Integral Teaching and Development of Students' Capabilities in Language in High School

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Abstract

Combined teaching and student capacity development in literature at high school is one of the primary goals of the 2018 general education program. This goal is both benevolent and has particular value specially contribute to educating ideological, fostering and improving the psyche of students. Learning Literature is learning how to accomplish the aptitudes of a civilian appropriate to society. Literature is really a significant subject that not only helps students learn other subjects well but also encourages students to adapt to the trend of international assimilation and improvement; especially on the verge of the Industrial Revolution 4.0. Teaching Literature is teaching how to read, listen, speak, and to write texts. In fact, reading literature is activating the way of thought, the way to analyze scholarly texts. The student’s understanding is formed after the teacher’s estimate. In Literature class, students' background knowledge, are presented how to explain, how to go through the content and significance of literary texts. From there, students build up reading competence, analysis skill, interpretive ability to understand and appreciate literature inside and outside the Information program. They cultivate themselves with their consciences and affections and aim for a better self after every lesson in literature.

Key words: literature, humane, competencies

I. INTRODUCTION

Literature is a subject with core values imbued with society and genuine significance, contributing to ideological education, fostering and perfecting students’ psyche. Each literary text in the high school curriculum, if practiced, will be a moralistic lesson for scholars. Literature is a subject that plays an important role in helping students do well in other subjects and also helps them experience under the tendency of global assimilation and improvement; especially on the threshold of the Industrial Revolution 4.0. The dilemma is which approach to choose to help students develop broad competence. Developing teaching methods requires teachers to flexibly apply interdisciplinary knowledge from an integrated viewpoint in teaching literature in high schools.

If in the past, teaching Literature was teaching people. Studying Literature is studying the beauty and value that teachers themselves perceive and get from works to help students take notes and memorize them. In Literature classroom, teachers control time, comprehend knowledge, and passionately transmit to students the glowing flame of affection of literature. Nowadays, teaching Literature is teaching how to read, write, speak and listen to literary texts inside and outside the Information program. It is learning how to appreciate, how to decipher literary texts, and students can experience and form their own capacity. In that refining, students self-own the substance, understanding and value of literary texts; Youths are formed reading skill, discovery capacity, analytical ability to recognize and enjoy literature; they cultivate themselves more for their
consciences, sympathies, and have a better understanding and self.

II. THEORETICAL BASIS

A. Orientation to integrate teaching and capacity development for students in teaching literature in high schools

1. Integrated teaching
   1.1 Integrated concept
   According to Vietnamese dictionary: “Integrating is the combination of different activities, programs or components into a functional block. Integration means unity, harmony, combination (He, 2003). According to the Dictionary of Education: “Integrating is the act of linking research, teaching and learning objects of the same field or several fields in the same teaching plan (Multiple Authors, 2000). Integration (English, French, German: Integration is derived from Latin: Integration with the meaning of establishing the general, the whole, the unifying based on the individual parts.

   Integration is an activity in which it is necessary to combine, relate, and mobilise similar and similar elements and contents of many fields to solve, clarify, and solve problems together. Achieve multiple goals at the same time.

   1.2 Integrated teaching conception
   Integrated teaching is a teaching concept aim to forming in students the ability to effectively solve practical situations based on the mobilization of content, knowledge and skills in many fields. It also means ensuring the teach student knows how to apply the knowledge learned in school to new, difficult and unexpected situations, becoming a responsible citizen, a capable labour. Integrated teaching requires that learning in school be tied to life situations that students may later face so that it becomes meaningful to them. With such an understanding, integrated teaching must be reflected in both program content, teaching methods, assessment methods, and teaching organization.

   Integrated teaching is an orientation to teaching content and methods, in which teachers organize and guide students to mobilize knowledge and skills in many fields to solve tasks. Learning, forming new knowledge and skills, developing necessary competencies, especially problem solving in learning and in real life.

   1.3 The importance of integration in teaching
   First, the natural and social worlds are interconnected. Many things and phenomena have similarities and the same origin. In order to recognize and solve these things and phenomena, it is necessary to mobilize a synthesis of knowledge and skills from many areas in order to understand and feel oneself.

   Secondly, in the development of science and education, students need to equip a lot of knowledge and skills so that they can solve life problems. Hence, it is necessary to integrate the teaching of this knowledge and skills through the subjects.

   Third, because of integration, knowledge that is close to each other and related to each other will be imported into the same subject, so the number of subjects will be reduced, avoiding unnecessary duplication of content between subjects in order to reduce the load on students.
2. Competency concept and capacity classification
   a. Competence concept

   According to the Vietnamese Dictionary: “Capability is: 1) the ability, subjective or natural condition available to perform a certain activity; 2) The psychological and physiological qualities that enable a person to perform a certain type of activity with high quality (Manh, 2004:660-661)

   In the 2018 General Literature curriculum: “Capability is an individual attribute formed and developed by the inherent qualities and the learning and training process that allows people to synthesize knowledge, skills, and abilities. Other personal attributes: interest, belief, will, etc. to successfully perform a certain type of action, achieve the desired result under certain conditions” (Ministry of Education and Training, 2008:37).

   Regardless of the understanding of capacity, capacity revolves around three factors: ability to perform, purpose of implementation and performance results. Humans are independent individuals, so each person will have unique abilities and ways of doing things, especially at the age of high school students, so teachers need to understand and respect that. Thus, it can be understood that competence is the ability (knowledge, skills and other attributes) of each individual gained in practical and inherent experience to reach the “goal” in the most effective way. Competency is a combination of knowledge, skills, ... of each person gained from which to practice in solving situations that occur in life that each person has to face to solve problems.

   b. Capacity classification

   Competence is divided into two types, including general capacity and specific competence.

   (1) General Capacity:

   Philosophers Canto-Sperber and Dupuy (2001:92) argue common competencies are “indispensable competencies for a good life, although the concept of a good life takes various forms, but the essence is outstanding. Its ability to achieve responsibility, to act productively in the family, economic and political spheres”. In particular, in the education industry, this is paid special attention, because it is the place to train new generations with the capabilities to meet the growing international integration trend development.

   In addition, Specific Competences need to be equipped for students, specifically in the subject of literature: literary competence and language competence. Specific competence is the ability “specifically, formed and developed by a certain field or subject” (Duc, 2003:29); It is a feature that distinguishes between disciplines.

   (2) Language Competence

   Language competence: ability to use linguistic means (phonetics, vocabulary, grammar) to read, write, speak, listen” (Canto-Sperber and Dupuy, 2001:87]. Four skills: listening, speaking, reading, and writing are four new skills introduced into the General Education Program of Literature 2018, implemented throughout the Curriculum of Literature in order to partially meet the requirements, capacity development. This creates opportunities for students to practice, practice more and show their abilities, knowledge and skills. Teachers can recognize and understand the strengths and weaknesses of students and offer measures for each student; This is considered as the part to help teachers in checking and evaluating the process for students. Attached to the four skills are all separate teaching methods, but they have unity, intimate and close connection with each other. Listening and speaking skills always go hand in hand, “the speaker must look towards the listener and vice versa, the listener must always pay attention to the speaker… there is always a
change of role between the speaker and the listener”, good listening will speak well. So that the students’ language ability will be improved. Besides improving language ability, students are also improved to think: figurative thinking, logical thinking in the process of students reading, understanding and creating texts. Whatever skills are taught, people always need to adhere to the following issues: learners master all skills; teaching according to the above four skills mainly focuses on practical activities with diversity and richness in the way teachers bring up issues for discussion and implementation; there needs to be integration and connection between the axes of Vietnamese, Reading Comprehension, and Writing.

(3) Literary Competence

Literary competence, an expression of aesthetic competence, is the ability to recognize, analyze, reproduce and create aesthetic elements through the activity of receiving and creating texts. Literature” (Ministry of Education and Training, 2008:87). Literary competence - another aspect of the expression of aesthetic competence. Through reading and understanding texts, students will enter different worlds, have new perspectives, learn how to perceive texts; know how to love the Beauty, the Good; Students express their feelings and ways of thinking about a problem of speaking and writing skills in learning activities oriented and guided by teachers. Literary competencies include imagination-association capacity, figurative thinking capacity and rational thinking. The above competencies are clearly revealed and recognized through the ability to present problems (speaking skills); ability to analyze and evaluate problems (writing skills) before, during, and after reading and understanding the text.

(4) Text Comprehension

Text comprehension is the reader’s ability to receive or perceive literature from the perspective of a creative reader, expressing his views, views, ways of thinking, associating and imagining with objects. Mentioned in the literary text based on the foundations, inherent knowledge and understanding and in exploring and deepening the text so that it becomes the work of each reader - student. Each student has a different perspective, so that a literary text adds new ideas, meanings and values to the text.

B. Orientation to innovate teaching methods and test and evaluate according to the orientation of developing students’ ability

The Ministry of Education and Training has directed localities and educational institutions to continue renovating the contents, methods and forms of teaching organization under the innovation of teaching methods and forms according to the prescribed standards. Development of student capacity. Duc (2013) defined Accessing competencies in teaching innovation and assessment in Literature” is particularly interested in this issue. It is a need for regular assessment for all students: assessment, classroom activities; assessment through study records, study notebooks; assessment of learning students report the results of a study project, scientific research, engineering. Reports on results of practice and experiments; assessment through presentations (articles, articles, slideshows, video clips, etc.) About the results of the learning tasks. Build exam questions, test at the end of the semester, at the end of the school year according to the matrix and write questions for the question matrix. The test comprises questions and exercises (essay and/or multiple choice) according to 4 levels of requirements:
- REMEMBER
- UNDERSTAND
- APPLY
- ANALYZE (HIGHER APPLY)

Based on the level of capacity development of students in each semester and grade, teachers and schools determine the proportion of questions and exercises according to 4 levels required in the tests on the principle of ensuring the suitability with the target audience and gradually increase the rate of questions and exercises at the required level of higher application and operation.

Competency-oriented teaching is being implemented more and more widely in most general education institutions across the country and has initially brought about many important results in changing teaching methods. There have been many researches works on this issue, creating a foundation and opening up new, richer and more effective ways of approaching and teaching. As in teaching and capacity development activities in Literature at high school: Do Ngoc Thong with “Building a general education program towards a competency approach” (Phe, 2003); or “From the role of a reader to the role of a teacher teaching reading comprehension – learning through experience” (Huong, 2012); Huong (2018) with Reading Comprehension and Text Reading Comprehension Strategies in High School ... With teaching capacity development in teaching literary texts. The above research works have not achieved the specific purpose of teaching Literature toward capacity development, even the reception orientation has not been studied specifically documents. The topic receives the opinions of researchers and implements it according to the orientation: Integrated teaching and capacity development of students in linguistics in high schools.

III. RESEARCH METHODS

A. Documentary research method

The method is used as a premise for me to get the basic theories, as a theoretical basis to explain the concepts, terms and relevant basis for this topic. This method is illustrated in Section 4: Teaching Literature toward capacity development through manipulations: synthesis, comparison, analysis.

B. Problem synthesis method

In researching and researching, we used this method to collect and analyze theoretical bases from different authors, giving an overview and consensus among the issues.

C. Practical survey method

Practical survey method was carried out to understand and evaluate the practice of teaching reading comprehension in high schools today. Propose measures to implement the organization of Literature teaching activities to achieve the set goal: developing students’ capacity. In Section 4, the performance results of this method will be shown more clearly.

IV. CONTENT

A. Some circumstances about the trade

In fact, in recent years, the number of students who love literature is not much. There are many opinions that the reason for this situation is that students are attracted to the market mechanism, the
era of information explosion, so they have little quietness to feel and vibrate before an idea and good for a beautiful poem. Through practice, we find that most students are afraid to study Literature even though they are aware of the great and practical supporting role of Literature in learning and in life. Partly because of the students themselves, but partly because of the lack of literary quality in the literature class, or they could not create really interesting lessons to attract students.

The biggest existence by students is the passive habit of listening, copying, memorizing machines and repeating what the teacher says, not having the habit of actively learning and discovering lessons if not assigned. Task, or if given the task, it is still awkward while independently solving the problem. When preparing lessons, they still depend on reference materials and books, do not dare to separate from what is written in the documents, leading to limited creative initiative in listening, speaking, and listening activities, reading and writing by students. Students have not yet expressed their individual thoughts and feelings in front of the group. If they have to speak and write, students will find it difficult, sometimes when testing questions that differ from the textbooks, they will feel confused and easily misled.

Understanding that deficiency in of students, we need to boldly apply experiential activities and integrate problems in teaching to develop students’ capacity in teaching literature in high schools.

B. Developing students’ capacity by experiential activities in teaching literature

Literature has a close relationship with life. Literary texts are formed and nurtured by the love and talent of the author. That inspiration was taken by the author from the reality of human life. For that reason, each text that comes to readers is always associated with the surrounding life, with the life and fate of an actual character in life. Literature is the place where human life is reproduced, and the source of artistic creation is life.

Life has many levels of emotions. Each writer has his own artistic perspective, a separate process of finding inspiration for himself. Nguyen Khuyen was born and raised in a peaceful countryside. His life was attached to the bamboo ramparts of Yen Do village, his hometown. The image of that village was imprinted in his poetry with very typical and typical features that made Nguyen Khuyen become: “the poet of the Vietnamese landscape” as Xuan Dieu once commented. Through the three poems of Nguyen Khuyen’s autumn, everyone can feel the picture of autumn. The three poems have unique beauties, but they all represent the autumn scene, the autumn soul of the Vietnamese countryside. The poem named "Thu vinh" is a very complete picture.

A blurry, sad water colour painting evokes a feeling of stillness and chills. Talking about autumn is referring to: Autumn sky, autumn moon, autumn water... and Nguyen Khuyen also put those images into his poem. Writer Nguyen Huy Tuong shared and sympathized with the pain of being destroyed Vu Nhu To’s wonderful work in “Vinh biet Cuu Trung Dai”, or the sound of Lorca’s guitar became the source of life. The inspiration for the poem “Dan ghi ta cua Lor-ca” by poet Thanh Thao. Quang Dung recreates the monument of the immortal sacrifice of the soldier Tay Tien in poetry... Each composition is written in English. compassion, understanding for the fate and situation of the character, the feelings that the author has for that character, it can also be said that the characters in the works have created the inspiration for artistic creation.

In the story named “Vo chong A Phu”, To Hoai was the one who contacted, met and talked with the character Mi in real life, listening to her recount her whole life from childhood to joining the revolution. Sympathizing with her fate, To Hoai wrote the work “Vo chong A Phu”, both to share and sympathize with a life of persecuted people, and to express indignation with the class. Dominate the mountainous region and show the suffering of the working people in the Northwest mountainous region. To Hoai’s field trips are trips to learn about everything such as customs,
geography, traditions, so that the work reflects the life situation of Western workers. North. Every writer, poet, they always have to find their own inspiration and create their own style. For example, Nguyen Tuan, he sought the uniqueness in the river that had never been explored by anyone, describing the shape and character of the river in words and images that no one had ever heard of in his written “Nguoi lai do song Da”. Or the short story “Vo nhat” by writer Kim Lan, three characters in the story: The mother, Trang and the woman “No name” - Trang’s wife shows the artistic style of Kim Lan. The writer wrote about the beauty of humanity during the famine in 1945 in rural Vietnam.

The source of the author’s creative inspiration is the intense flow of emotions. It is the author’s self-exploration, self- feeling, and self-discovery of that situation to know and be inspired to write on the work like a sharing and empathy. Experiential class is class time: Going from literature to life. Students can experience in class, outside of class with a lot of knowledge and interdisciplinary knowledge, General education aims to: Train high-quality human resources in the era of industrial revolution 4.0 - No there is still the boundary between literature and life, but now literature is life.

C. Change in the way of teaching and learning Literature!
I would like to do some of the following tests hoping the teacher’s English teaching hours will be active, integrating interdisciplinary knowledge to succeed!

- Before: Learn first and do later.
- Now: Do first, learn later; experience before and after learning.
  Students not only prepare lessons according to the questions available in the textbook but also have to choose a problem (a detail, a verse, an image ...) To perceive and present in front of the class.
- Before: If you don’t know, ask the teacher, if you don’t know, go to school.
- Now: If you know, ask; Self-study first, know 78-80-90% then ask the teacher. Study and then go to school.

When students ask questions, it is necessary to use the method of answering by asking questions to stimulate students’ self-inquiry ability.

- Before: Studying textbooks, which existed tens, hundreds of years ago.
- Now: Learn what’s not in the textbook.
  The problems in the Japanese text are included in order to expand the knowledge of life-society...
- Before: A teacher is a teacher.
- Now teachers are coaches. As a coach, the game is the chief thing. In the coach model, the student is always better than the teacher. In the teacher’s model, the students are always inferior to the teacher.
  Encourage creativity, respect differences.
- Before: Literature study is specialized in the art of words.
- Now: Need to learn interdisciplinary knowledge. The opportunity lies in the connection of different fields and knowledge.
  Knowledge of history, geography, culture, cinema, painting, music, etc., even math, physics, chemistry, sometimes supports effectively the interpretation of literature.
- Before: Just need to know human to human language.
- Now: need to know human and machine language, so need to know programming, know coding.
  Knowledge mapping, making tables, presentations...
- Before: Learning how to solve problems is key.
- Now: It is most important to learn how to find the problem.

Social commentary: find the problem posed through reading comprehension of the text.
- Before: Learning to do what has been learned, what everyone has done.
- Now: Learn to do what no one else has done; i.e. creative. Offer new interpretations in line with the spirit of the times.
- Before: Learning asymptotic, getting better every day.
- Now: Learn to break through, the new replaces the old. To destroy instead of develop.
- Before: Obedience is important, memorization is important.
- Now: Critical thinking is important.

What did you study before? Learn How? is important. Now learn why? is important. If you know the reason something bad happens, then you can change it.
- Before: Competition is to be like others and do better.
- Now: To compete is to be different, to differ from others.
- Before: The best is the best.
- Now: The dumbest person can be the best. The best people go little to learn, so they are good at one corner. Stupid people have to go all over the world to find out who is the best at what, integrate those best and become the best.
- Before: The person who changed the world was the one who spoke, the one who enlightened others.
- Now: The person who enlightened others, who changed the world, can be the one asking a question.

To receive, besides integrating basic knowledge, students need to be equipped with general cultural knowledge. It is the knowledge of scientific subjects such as history, geography, painting, cinema, theatre, and different regional cultural customs that play a significant role in receiving literary works. In order to feel right, to write correctly and well, learners need to apply their own understanding to become a person with “general cultural capital” (Thong).

D. Changing teaching methods for success

There is nothing more difficult than giving up the old way of teaching and adopting a new way of teaching with new awareness and new thinking and action. Many responsible teachers worry: we have achieved significant results thanks to familiar ways of teaching. Is it risky to find the way again when just hit the road with the path?

We deeply understand that achievements are only temporary performance, success is class forever. For sustained success, the only thing that remains constant is change. We have constantly strived to innovate the way we teach and study Literature for success and just for success.

[A] Renew testing, assessment, capacity development for students a prerequisite for success

To meet the requirements of practice and international trends and the ever-changing requirements of teaching. Especially, Literature is the first subject in the National High School Exam. This is the only subject in the essay exam, and it is also a subject that students have not liked to study since ancient times change.

(1) The role of testing and evaluation

Testing and evaluation have an extremely important role
- Testing and assessment help teachers understand students’ learning, have a practical basis to evaluate student learning outcomes, and detect deficiencies in students’ skills and knowledge.
- To take timely remedial measures- Testing and evaluation also help teachers realize their strengths and limitations in education so that they can take measures to improve the education quality.

STUDENT

- Examining and evaluating helps students know their learning results so that they can take measures and attitudes in learning. For example, students discover their limitations to be more active in learning and training or students see their strengths to have a more confident attitude in learning.
- Examination and assessment also help to educate students about ideology and morality. It helps students form trust, determination, honesty, teamwork, and a sense of helping each other in learning.
- Properly assess students’ abilities, develop learners’ qualities, abilities and skills. Thereby building goals and dreams in students.

When renewing the standard program based on the theory of Pisa, it should be divided into 4 levels from low to high as follows:
- REMEMBER
- UNDERSTAND
- APPLY
- ANALYZE (HIGHER APPLY)

(2) Objectives and requirements for the assessment test

AIM:
- To properly assess the true level and ability of students to read - understand, perceive and express their attitudes and feelings before a literary problem.
- Contributing to innovating and improving the quality of teaching literature.
- Reduce exam pressure, ensure fairness, encourage active and creative learning spirit and create excitement for students to enjoy studying Literature more and study better.

REQUEST:
- Formulate topics based on knowledge and skills standards of each lesson, group of lessons, literary period, … There is no form of “dealing” nor heavily pressuring students.
- The content, requirements, and wording of the test questions must be clear, accurate, aim and fair, integrating all three subjects: Reading, Writing, and Vietnamese.
- The assessment test ensures the following criteria: comprehensiveness, reliability, feasibility, differentiation of students and high efficiency.

(3) Organize a general examination of the periodical test

- The school organizes periodic tests, has a plan and a road map from the beginning of the year for teachers to grasp and has a reasonable and teaching plan to meet the requirements of learners, as well as the requirements of students.
- For periodic tests, teachers need to set-up multiple sentence questions that differentiate at different levels of knowledge, understanding and application. Schools are encouraged to organize general examinations of periodic tests to ensure the differentiation and objectivity of subject teaching quality.
- Evaluate the teaching results of teachers and students’ learning, so that there are the most reasonable adjustments.
(4) Innovating the making of test questions toward open topics

− With the content of the test, the school directs and emphasizes that the teachers in the group need to invest in renovating the test-taking toward open-ended questions, creating “gaps” for students to develop their thoughts and feelings own creative touch. Always consistent throughout the learning process from grade 10 to grade 12.

− Proposing periodical articles at home is done in an open direction, with practical content, focusing on practical skills, avoiding the situation that students copy documents, memories machines, promote creativity in learning. Born.

− Teachers follow the matrix and structure of the Ministry’s exam questions exams to compile test questions that are suitable for students and the characteristics of their students. The test questions are creative, explore new ways of asking questions, and promote students’ abilities.

− Teachers boldly put new materials besides text books to assess the actual learning capacity of students according to the orientation of innovation interesting and assessment guided by the Ministry, Department of Education and Training, as well as the direction of teachers. Can check and clearly see the student’s progress.

(5) Building amended answers, mark tests flexibly and creatively

− The school directs teachers when giving exam questions so that they give accurate and clear answers. Noting open topics, it is also necessary to show flexibility and creativity; encouraging posts, emotions, new ideas, creativity and education.

− For general questions organized by the school, before grading for the test, teachers discuss and agree on the answers, as well as conduct grading to ensure consistency and fairness for students.

− When grading, the teacher always reads carefully, corrects mistakes in words, sentences, spelling and makes useful comments that students can learn from the experience of their return.

− In less on return periods, teachers follow the correct procedure of a less on return period (instructions on making an outline; commenting on advantages and disadvantages; guiding students to correct spelling, word, and grammar errors, build paragraphs....read sample papers, return papers) for students to learn from in the next articles; Do not use this return period to teach the content of other lessons.

− Always statistics the results from the test to re-evaluate the problem in difficulty and reliability, adjusting the teaching method.

− Teachers can let students re-test when students have low test scores exams, unifying topics and grading methods.

[B] Some teaching methods develop students ‘ abilities

Realizing the goal of forming and developing students ‘ competencies, creating opportunities for students to create their own knowledge. The competencies of each student are developed through the participation of students in educational activities. Teachers create integrated learning situations to mobilize their unique abilities to develop many unique skills and abilities to help students develop complex skills and abilities. To develop the abilities of students, it is necessary to apply measures: A combination of different methods and forms of teaching.

− Use teaching by topic.

− Improving teaching aids and information technology to support learning.

− Using teaching methods to develop students’ activity and creativity.
– Practice a variety of exam questions, create conditions for students to form and express their abilities.

Students are formed with the basic competencies required for social integration. In addition, they need to have special abilities. It is the ability to read and understand texts and the ability to create them.

V. CONCLUSION

Based on theory and practice, using research methods, generalization and analysis of documents on the topic. The researcher determined the focus of the topic: "Integrated learning and development of students' competencies in philology in high school." There are many research papers dealing with aptitude and teaching literature, but they are not consistent and consensus. However, these views underlie a philosophy that provides general direction, listening skills and develops specific listening skills in specific areas of study in schools., reading and writing. In this article, the researcher focused on clarifying the theoretical and practical foundations of the process of teaching literature for the development of competence during each hour of experimental training and the integration of interdisciplinary knowledge, testing and evaluation when teaching grammar in high school. With the aim: to help students gain knowledge at a level appropriate to the abilities and learning needs of the Ministry of Education. We want to change the way literature is taught and studied in the direction of "Integrating learning and developing students' literary competencies in high school". A literature lesson will help students integrate into life with their own abilities and immerse them in love and justice; after graduation, students have enough confidence to firmly go through life.

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