. In the current learning model, Blended Learning is starting to develop, namely, a learning model that combines face-to-face learning with e-learning, which is a method that allows the delivery of in-class materials and online learning. So that the Blended Learning model can improve literacy in young learners to be more active in carrying out a lesson (Hudian Yusfil Hazmi, 2021). The encouragement of technological developments in the field of education is very broad, so with the blended learning method, the learning implementation process can be carried out anywhere and anytime according to the needs of the learning process required between teachers and students.

In general, literacy refers to students' ability to read and write, and literacy skills are an important part, especially for early childhood students, to be further improved because literacy involves skills in receiving knowledge, sharing information, and understanding what is received (Ni Nyoman Padmadewi, 2022). literacy is very important and has a big role in education at this time, but the literacy ability of elementary school students in Indonesia is still at a low level ability, therefore the government should encourage programs and support facilities to support literacy learning for young students because literacy skills with critical thinking are skills to improve reading skills (Sri Dewi Nirmala, 2018). according to a learning model that meets multiple curriculum requirements through engagement, motivation, and challenging learning in line with 21st-century goals (M. I. S. Putra, 2016). The 21st century can be said to be the age of knowledge, where this century there is a massive transformation of an agrarian society into an industrial society and then into a knowledge society (Afandi, 2016). These changes, what is meant not changes related to curriculum content, but to pedagogical changes, namely changes from simple actions to comprehensive actions and changes from traditional teaching domination to technology-based teaching in accordance with technological developments (Afandi, 2016). Assessment of a language and literacy, especially in English, is part of the whole process of speaking, reading, and writing (Dominic Wyse, 2018).

Seeing the importance of literacy, especially English literacy in current learning to developing students' critical thinking. So educational institutions can provide innovation in the development of literacy learning, as happened in the problem at SDN 3 Banjar Jawa Singaraja, the ability of English literacy in students is not maximized. it must be immediately emphasized for the development of English literacy skills in elementary school students because this is very important in the world of education at this time.

In this study, the authors provide a study using the Blended Learning method which can improve English literacy skills in early-age students. Blended Learning refers to the face-to-face learning model in the classroom with e-learning, therefore Blended Learning learning can be said as a method that is meaningful, has high quality, and also follows developments culturally, so teachers and students must use this method (Ratheeswari, 2018). In the learning process using the Blended learning method, teachers can use poster media as learning media. Poster media is one of the most effective and influential media in the process of learning English literacy for young learners (Normasintasari Kusumawardani, J., 2018).

On the other hand, the use of poster media can increase knowledge as well as an effective way as the medium for providing information (Sara Ghadimi, 2014). In poster media there is an image and writing so that when used for young students it can be clearer to bringing information, another thing also in the poster there are several aspects contained in it, namely reading, writing, and drawing, so that from these aspects indirectly has directly opened up

reading horizons and stimulated talent for young students to improve literacy skills (Normasintasari Kusumawardani, J., 2018). Therefore, the use of the Blended Learning method in combination with poster media is expected to have a good influence and increase literacy skills for young students in educational development.

Based on the research questions formulated by the author, the objectives of this study are as follows.

- a. This study aims to investigate the significant effect of the use of learning media in the form of a poster integrated with the blended learning method in English literacy teaching in 5th grade students at SD N 3 Banjar Jawa, Singaraja.
- b. This research also aims to analyze students' responses to using poster as the learning media integrated blended learning to improve their literacy skills.

RESEARCH METHOD

This research uses the mixed method. The design focuses on the sequential collection of qualitative and quantitative data. To find out student responses, the researcher used a qualitative design and the data explained descriptively. Then to find out whether there is a significant effect on the learning outcomes of English literacy in V grade students at SDN 3 Banjar Jawa, Singaraja using poster integrated with the blended-based learning method, the researcher used quantitative design.

This study used a quasi-experimental design with two groups where one group acted as the control group and the next group acted as the experimental group. The group that was treated was called the experimental group in the learning process using poster media with the blended-based learning method and the group that was not treated was called the control group by following the learning process as usual. In this study, the authors used a Post-Test-Only control group design. The groups selected in this study were not chosen randomly. At the end of this study, the experimental group and the control group compared with the Post-Test-Only control group design (Hardani Ahyar, 2020), scheme is shown in table 1.

Tabel 1 Post-Test-Only Control Group Design (Sugiyono, 2011:206)

Group	Treatment	Post-test
Experimental	X	O
Control	-	O

In carrying out this research, the authors chose class V as the sample, namely class V.B as the experimental group and class V.C as the control group. The author chose these two classes as a sample, especially class V.B as the experimental group because the researcher believes that the use of posters combined with Blended learning is suitable to be applied to improve literacy skills. In addition, they already have basic literacy skills, such as reading and writing in English which have been taught since the first semester. Class V.B has an average learning outcome that is lower than classes V.A and V.C which have the highest average learning achievement in learning English.

The object of this research is to find out the response and influence of students in the application of blended learning using poster media in teaching English to young students, especially their reading skills in English. The object used in this research is to take two classes in class V at SDN 3 Banjar Jawa Singaraja, namely class V B as the experimental group and class V C as the control group.

Table 2 Student Population

No	Class	Number of Students
1	V A	30
2	V B	30
3	V C	30

RESEARCH FINDINGS AND DISCUSSION

A. Findings

These findings contain answers from current research, 1) Is there any significant impact of teaching using posters with blended-based learning methods on students' scores in English literacy skills at SDN 3 Banjar Jawa?, 2) How are students' responses to the implementation of learning using Blended learning method and poster as learning media in the process of learning literacy? The results of this study were assisted by post-test, observation results, students' answers through a questionnaire, and some pictures of V-grade students implementing the Blended Learning method with Poster at SD 3 Banjar Jawa Singaraja.

a.) The Effects of Implementing Poster as media integrated with Blended Learning Method in teaching English Literacy

The post test was given to the Experimental Group and the Control Group with the aim of knowing the effect of students who were taught using the blended learning method and students who were taught with conventional learning methods through the scores from the post test given to students. The post-test held on 3rd December 2022, after they are taught English using the Blended Learning method and conventional learning. Students in the experimental and control groups were given 30 questions with 2 different themes with an accumulation of work tests for 40 minutes with the aim of seeing a comparison between the Experiment Group and the Control Group.

Table 3. Experimental Group and Control Score

No	Name	Experimental Group	Control Group
1	Student 1	100	80
2	Student 2	86	73
3	Student 3	80	86
4	Student 4	90	83
5	Student 5	93	80
6	Student 6	73	93
7	Student 7	90	93
8	Student 8	93	80
9	Student 9	96	76
10	Student 10	83	86
11	Student 11	93	86
12	Student 12	80	93
13	Student 13	100	83
14	Student 14	86	86
15	Student 15	83	86
16	Student 16	100	90

17	Student 17	73	86
18	Student 18	90	80
19	Student 19	90	83
20	Student 20	83	90
21	Student 21	76	90
22	Student 22	100	76
23	Student 23	96	96
24	Student 24	86	83
25	Student 25	96	83
26	Student 26	93	73
27	Student 27	86	83
28	Student 28	93	76
29	Student 29	76	73
30	Student 30	73	76
MEAN		88,03	83,37

After calculating the post-test scores from the Experimental Group and also the Control Group, the researchers used the SPSS 16 program to carry out a descriptive analysis of the data. Mean, median, mode, variance, range, and standard deviation were analyzed to reveal how students were implemented in the post-test in the experimental group and the control group. Based on this analysis, researchers can investigate whether the use of the Blended Learning method has an impact on students' literacy skills.

Table 4. Experimental Group and Control Group Post-test Statistic

		Statistic	
		Experimental Group	Control Group
N	Valid	30	30
	Missing	0	0
Mean		88.03	83.37
Median		90.00	83.00
Mode		93.00	86.00
Std.Deviation		8.491	6.414
Variance		72.102	41.137
Range		27.00	23.00
Minimum		73.00	73.00
Maximum		100.00	96.00

a. Mean

Mean is the average of the total score. Based on Table 4, the post-test average in the experimental group was 88.03 and the post-test average in the control group was 83.37. From Table 4, the mean score of the experimental group was higher than the mean score of the control group.

b. Median

The median is the middle number of the lowest and highest scores. It can be seen from table 4.2 that the median post-test for the Experimental Group is 90.00 and the post-test for the Control Group is 83.00 so it can be concluded that the post-test for the Experimental Group is higher than the median score for the Control Group.

c. Mode

The mode is the largest number that appears in a list of numbers. The value of

the Post-test mode in the Experimental Group is 93.00 and the Post-test mode score of the Control Group is 86.00 this indicates that the Post-test mode of the Experimental Group is higher than the Control Group.

d. Standard Deviation

The standard deviation is used to find the distribution of the data. In this study, the standard deviation of the Experimental Group was 8.491 while the standard deviation of the Control Group was 6.414 This indicates that the standard deviation of the Experimental Group was higher than that of the Control Group.

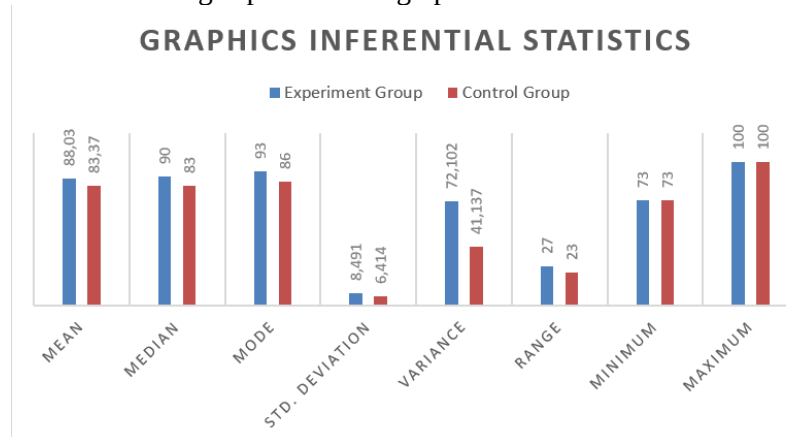
e. Variance

Variance is an average of squared differences from its mean score and then dissociated by the number of students in each group. In table 4, the experimental group test variance was 72.102, while in the control group was 41.137.

f. Range

The range is the space between the highest and lowest numbers in a list of numbers. This can be seen from the difference between the highest score and the lowest score. The highest score in the Experimental group is 100.00, while the lowest score is 73.00 In the Control Group the highest score is 96.00 while the lowest score is 73.00 From the highest and lowest scores for each group it is calculated that the experimental group's score ranges from the highest to the lowest is 27.00 While the range of Group Control scores from the highest to the lowest is 23.00 This means that there is a difference between the lowest score and the highest score of the experimental group and the control group where the total gap is 4.00.

Based on the data written above, the table of post-test scores for the experimental group and the control group shows that descriptive statistics were analyzed to determine the mean, median, mode, variance, range, and standard deviation of the data. In getting the results from the data that has been obtained, SPSS is used to get the results of data analysis. In addition, the analysis of the distribution of data measured before and after testing is presented in graphical form below:



b.) Student Response Toward the Implementation of Poster integrated with Blended Learning Method

In this study, a questionnaire was used to collect students' responses and opinions about improving their literacy skills using Poster digital integrated with a

blended-based learning method for V-grade students at SDN 3 Banjar Jawa, Singaraja. Looking at the blueprint of three dimensions the questionnaire becomes 10 items and 1 item if there are questions about the use of a Poster integrated with the blended-based learning method. The 10 questions were divided into four items according to the answer scale, (4) strongly agree, (3) agree, (2) disagree, and (1) strongly disagree. The result of the questionnaire is shown in the table below:

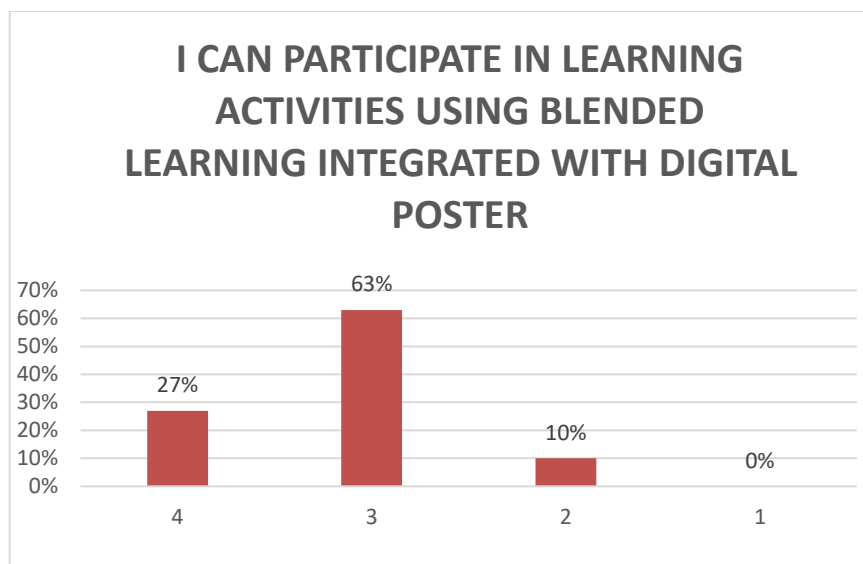
No.	Question	Answer			
		1	2	3	4
A.					
1.	I can participate in learning activities using blended learning integrated with digital Poster	0	3	19	8
2.	The use of technology in learning makes it easier for students to learn literacy	0	4	15	11
3.	I enjoy learning literacy using the use of technology that is integrated with poster	0	3	19	8
4.	Learning using blended learning is suitable for literacy learning	0	6	18	6
5.	I was helped by the blended learning method in literacy learning	1	4	11	14
6.	I can easily understand the material conveyed through digital poster media	0	3	21	6
7.	I find it easier to follow learning materials that use the blended learning method	0	2	6	22
8.	Learning literacy using technology that is integrated with poster is more fun	0	0	11	19
9.	I can understand more easily using Blended learning	0	2	20	8
10.	I am motivated to participate in learning using blended learning integrated with digital poster	0	3	18	9
B.					

Give your response about the use of Digital poster that are integrated with a blended-based learning method in the English literacy learning process that has not been asked in the statement above, Answer briefly and clearly.

1.
 1.
 2.

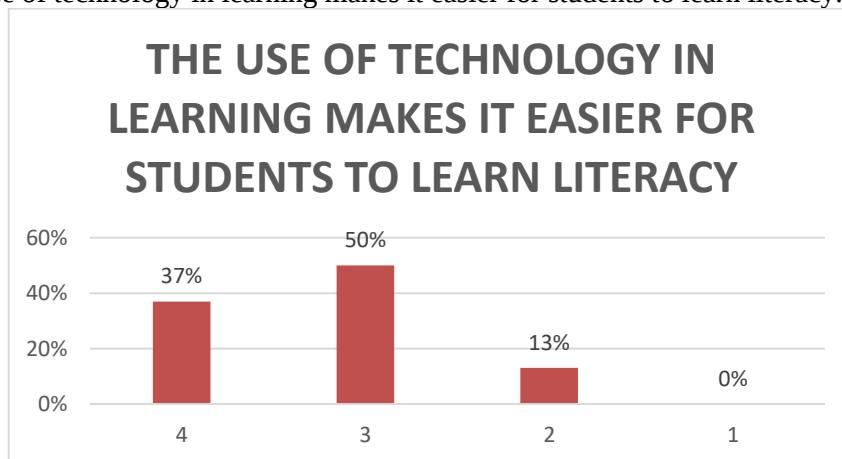
Student's responses regarding to the result of the questionnaire:

1. I can participate in learning activities using blended learning integrated with digital Poster.



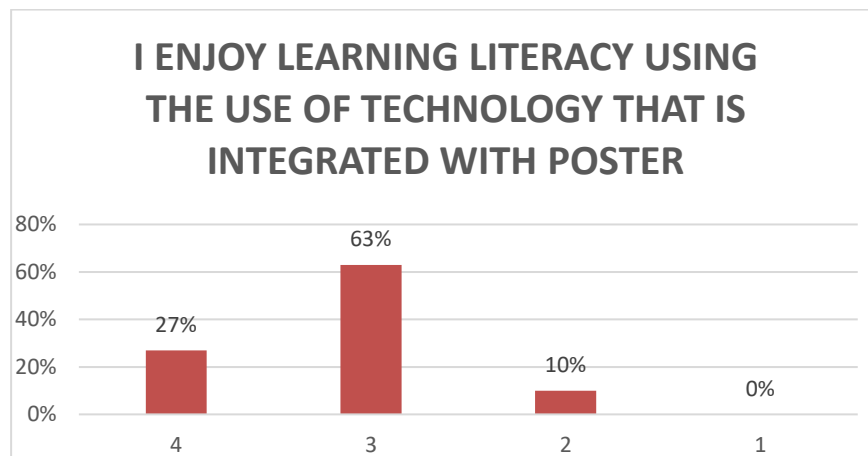
From the graph above, it can be seen that students' responses showed 63% of respondents responded agree, while 27% responded strongly agree "I can participate in learning activities using blended learning integrated with digital Poster ". Therefore, using Poster integrated with the blended-based learning method could make the students understand the material in more detail and arrange it.

2. The use of technology in learning makes it easier for students to learn literacy.



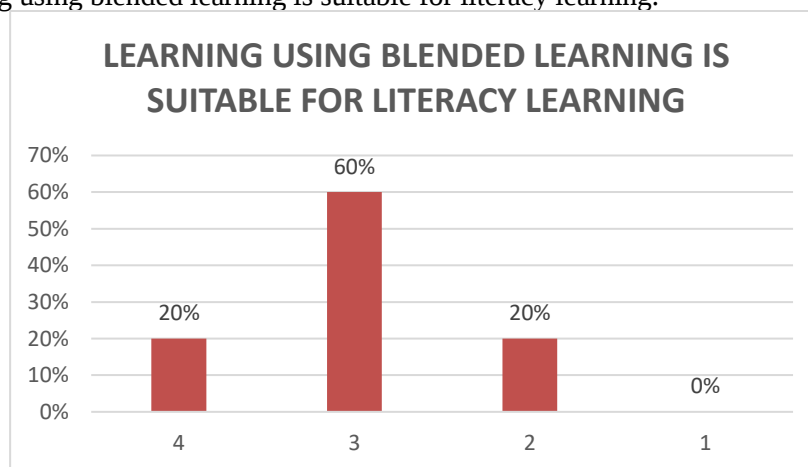
From the table above it can be seen that the student responses indicated that 50% of respondents answered agree and a number of 37% of respondents answered strongly agreed to the question "The use of technology in learning makes it easier for students to learn literacy". This shows that the use of technology in learning can make it easier for students to learn.

3. I enjoy learning literacy using the use of technology that is integrated with poster.



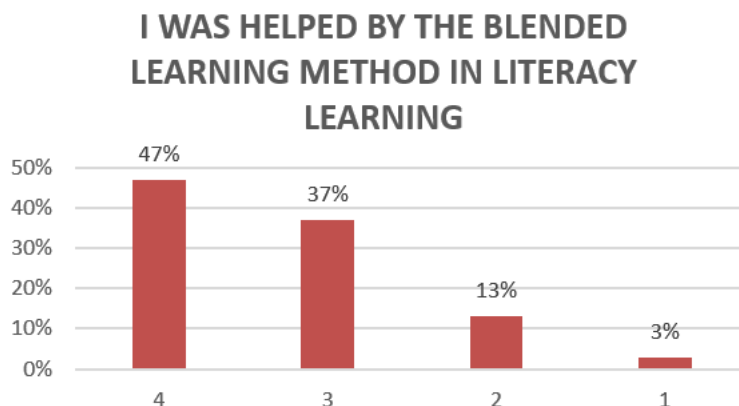
From the data above it can be seen that as many as 63% of respondents answered agree and as many as 27% of respondents answered strongly agreed to the statement " I enjoy learning literacy using the use of technology that is integrated with poster ". It can be concluded that students enjoy learning literacy by utilizing technology that is integrated with a poster.

4. Learning using blended learning is suitable for literacy learning.



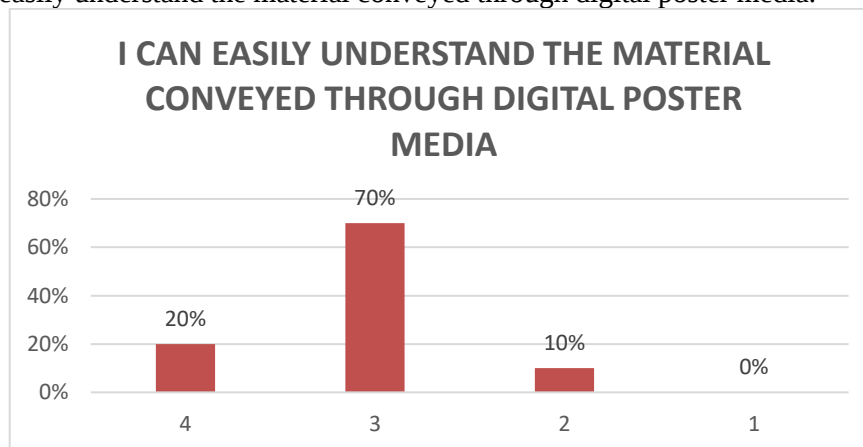
From the data above, it can be seen that the responses of students who answered agreed as much as 60% while students who answered strongly agreed as many as 20% on the question " Learning using blended learning is suitable for literacy learning ". This shows that learning using blended learning is suitable for literacy learning.

5. I was helped by the blended learning method in literacy learning.



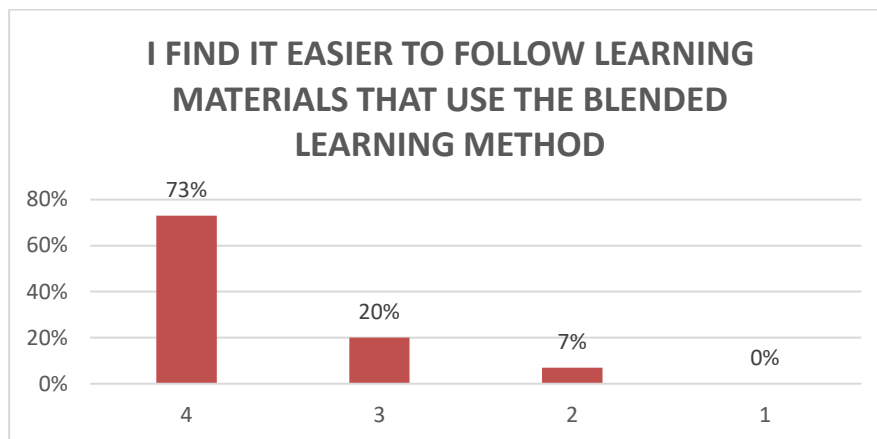
It can be seen from the data above that student responses show that 47% of respondents answered strongly agree and as many as 37% of respondents answered agreeing to the statement "I was helped by the blended learning method in literacy learning". This shows that students are helped a lot by the digital poster with the blended learning method in literacy learning.

6. I can easily understand the material conveyed through digital poster media.



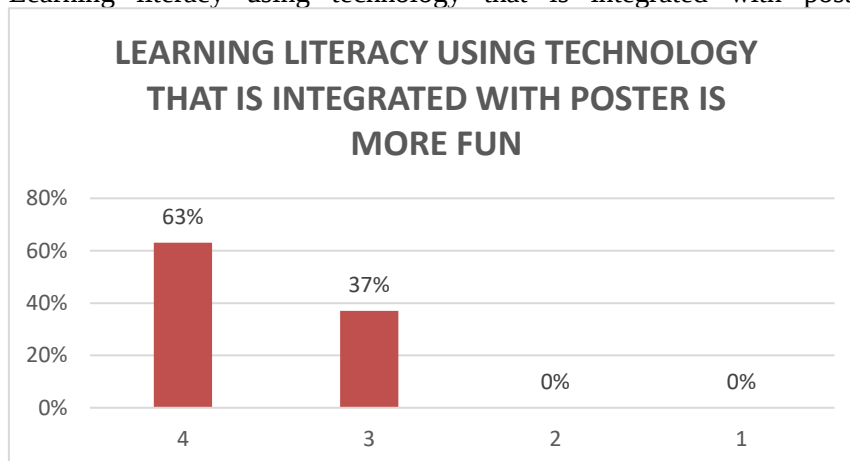
From the data above it can be seen that as many as 70% of respondents answer agree and as many as 20% of respondents answered strongly agreed to the statement "I can easily understand the material conveyed through digital poster media". It can be concluded that students understand the material with media digital poster.

7. I find it easier to follow learning materials that use the blended learning method.



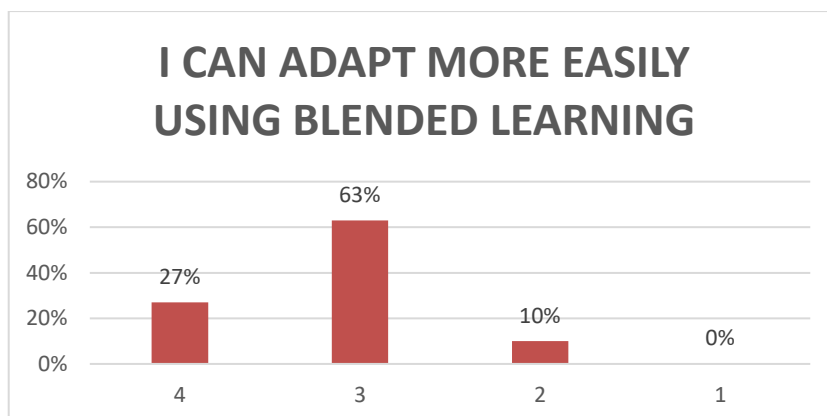
From the data above it can be seen that as many as 73% of respondents answered strongly agree and as many as 20% of respondents agreed to the statement "I find it easier to follow learning materials that use the blended learning method". It can be concluded that students is easier to follow learning materials.

8. Learning literacy using technology that is integrated with poster is more fun.



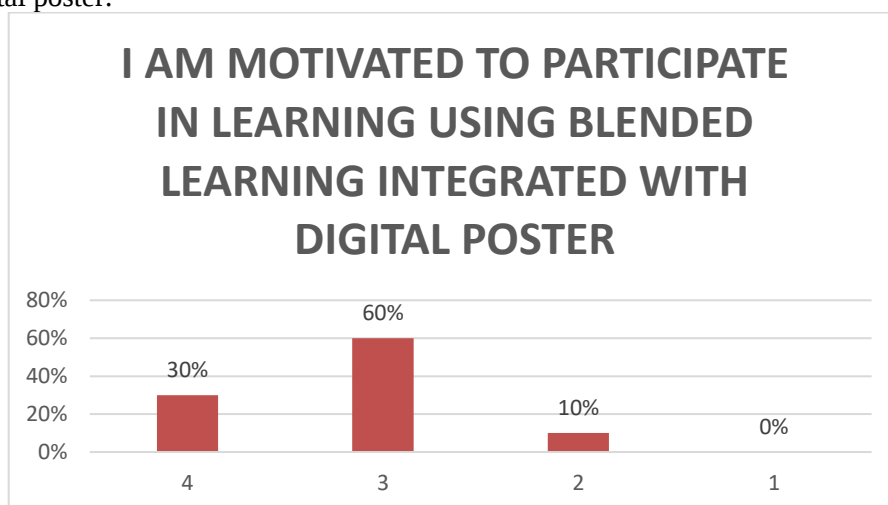
From the data above it can be seen that as many as 63% respondents answered strongly agree and as many as 37% of respondents answered agreed with the statement "Learning literacy using technology that is integrated with poster is more fun". It can be concluded that students feel learning literacy by using technology that is integrated with poster is more fun.

9. I can adapt more easily using Blended learning.



From the data above it can be seen that as many as 27% of respondents answered strongly agree and as many as 63% of respondents answered agreed with the statement " I can adapt more easily using Blended learning". It can be concluded that students easily adapt to mixed learning between online and offline learning.

10. I am motivated to participate in learning using blended learning integrated with digital poster.



From the data above it can be seen that as many as 30% of respondents answered strongly agree and as many as 60% of respondents answered agreed with the statement "I am motivated to participate in learning using blended learning integrated with digital poster". It can be concluded that students can be more motivated to learn by using the blended learning method which is integrated with a digital poster.

B. Discussion

Most activities for young children should consist of movement and resulting activities with lots of objects, visuals, and several other components that need to be prepared by the teacher. In the learning process playing activities are also very necessary so that students can feel comfortable in learning, therefore the teacher really needs to provide games and other things that are as interesting as possible. In learning in the 21st century, the learning process using technology is very beneficial for student development in the ongoing learning process. In the 21st century, there is a related method, namely the

blended learning method which utilizes the use of technology in schools as a better and more effective learning method. The latest technology that has been found is very helpful for activities in all fields, especially in the field of education which is a very important thing in the human environment. Learning with the Blended learning method is perfect for young learners who need a lot of interest in the learning process. The blended learning method is a combination of learning using technology or it can be called online learning which is very popular today combined with face-to-face learning with the aim of increasing student interest and interest in learning. In learning using this blended learning method, students asked to work and study independently with activities provided by the teacher at a level appropriate to the student's level. Young learners very suitable for using the blended learning method because blended learning provides learning that is combined with the latest educational technology so that it can increase student interest and interest in learning, where young learners need interesting and exciting learning that needs to be prepared. done by the teacher in the learning process.

Literacy skills in students still need to be improved because students are still relatively young students, so literacy learning very suitable for students and trained from a young age. There are several skills that can be associated with literacy, namely reading skills and effective writing skills. Because literacy is related to the use of technology and communication, literacy certainly cannot be separated from language skills which are regulated in language and require cognitive abilities, genres, and also cultural knowledge. Literacy will be even more important when viewed from current education and is also an ability that students must master from an early age and from the development of these students it can be seen the importance of literacy to apply (N.N. Padmadewi, 2018). In the process of learning English, students are required to be able to use English. The importance of this literacy ability have an impact on how students communicate and how they process information that requires interpretation which makes it easier for students to understand an interaction that occurs especially in English or in the process of learning English.

In increasing literacy skills for young learners, it must require integration with a media that be able to assist in the learning process to develop literacy skills. Learning media assist in developing literacy skills for students is using digital poster media. The use of digital posters as learning media can have a major influence on the process of developing student literacy, in which the digital poster media is combined with the Blended learning method. Posters help and there are several advantages including an image that can improve critical thinking by being able to infer the meaning of an image presented and combined with a visual that presents the material which makes it easier for students to understand it and more interesting, very suitable for teaching children early age. With a combination of blended learning methods and digital posters in literacy learning, learning is expected to be good and effective.

Researchers carried out the English learning process at SD N 3 Banjar Jawa, Singaraja by using digital posters which were integrated with the Blended learning method as a method that focused on increasing literacy skills in grade V students at SD N 3 Banjar Jawa, Singaraja. Learning and teaching process meetings have been held for 6 meetings, where the learning theme is different in every 3 meetings by bringing interesting and fun material designs with digital poster media. The learning process using digital posters which are integrated with the Blended learning method runs smoothly according to the initial plan, this can be seen from the learning outcomes of grade V students at SD N 3 Banjar Jawa, Singaraja. This has also been through data analysis that has been collected such as post-test, questionnaire, and observation.

This study shows how learning English using digital poster media which is

integrated with the Blended learning method has an impact on the learning process of grade V students at SD N 3 Banjar Jawa, Singaraja. Through the results of student questionnaires that have been distributed it is known that Poster media which is integrated with Blended learning can help in developing literacy skills in the learning process. The Poster method combined with Blended learning also has fun learning and increases student enthusiasm for learning, and through their questionnaire responses, it shows that most of the responses from students indicate that the posters presented during class learning are given to them quite pleasant and not boring and students feel entertained in the learning process.

After looking at the student responses that have been given regarding the application of learning using Poster media which is integrated with Blended learning stating that it can increase their motivation and enthusiasm in the learning process, the results of the questionnaire show that most students say that the digital posters that have been provided during learning on each material make them happy and entertained in following the learning process. In addition, the use of the Blended learning method can also help them obtain learning material effectively. The Blended learning method provided make them learn effectively and independently in improving literacy skills.

The results of student responses via a questionnaire indicated that there was a significant increase in students' English literacy skills by using Poster media which was integrated with Blended learning, this was shown in the test score data that had been carried out by them. It can be seen the level of success and the influence of student learning outcomes grade V grade SD N 3 Banjar Jawa, Singaraja. Through the Post-test comparison between the experimental group and the control group we can measure the results of student competence through six learning meetings by analyzing their data using statistical average analysis, through Post-test competency score data from the control class that does not use the Poster method which is integrated with Blended learning or conventional learning is 83.37, while the post-test competency results from the experimental class use digital poster media integrated with blended learning after 6 meetings, the average result is 88.03. the data concluded that the results of the process of implementing the Blended learning method had a good and significant effect on learning outcomes in the experimental class after receiving treatment.

C. Implication

The implication of this research is regarding the benefits of increasing students' literacy skills from the learning process using the blended learning method which is integrated with digital poster media. The implications of this research can be interpreted that the use of the Blended learning method which is integrated with Poster media can help students improve their English literacy skills as well as their enthusiasm and motivation to learn more, through the application of the method prepared by the researcher. Students are given treatment during the face-to-face learning process or online learning, especially to improve student's literacy skills in English. In the learning process, the use of posters is very suitable for improving students' literacy skills, especially for young students. Researchers conducted learning meetings with meetings for 6 meetings with experimental student groups and control groups, where there were significant differences in literacy skills, and could be proven by researchers with the results of scores between the experimental group and the control group.

Another implication of this study is V grade students at SDN 3 Banjar Jawa, Singaraja who were given treatment, students liked the use of learning media in the form of poster integrated with the blended-based learning method. Learning that is done feels fun and can increase the level of students' participation. By using the Blended learning

method combined with Poster media, researchers are trying to implement this method which can later be useful and can be used by teachers as a more effective and interactive learning method to be able to increase student motivation and enthusiasm for learning. Researchers can conclude that the blended learning method which is integrated with the Poster has been applied for 6 learning meetings, gets a positive response from students from the experimental group who have been given treatment using the Blended learning method which is integrated with Poster media. The researcher explained the results of the responses that had been given by students through a questionnaire given to students in the experimental group at the end of the learning implementation using the Blended learning method combined with Poster media.

CONCLUSION

Seeing the effect of learning using picture Poster integrated with the blended-based learning method to improve the English literacy skills of V-grade students at SDN 3 Banjar Jawa, the researcher found that:

- a. There were significant differences in the results compared between the experimental group and the control group on their English literacy skills. As long as learning is carried out in as many as six meetings, the experimental group and the control group can fully participate during the learning process using the Blended learning method and Poster media. By using the Blended learning method combined with Posters, teachers can make literacy learning effective and interesting for students by adjusting the learning theme. Besides that, the use of digital poster media can generate enthusiasm for learning in students and can make it easier for students and teachers in the learning process because they can access the material anywhere and anytime so that learning is not limited to school hours, and students to study independently in their homes, in addition to carrying out learning activities at school.
- b. Related to the students' responses, the use poster learning media integrated with the blended learning method received a positive response in its implementation. By using learning media in the form of poster integrated with the blended learning method can increase students' interest in their literacy abilities because posters have visuals in the form of images that can attract the attention of young learners in the learning process. Through the learning process with the method used, students can follow the learning process better and more effectively as evidenced by the results of the data obtained by researchers. Through the results of the data obtained by the researcher, it was explained that with the treatment given in the learning activities, student learning outcomes in the experimental group appeared to increase significantly. This is evidenced by the value obtained by the experimental group which was given a higher treatment than the value of the control group which was taught using conventional methods without using the Blended learning method combined with Poster media

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