

# Information and Communication Technology Integration Strategy in Teaching Literature among Senior High School Students

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## ABSTRACT

In today's time, schools ensure the integration of Information and Communication Technology (ICT) in teaching literature classes. As a vital tool for providing quality education, the ICT integration strategy is perceived to be one of the best ways to address several issues related to literary studies such as poor reading comprehension and decreased appreciation. The study was conducted to determine the effectiveness of integrating the ICT strategy using *Quipper* School in teaching literature among senior high school students. Employing the quasi-experimental research design, a total of 60 students were selected through a purposive sampling technique. Adapted research instruments were utilized to gather data. Results revealed that the students from the experimental group obtained higher pretest and posttest scores than those from the control group. As to their attitude towards literature, the students strongly agreed with the indicator that states the ability of literature to give them new perspectives about society. Furthermore, there was a significant difference in their academic performance between the pretest and posttest of both groups. From the findings, it was concluded that the use of *Quipper* School is effective in teaching literature as it enhances the student's academic performance and their disposition toward the subject.

**Keywords:** ICT Integration Strategy, teaching SHS Literature, Quipper School

## INTRODUCTION

With the advent of technology, the educational system in the 21st Century has drastically improved – from enhanced teaching approaches and strategies to a more digitized and learner-centered learning environment. Technological improvements that include ICT tools cater to the needs of the learners. Relatively, issues in teaching literature arise in today's time due to many factors like the student's poor performance in reading. This problem is very evident in the case of the Philippines, a third-world country whose 2022 PISA mean reading score is 347, which puts the country 6th place from the lowest (OECD, 2023). Because of this, the national government of the Philippines has been doing its best to address this issue, and one of the identified solutions is emphasizing the integration of ICT in teaching, particularly in literature, where reading is a core skill.

While most countries have started to utilize ICT in their educational system, some other countries still struggle to implement it successfully due to many factors, such as the lack of tools and equipment, insufficient training for teachers, and stagnant curricula. This scenario happens mostly among third-world countries. In the study by Giwa (2022) among science and mathematics teachers from Nigeria, the findings showed that ICT integration in class provides new ways of communicating, learning, and working collaboratively and likely improve students' performance in science and mathematics. And while these results come from empirical research, many of these teachers still hesitate to use it in their classes. This apprehension remains a problem among many teachers, particularly seasoned ones, because they believe they cannot execute it confidently.

Considering the nature of Zoomers or the Generation Z types of learners, Manole (2021) asserted that the repeated cycle of using conventional teaching strategies does not work to cater to their needs. The absence of multimedia modalities only results in the loss of interest and love for the subject, which can be difficult for a discipline like literature that requires a great deal of reading, analyzing, and interpreting.

This is where the integration of ICT in class comes in. Gopalan and Hashim (2021) firmly believed that with the use of the right tools and strategies, the teaching of literature can make a difference in the English academic proficiency of learners. With this in mind, English language and literature teachers should be adept at making the most of their classes. Through interactive discussion and gamified instruction using ICT, they will be able to elicit the best responses from

their students which can also enrich their metacognitive skills. In today's time, it is imperative for the 21st-century teachers to find all the essential teaching tools that would help these digital natives learn and appreciate language and literature in the best way (Indriyana & Kuswandono, 2019).

The use of e-learning platforms either as primary or supplementary instructional materials have been widely used since the beginning of the 21st century, most especially during the onset of the COVID-19 pandemic. An example of this is *Quipper* School, an e-learning platform that connects both teachers and students through the use of internet technology. Before the pandemic, *Quipper* School did not seem to be very useful among many schools in the Philippines. But it turned out to be a convenient e-learning tool for some private schools at the onset of lockdowns. This is also one of the many reasons why Ramadhona et.al. (2022) cited *Quipper* School as an effective e-learning platform. In situations like these, students are assured that they still learn their lessons despite not meeting their teachers in person.

Just like any other e-learning platform, QS I also has its disadvantages in the learning process such as when students lose internet connection. Nevertheless, QS is still beneficial especially in teaching the English language. Used in an Indonesian context, Mizal and Tathahira (2022) enumerated some of its practical uses, allowing students to acquire new vocabulary, punctuality, and grammatical awareness through Chat Room or In-built Messaging and enhance their positive language learning intensity.

Teacher-student interaction can also be made easy using the two portals of *Quipper* School: *Quipper* Learn for the students and *Quipper* Link for the teachers. This also allows the students to interact with their classmates and ask for help in reviewing their lessons. Combined with the use of images, audio files, videos, and animations, using *Quipper* School in teaching definitely increases the students' cognitive ability (Mahariyanti & Suyanto, 2019). For Adalakun (2023), integrating ICT in class, such as *Quipper*, enhances retention capability. It is seen here that the images and videos students see on the platform act as a scaffold for achieving optimum learning. Moreover, the nature of the application as an excellent tool for self-paced and individualized learning creates a huge impact on the student's academic performance because they learn in their way and whenever they want.

The researcher believes that this study is a great help in exploring more innovative teaching strategies. Literature teachers, who are the foremost beneficiaries of this study, may enhance their teaching strategies and ensure that amid the fast trends, an advanced and more responsive approach to teaching the

subject is maintained. In this way, the learners can position themselves as global leaders equipped with technologically advanced knowledge, practical skills, and transcending values.

## OBJECTIVES OF THE STUDY

Believing that the ICT integration strategy is beneficial for teaching SHS literature, the researcher conducted the study to strengthen the ongoing use of ICT among schools. Specifically, the study aimed to: (a) determine the effectiveness of integrating ICT in teaching literature among senior high school students using *Quipper* School; and (b) provide concrete and practical solutions to issues related to the teaching of literature in the 21st-century educational system.

## METHODOLOGY

Employing the quasi-experimental research design, the study made use of the cluster sampling technique where the researcher intently selected two senior high school classes at a private universities in the Southern Philippines that are under the Science, Technology, Engineering, and Mathematics (STEM) strand. The researcher purposely assigned students to a particular group based on their sections which is different from a pure experimental research design where the participants can come from any of the Grade 11 sections. For the experimental group, thirty (30) students from one Grade 11 class (STEM 1) were selected. In addition, thirty (30) students from another Grade 11 class (STEM 4) served as the participants in the control group. The researcher selected these specific students because they had little to no knowledge of the e-learning platform.

Before the actual conduct of the experiment (integrating the ICT-*Quipper* School Strategy in a literature class), the participants of both sections first answered the pretest in 21st Century Literature. They also answered the attitude scale towards literature. The researcher then proceeded with the experiment for thirteen (13) weeks as planned. During the 13 weeks, the researcher taught literature using two different strategies: conventional and ICT integration using *Quipper* School in the interactive discussions, learning activities, remote learning, and assessment. At the end of the treatment period, these selected students answered again the same assessment tool for the Post-test. Lastly, the researcher organized the data for analysis and interpretation. Descriptive statistics such as the mean and the standard deviation were used to determine the distribution of respondents in terms of their academic performance and attitude toward

literature. For the significant difference, the t-test for paired samples was used.

The test material that was used for the pretest and post-test in the subject 21st Century Literature was based on the diagnostic test used in the First Semester of School Year 2022-2023. The results of the diagnostic test conducted during this school year were utilized in an item analysis where a Cronbach's Alpha result of 0.86 was obtained. Similarly, the researcher developed the Attitude Scale towards Literature for Senior High School Students and conducted a pilot test among his former students in his literature classes from the previous school year. The pilot data was then processed and showed a Cronbach's Alpha of 0.903, indicating high reliability of the attitude scale.

Because the study dealt with human subjects, informed consent is needed. The researcher provided a letter of consent before they could participate in the study. This covers its purposes, risks, procedures, duration, benefits, reimbursements, and confidentiality.

## RESULTS AND DISCUSSION

Before the discussion of the results of the experiment, an analysis of the student's academic performance in literature based on the pretest is required. This provides a foundation for establishing a solid basis for comparing the conventional and ICT integration strategies. Table 1 presents the distribution of respondents in terms of their academic performance in literature in the pretest.

**Table 1**

*Distribution of Respondents in Terms of their Academic Performance in Literature in the Pretest*

Group	N	Mean	Equivalent Rating	Description
Control	30	21.26	73.63	Good
Experimental	30	30.87	84.30	Very Good

**Legend:**

95 – 100	Excellent
84 – 94	Very Good
73 – 83	Good
62 – 72	Satisfactory
50 – 61	Needs Improvement

As shown in Table 1, students who belonged to the control group obtained a pretest mean score of 21.26 with an equivalent rating of 73.63, described as good. On the other hand, the students who belonged to the experimental group obtained a pretest mean score of 30.87 with an equivalent rating of 84.30,

described as very good.

The pretest score of the conventional group already lies in the borderline of the range that is interpreted as good. A remarkable result was observed later on when the scores of these students increased in the posttest. The differences that can be noted afterward would serve as the basis for comparing the ICT integration strategy with the conventional one. Unlike the other group that would be given built-in study guides and interactive practice activities at *Quipper* School, these students in the control group would rely on handouts and lecture notes for their review sessions which would determine how much they would learn when assessed for a posttest.

Studies on the comparison of the conventional and the ICT integration teaching strategies help best explain the essence of testing the effectiveness of *Quipper* School. Mariam (2022) believed that English literature classes can be made more interesting and engaging if ICT is involved. And although studying it using the conventional method helps them learn new knowledge, retention and practical application are not guaranteed. This finding is supported by an earlier study by Ullah and Iqba (2020) that argued that conventional or traditional teaching methods do not stimulate conceptual understanding and activate higher-order thinking skills. Furthermore, Abah (2020) added that traditional teaching is never effective and outdated because it sticks to what teachers have been using over the years. This gives the notion that teachers who still fondly use it are considered dogmatic and resistant to change.

Although many studies strongly disagree with the use of the conventional teaching method for the learners of this generation, Cielo (2019) contended that the old-fashioned use of whiteboard activities and traditional instructional materials results in great teacher-student interaction. Cielo (2019) also believed that when a harmonious teacher-student interaction is fostered in the class, it will have a very good impact on the student's academic performance. This was supported by Pant (2020) who argued that students learn more when social interaction and shared learning are given premium importance. This is a clear statement to prove that the learners of this generation need the feel to express their ideas and emotions, especially in subjects like literature where creativity is expected among each of them.

A presentation of the results from the posttest is also needed to fully compare the academic performance of the respondents from both groups. These results show the effects of using *Quipper* School for the experimental group and its absence in the control group. Table 2 presents the distribution of respondents in terms of their academic performance in literature in the posttest.

**Table 2**

*Distribution of Respondents in Terms of their Academic Performance in Literature in the Posttest*

Group	N	Mean	Equivalent Rating	Description
Control	30	19.93	72.14	Satisfactory
Experimental	30	40.07	95.83	Excellent

**Legend:**

95 – 100	Excellent
84 – 94	Very Good
73 – 83	Good
62 – 72	Satisfactory
50 – 61	Needs Improvement

The data revealed that students' academic performance under the experimental group greatly increased in the post-test with a mean score of 40.07 and an equivalent rating of 95.63, described as excellent. On the other hand, the student's academic performance under the control group slightly decreased with a mean score of 19.93 and an equivalent rating of 72.14, described as satisfactory. With the significant increase of scores obtained in the posttest in the experimental group (equivalent rating difference of 11.33), it can indicate that the use of *Quipper* School aided the students in learning literature effectively.

Using *Quipper* School, the students can interact with their classmates and teachers within and outside the classroom. Students feel comfortable while learning because they connect with their teachers anytime (Septinawati, 2020). For Kaneeva et.al. (2021), the use of ICT in teaching modern literature is a must and should be applied in all classes today. The fascinating power to connect both teachers and students in real-time scenarios despite the geographical distance makes ICT a remarkable change in today's society. As for learning English, Ramadhona et.al. (2022) believed that teachers can maximize this advantage because students nowadays learn well in this kind of setup.

Further studies prove that ICT integration aids in increasing academic performance in language and literature. Because studying literature involves learning and enriching one's vocabulary, integrating ICT in literature classes assists in the student's cognitive and metacognitive abilities to learn new words and apply them to writing, as in the case of doing literary reviews. Hussain (2018) proved this as the academic performance of his students in his quasi-experimental study increased at a significant level when exposed to ICT strategy, particularly using Wiki.

To determine the significant difference in the academic performance of the students between the control and experimental groups, the researcher made

use of the T-Test for paired samples. An analysis of the significant difference supports the claim that integrating ICT in class using *Quipper* School is effective in teaching literature. Table 3 presents the test statistics comparing the academic performance of the two groups.

**Table 3**

*Test Statistics on the Comparison of the Academic Performance of Grade 11 Learners in the Pretest and Post-test between the Control and Experimental Group*

Group	Pretest	Posttest	T	P	Interpretation
Control	21.26 (73.63)	19.93 (72.14)	1.98	.057	Not Significant
Experimental	30.87 (84.30)	40.07 (95.83)	15.21	.000	Significant

*P > 0.05 – not significant*                      *P < 0.05 – significant*

As shown in Table 3, the students exposed to the conventional strategy obtained a pretest mean of 21.26 whose equivalent rating is 73.63 and a post-test mean of 19.93 whose equivalent rating is 72.14. The probability (p) value is .057 which is greater than the alpha value of 0.05. This means that there was no statistically significant difference between the pretest and posttest scores of students exposed to the conventional strategy. On the other hand, the students exposed to the ICT (*Quipper*) Strategy obtained a pretest mean of 30.87 whose equivalent rating is 84.30 and a post-test mean of 40.07 whose equivalent rating is 95.83. The probability (p) value is .000 which is less than the alpha value of 0.05. This means that there was a statistically significant difference between the pretest and post-test scores of students in the experimental group. This finding supported the claim of Mahariyanti and Suyanto (2019) who explained that the use of *Quipper* School in teaching increases the cognitive ability of students. The readily available study guides make learning easy and accessible for all students in and out of the classroom. Moreover, it combines the use of images, audio files, videos, and animations alongside teaching materials, which help students learn their lessons effectively and retain them for future use. The images and videos they see on the platform aid them in remembering their lessons and further applying them in higher-order thinking skills (Adelakun, 2023).

When the researcher did not use an e-learning platform or any available ICT tool in teaching literature in the control group, the students had varying responses on the attitude scale. Out of the 15 statements from the scale, three of them had a negative interpretation which is different from the attitude of the experimental group toward the subject. The results presented in Table 4 reveal what the students from this group felt when studying literature without any ICT tool.



**Table 4**

*Distribution of the Respondents from the Control Group in terms of their Attitude towards Literature*

Indicators	Mean	SD	Description	Interpretation
Studying literature enables me to become empathic and understanding of various perspectives.	3.33	.606	Strongly Agree	Very Positive
Reading literature hones my analytical and critical thinking skills.	3.24	.678	Agree	Positive
When I read different literary genres and styles, my understanding of the world broadens and widens.	3.16	.833	Agree	Positive
Literature offers a form of relaxation and fun when I want to escape from reality.	3.20	.805	Agree	Positive
Literature enhances my communication skills and language competence.	3.23	.773	Agree	Positive
My appreciation for literature deepens every time I analyze its forms, elements, and intricate details.	2.33	.884	Disagree	Negative
Reading literature allows me to become creative and innovative.	3.10	.758	Agree	Positive
I discover myself more and learn about my values when I read literature.	3.00	.525	Agree	Positive
Literature widens my horizons and helps me become more sensitive about cultural differences.	3.03	.808	Agree	Positive
Studying literature gives me new perspectives about society.	3.23	.817	Agree	Positive
Literature should be given importance in the Senior High School curriculum across all strands and tracks.	3.20	.714	Agree	Positive
Literature classes become more meaningful when I get to share and discuss my ideas with my classmates.	2.36	.808	Disagree	Negative
Literature acts as a soother and provides me relief when I deal with personal challenges and emotional distress.	2.20	.847	Disagree	Negative
Literature is a good platform for raising awareness of societal issues and how to properly address them.	3.20	.761	Agree	Positive
Reading literary works written by authors around the world helps me appreciate cultures and diversity.	3.20	.484	Agree	Positive
<b>Overall</b>	<b>3.00</b>	<b>0.741</b>	<b>Agree</b>	<b>Positive</b>
<b>Legend:</b>	3.26-4.00	Strongly Agree   Very Positive		
	2.51-3.25	Agree   Positive		
	1.76-2.50	Disagree   Negative		

As shown in Table 4, the overall mean is 3.00 (SD=.74) described as **Agree** and interpreted as **Positive**. This means that even if they did not get to experience using ICT instruction and *Quipper* School in the class, they believed that their learning experience went smoothly and that literature is an interesting subject to study.

For this group, the indicator that obtained the highest mean of 3.33 (SD=.606) is **Studying literature enables me to become empathic and understanding of various perspectives** which is described as **Strongly Agree** and interpreted as **Very Positive**. This means that the situations, events, and values that they encountered while reading those literary texts broadened their understanding of different views and opinions. It helped them understand that one's opinion may contradict another's, and so by allowing themselves to foster open-mindedness, they become more receptive to and respectful towards new and unfamiliar ideas. This further implies that the power of literature to aid the emotional and social well-being of students should not be underestimated, but rather be given special attention.

Nemouchi (2022) believed that when students are exposed to a variety of literary texts, they can view the world from a wider perspective, thus allowing them to understand multicultural differences. On the subject of being empathic towards various cultures, Luukka (2019) contented that students should have the freedom to choose their preferred literary texts in studying literature to ensure the development of their intercultural competence. From regional masterpieces to a wide array of collections around the world, the opportunity to explore pieces of literature by themselves creates an atmosphere of independence inside the classroom.

On the contrary, the indicator that obtained the lowest mean score of 2.20 (SD=.847) is **Literature acts as a soother and provides me relief when I deal with personal challenges and emotional distress** which is described as **Disagree** and interpreted as **Negative**. While it is true that, for many people, reading books helps them relax and find comfort amid challenging times, many people do not merely see reading books as a form of pastime. For them, browsing the pages of these books is boring stuff and they would rather lie down on a couch and binge-watch their favorite TV series. Moreover, the fact that these students belong to the STEM strand implies that their stress-reliever preferences differ from those who are more inclined towards reading literary texts. This further implies that literature teachers should find more strategic ways to allow the students to experience the therapeutic and consoling properties of literature.

This finding is supported by the claim of Babicka-Wirkus (2021) in their

study among university students in Poland during the implementation of online classes during the pandemic. Reading literature was not identified as a great stress reliever and coping mechanism for emotional distress as some only see it as a boring technique that can sometimes contribute to or add up to the existing stress. Relating this explanation to Gardner's Multiple Intelligences Theory (1983), it is likely that when students experience personal challenges, one of their best coping mechanisms is resorting to their hobbies and interests. While it is true that some students love reading to relieve stress, it is also worth noting that others prefer listening to music, seeking companionship with their peers, or even enjoying peace in solitude. Here, linguistic intelligence can be one of the many options.

As previously mentioned, the attitude of the respondents from the experimental group differs from that of the other group. The emphasis of the ICT integration strategy and the constant use of *Quipper* School in class influenced their disposition toward the subject. Out of the 15 statements from the scale, 10 had a very positive interpretation while only one was seen negative. The results presented in Table 5 reveal what the students from the experimental group felt when studying literature with the e-learning platform.

**Table 5**

*Distribution of Respondents from the Experimental Group in terms of their Attitude towards Literature*

Indicators	Mean	SD	Description	Interpretation
Studying literature enables me to become empathic and understanding of various perspectives.	3.56	.504	Strongly Agree	Very Positive
Reading literature hones my analytical and critical thinking skills.	3.60	.498	Strongly Agree	Very Positive
When I read different literary genres and styles, my understanding of the world broadens and widens.	3.53	.628	Strongly Agree	Very Positive
Literature offers a form of relaxation and fun when I want to escape from reality.	2.96	.808	Agree	Positive
Literature enhances my communication skills and language competence.	3.46	.628	Strongly Agree	Very Positive
My appreciation for literature deepens every time I analyze its forms, elements, and intricate details.	3.23	.678	Agree	Positive
Reading literature allows me to become creative and innovative.	3.50	.629	Strongly Agree	Very Positive

**Table 5 Continued**

Indicators	Mean	SD	Description	Interpretation
I discover myself more and learn about my values when I read literature.	3.16	.592	Agree	Positive
Literature widens my horizons and helps me become more sensitive about cultural differences.	3.70	.466	Strongly Agree	Very Positive
Studying literature gives me new perspectives about society.	3.73 H	.520	Strongly agree	Very positive
Literature should be given importance in the Senior High School curriculum across all strands and tracks.	3.26	.691	Strongly Agree	Very Positive
Literature classes become more meaningful when I get to share and discuss my ideas with my classmates.	3.23	.858	Agree	Agree
Literature acts as a soother and provides me relief when I deal with personal challenges and emotional distress.	2.37 L	.669	Disagree	Negative
Literature is a good platform for raising awareness of societal issues and how to properly address them.	3.70	.534	Strongly Agree	Very Positive
Reading literary works written by authors around the world helps me appreciate cultures and diversity.	3.53	.507	Strongly Agree	Very Positive
<b>Overall</b>	<b>3.37</b>	<b>0.614</b>	<b>Strongly Agree</b>	<b>Very Positive</b>
<b>Legend:</b>	3.26-4.00	Strongly Agree   Very Positive		
	2.51-3.25	Agree   Positive		
	1.76-2.50	Disagree   Negative		
	1.00-1.75	Strongly Disagree   Very Negative		

As shown in the table, the overall mean of 3.37 (SD=.614) is described as **Strongly Agree** and interpreted as **Very Positive**. This suggests that this group of students had a great disposition towards learning literature because they belonged to the group where ICT would be integrated.

For this group, the indicator that obtained the highest mean of 3.73 (SD=.520) is **Studying literature gives me new perspectives about society** which is described as **Strongly Agree** and interpreted as **Very Positive**. The findings show how students from the Experimental Group view literature as a subject before the treatment period. The indicator that got the highest mean score focuses on the student’s ability to understand the dynamics of their surroundings and communities when exposed to literary texts. Because of the ever-changing trends and ideas in society today, it is good for students to read different literary texts that reflect the conventions of the past, expose the realities of the present, and produce fresh perspectives that should be discussed openly. Simply put,

letting the students study literature brings them from era to era and sharpens their perception of modern society.

For these students, they believed that literature acts as a portal that enables them to appreciate what is going on in the world and what might happen in the future. Guanio-Uluru (2019) strongly agreed that studying literature prepares students to think for the future and the next generations to come. For literature teachers who make use of the Eco-critical approach in literary criticism, it provides the best opportunity for the students to understand sustainable development. Similarly, the study of literature helps raise the students' awareness of gender sensitivity. It brings them out of conventional thinking and makes them learn the value of respect towards others' gender preferences (Vasanthan & Ancymol, 2022). Moreover, students become more appreciative of literature when teachers use it as a tool to promote peace and order. Letting them read the classics, such as the famous novel, "To Kill a Mockingbird" by Harper Lee helps them see the world with love and kindness to all humanity (Istiani & Anam, 2021).

On the contrary, the indicator that obtained the lowest mean score of 2.37 (SD=.669) is **Literature acts as a soother and provides me relief when I deal with personal challenges and emotional distress** which is described as **Disagree** and interpreted as **Negative**. This indicator that got the lowest mean score speaks of the relaxation and entertainment value of literary texts. As explained in the discussions of the previous tables, reading literary texts is not the best option to relax and unwind as some people only see this as mental torture. For most STEM students, reading literary texts is only considered an academic requirement in the curriculum. However, numerous studies support why the humanities are still significant in the world of science and mathematics. A computer engineer, for instance, whose expertise revolves only around the world of computer science, should know how to make responsible political, ethical, and social decisions that can, in turn, make a significant impact on their contributions to the world (Pavlica et al., 2020). This calls for literature teachers to vary and differentiate their teaching strategies and even think of possible ways of using literature as a means of alleviating the students' stress from personal and academic demands.

Based on the results that prove the effectiveness of using QS as an e-learning platform, several implications to teaching literature among Grade 11 learners are identified including enhanced student engagement and motivation, students having access to a wide array of resource materials, personalized learning, reinforced collaboration and communication between teachers and students, and systematic tracking of progress and assessment. For the attitude, the students found literature to be effective as it allowed them to empathize with various

perspectives, enhance their analytical and critical thinking skills, improve their communication skills and language competence, learn new perspectives about society, and be culturally sensitive.

## CONCLUSIONS

The study concluded that information and communication technology is effective and beneficial in teaching literature at the senior high school level. Using it correctly can lead to academic progress and success because students can easily learn through its impressive features. Its usage can also encourage them to gain a deeper appreciation for literature as an academic requirement and something they would love to do in their free time.

As the world continues to evolve and people constantly acquire new things, it is expected that the teachers of this generation will use any available ICT tool to teach and mold young minds. Today, ICT should no longer be an addition to the classroom but rather a must in every classroom. The collective efforts shared by the government, the schools, the teachers, and the parents make a better learning environment for all students who are the pillars of nation-building, economic growth, peace, and stability.

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