Preferences of Primary School Teachers and Students for Electronic Technology in Literacy Language Learning: Implications for English Language Teaching

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Abstract

This article aims to present the results of an analysis of the need for literacy teaching materials for appropriate learning for the independent curriculum. The data in this article were collected through unstructured interviews with ten teachers and 30 grade five elementary school students in DKI Jakarta. The data were processed using the NVivo 12 application as descriptive analysis data. The objects in the study were 1) educational attainment, 2) teaching materials used by teachers, and 3) the needs of educators and students in terms of increasing literacy. The findings reveal that teachers and students need fun teaching materials that are displayed with images and can be accessed anywhere, both at home and at school. They also need to use technology as teaching and learning media. Thus, new teaching materials that accommodate all of those aspects are very necessary.

Keywords: *English language teaching, learning materials, language learning, electronic technology, gamification, literacy.*

1. Introduction

According to the World Economic Forum (2015), basic literacy, character, and competence are the three components of a capable person. Education, innovation, and creativity are a few of the elements that make up the project's character and are necessary for achieving the Golden Indonesia Vision 2045. They are utilized to recognize individuals who are generally worried about quality and who are probably going to succeed. Practitioners are hoped to be able to create and direct students to improve their quality in the current educational environment.

The ability of students to comprehend information analytically, critically, and reflectively is closely linked to the demands of reading skills. However, this has not been reflected in schools' current instruction. The sources acquired from Limbang "Kompas" were handled from the Focal Insights Office, taken from Universes Most Proficient Countries, Focal Connecticut State College. The literacy rate in Indonesia ranks second among the 61 countries examined. This turns out to be exceptionally stressing assuming Indonesia's education abilities stand out from the world. This is demonstrated in the Public Library Study from 12 Areas and 28 Regimes/Urban communities in Indonesia which expresses

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that individuals' perusing interest is in the low class at 25.1. This indicates that only 0.001% of Indonesia's 250,000,000 people are interested in reading, according to UNESCO. As a result, only 250,000 individuals in Indonesia are interested in reading.

Students who lack literacy skills will have significant difficulties learning and may even drop out of school. Understudies who can't peruse, compose and impart actually in the early grades will exit school, become jobless or become low-gifted specialists, have poor physical and close to home wellbeing which is many times the principal factor causing neediness and wrongdoing. (McCashin et al., National Economic and Social Forum) 2002). Kids with low education abilities will encounter acquiring troubles in all subjects (NESF, 2009). In the long run, this has a significant negative impact on a person. In adulthood, literacy failure has an impact on academic achievement, career choices, and economic well-being (Clark & Dugdale, 2008). But it's not just a financial problem; In addition, children's self-esteem is declining, which can have other negative effects on their ability to reach their full human potential. Pembelajaran literasi dikembangkan berdasarkan kurikulum yang berlaku, berbasis standar yaitu Standar Isi (Permen No. 37 Tahun 2018).

Literacy deficiencies will cause significant learning difficulties for students and may even cause them to drop out of school. Students who are unable to read, write, and communicate clearly in the early grades are more likely to drop out of school, become unemployed or low-talented specialists, have poor physical health, and live close to their homes, which are frequently the primary factors that contribute to poverty and crime. Wrong. (McCashin et al., 2002) All subjects will be difficult for children with low educational abilities (NESF, 2009). In the long haul, this adversely affects an individual. In adulthood, proficiency disappointment influences scholarly accomplishment, profession decisions, and monetary prosperity (Clark & Dugdale, 2008). In any case, it's not only a monetary issue; In addition, children experience a decline in their self-esteem, which can have additional negative effects on their capacity to realize their full human potential.

The Merdeka Educational plan is an educational plan with different intracurricular realizing where the substance will be more ideal so understudies have sufficient opportunity to develop ideas and reinforce capabilities. So that learning can be tailored to the needs and interests of students, teachers can choose from a variety of teaching tools. The government selects a few themes from which to build projects to boost Pancasila student profiles' achievement. The undertaking isn't aimed at accomplishing specific learning accomplishment targets, so it isn't attached to subject substance (Pusat Penilaian Pendidikan Kementerian Pendidikan dan Kebudayaan, 2019).

The Merdeka Educational program puts together instructive proficiency with respect to khittah values as an essential move toward accomplish public schooling objectives. The emphasis is placed on the significance of character development in accordance with Indonesian values, as well as aspects of religious spirituality, self-control, personality, intelligence, and noble morals. (Desrianti & Yuliana Nelisma, 2022; Komalasari & Apriani, 2023). With an end goal to make charming learning, the Merdeka Educational program isn't just arranged towards educators yet in addition towards assessing educator execution through arranging, execution and evaluation of learning. The focal point of evaluation incorporates ability, recognizing learning obstructions, and giving responsive input to class needs (Kasman & Lubis, 2022). As a result, the Independent Curriculum not only serves as the foundation for building students' character and raising the standard of education, but it also significantly increases literacy rates.

By employing a variety of intracurricular strategies, the Merdeka Curriculum creates a learning environment that is more efficient. In this specific circumstance, understudies are offered the chance to extend ideas and reinforce their abilities, in light of the fact that the autonomous educational program is planned so they possess adequate energy for top to

bottom investigation. The School Literacy Movement (GLS) is one aspect that is at the center of efforts to improve the quality of learning. The ability to access, comprehend, and intelligently utilize information through a variety of activities, including reading, viewing, listening, writing, and speaking, is included in literacy. The School Literacy Movement is a strategy that applies to the entire school structure and is not limited to instruction in the classroom. The goal of the School Literacy Movement is to make schools a place of lifelong learning where every citizen can become literate and use literacy in a variety of contexts by involving the public.

Educators play a significant part in carrying out the educational plan, one of the accomplishments of the educational plan relies upon the instructor's action and imagination in creating and acknowledging it. Additionally, teachers must be able to implement the learning process in accordance with the Minister of Education and Culture's regulations. (Permendikbud) Nomor 22 Tahun 2016 (Rahmadani et al., 2018). The teachers in DKI Jakarta's groups of elementary, middle, and high school teachers who participated in focused group discussions (DKT) agreed that a key component of teaching is having fun. Teachers believe that teachers must improve their competence in order to enjoy teaching more. As per the educator, by having satisfactory skill and planning to instruct, the educator will be prepared to instruct with the goal that energy for showing will develop.

A few endeavors that can be made to help this incorporate the accessibility of an assortment of suitable showing materials, so it is trusted that they can give improvement to advancing as well as increment understudy education. In view of the discoveries from this review, specialists took a gander at a few past scientists who likewise created educating materials (Asip et al., 2019) with a research focus "Development of Indonesian Language Teaching Materials Based on Folklore to Support the School Literacy Movement in Lower Grades". Similar research was also carried out by (Alfin, 2019) with a research focus "Development of Islamic Cultural History Material as Teaching Material for Reading Literacy in Madrasah Ibtidaiyah". This research focuses on aspects of implementing learning strategies. As a basis, the research process follows the guidelines of the School Literacy Movement (GLS) and the achievement standards of the Program for International Student Assessment (PISA). Similar to other research that has been carried out by researchers regarding the need for literacy teaching materials for reading, it has been carried out by (Harahap et al., 2021; Musaddat et al., 2021; Subandiyah, 2017). Research on literacy teaching materials in other subjects has also been carried out by researchers (Ardipal et al., 2020)(Aryawan et al., 2017; Hikmawati et al., 2020; Pentury, 2018) (Izati et al., 2018; Wakhidah et al., 2020).

From the presentation of research developed on literacy teaching materials above, it can be seen that the need to improve the quality of literacy as a basis for learning in schools is increasingly being paid attention to by academics. For this reason, the community's need for the development of literacy teaching materials has also become a strategic part in planning education development in Indonesia, especially assisting the government in the school literacy movement. At the elementary level, the 2013 curriculum requires thematics in every lesson (Kemendikbud). It turns out that the application of thematics at the elementary level cannot guarantee student experience. This causes elementary school teachers who should be the first door to introducing students to literacy understanding to not be optimal.

In interviews with several educators, it was seen that literacy practices in schools still rely on conventional teaching materials such as books and videos. The results of an interview with MD, S.Pd., class V teacher at SDI Al-Masnuniyah, South Jakarta, showed that the school uses projectors and the Whatsapp application during online learning, but faces problems when students get bored quickly or are lazy about reading. At MI Tapak Sunan, East Jakarta, IY, M.Pd., highlighted the limitations of literacy movements which are only carried out before learning, emphasizing the need for media that motivates students more.

However, IY also faces difficulties in maintaining student discipline regarding literacy activities. At SDN Kebon Bawang 05 Pagi, North Jakarta, Senior PNS teacher PS, S.Pd., reported that the School Literacy Movement was going well, using books and reading journals before learning. However, lack of interest in reading is the main challenge. Overall, this interview underscores the urgency of improving the quality of literacy teaching materials so that they can have a positive impact on student literacy, as well as the need to pay attention to student motivation and discipline in involving them in literacy activities.

Examination of understudy needs, from the consequences of meetings directed with homeroom instructors, the accompanying determinations can be made, (a) Understudies are less excited about proficiency by just utilizing printed books with next to no other educating materials. (b) Absence of understudy inspiration in perusing since teachers are simply restricted to making sense of what the education cycle is like, with practically no help from the educator. As a result, students are less focused during the literacy process. c) Educators actually utilize general showing materials like perusing books in the library. (d) Elementary school students have a need for enjoyment as one of their traits. e) The free learning model is the ideal objective for the ongoing autonomous educational plan. (f) There is a need to refresh the instructing materials that understudies can use during proficiency.

Based on the needs of the students and the outcomes of meetings with homeroom teachers, the following conclusions can be made: (a) Students are less interested in proficiency when they only use printed books and very few other educational materials. b) Nonattendance of student motivation in utilizing since instructors are just confined to figuring out what the schooling cycle is like, with essentially no assistance from the teacher. Accordingly, understudies are less engaged during the proficiency interaction. c) Teachers really use general appearance materials like examining books in the library. (d) Primary school understudies have a requirement for satisfaction as one of their own. e) The ideal goal for the ongoing autonomous educational plan is the free learning model. f) The instructional materials that understudies can use during proficiency need to be updated.

2. Methodology

This article makes use of research and development, which is research done with the intention of making a product by testing how well it works. Utilizing the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model, literacy teaching materials were developed. Notwithstanding, in this article, the examination stage is simply restricted to the requirements investigation stage. In accordance with this, this article is utilized to examine the requirement for proficiency showing materials in light of gamification teaching method for grade 5 primary school understudies. The subjects in this article are primary school understudies and educators in a few schools in Jakarta. On May 28, 2018, 20 fifth-grade students and ten elementary school teachers participated in this needs assessment. This article investigates the following topics: 1) reasonableness of educational proficiency accomplishments, 2) showing materials utilized by instructors, 3) educator and understudy needs in regards to showing materials education.

3. Results and Discussion

3.1 Analysis of the Need for Literacy Teaching Materials in Elementary Schools

At the examination stage, specialists led an underlying review to acquire data in regard to the requirement for education showing materials in grade schools. By observing

classroom conditions during learning and ensuring the need for literacy teaching materials to be more effective and efficient, the researchers in this study carried out analytical steps to ensure that new teaching materials met the needs of teachers and students. Top-to-bottom perceptions were completed utilizing unstructured meetings, interviews were led with understudies first about how proficiency was accomplished which was then affirmed with the class instructor at the primary school. In the North Jakarta and South Jakarta regions, four distinct elementary schools were the locations of field surveys. The four schools are SDI Al Masnuniyah, SDN Kebon Kacang 17, SDN Pasar Baru 03, and SDN Pademangan Timur 06.

The teachers and students in class 5 were the focus of the needs analysis. The analysis of needs for literacy teaching materials used 30 students and 10 teachers as respondents. Between January and March of 2023, the needs analysis was conducted. This needs analysis aims to determine what needs to be done to improve student literacy and how far literacy has progressed according to the high class learning achievement level (grade 5) of elementary school. The ability to access, comprehend, and utilize information as a process of thinking, reading, and interpretation that is then realized in the form of acts of writing or speaking is the practice of interpreting the meaning of texts through social and historical contexts. This is the significance of scientific literacy. Performative, functional, informational, and epistemic are the four levels of literacy. Proficiency turns into a demeanor as in Wells' concept of separating education into four levels.

The capacity to get to, understand, and use data as a course of reasoning, perusing, and translation that is then acknowledged as demonstrations of composing or talking is the act of deciphering the importance of texts through friendly and verifiable settings. This is the meaning of logical education. The four levels of literacy are performative, functional, informational, and epistemic. Like Wells' idea of dividing education into four levels, proficiency becomes a demeanor.

Merdeka Educational program Learning Accomplishments for Stage C Indonesian and Pancasila over, the analyst presumed that in stage C, the third level was Enlightening, in particular, getting to information with language. Data education comprises of four components. Capacity in appraisal (assessment), determination, sorting out and handling data as well as making data and correspondence. Learn about the characteristics of the information society and how information has an effect on society and people. Awareness of the significance and obligation of information. a fundamental comprehension of information science and the acquisition of fundamental skills for operating information devices (particularly computers). So after this the consequences of the meeting will be delineated to accomplish education objectives at the third level.

Because of meetings among educators and understudies, information was gotten that proficiency accomplishment had just arrived at education stages 1 and 2. In the primary stage, achievement can be gotten from show execution exercises, when understudies work in gatherings to choose and adjust the cultural stories they learn into a show execution. They practice public talking, acting, and planning exhibitions to act before the whole school. Students' abilities in a variety of social settings, or the performative literacy stage, are the focus of this intensive training. includes the capacity for interaction, communication, and adaptability, as well as the capacity to read, write, and speak in public.

In view of gatherings among teachers and students, data was gotten that capability achievement had recently shown up at training stages 1 and 2. In the essential stage, accomplishment can be gotten from show execution works out, when students work in social events to pick and change the social stories they learn into a show execution. In preparation for performing in front of the entire school, they practice public speaking, acting, and planning exhibitions. This intensive training focuses on students' abilities in a variety of social settings, or the performative literacy stage. incorporates the limit with

respect to connection, correspondence, and versatility, as well as the ability to peruse, compose, and talk in broad daylight.

Children in a number of schools have passed the second literacy level learning achievement, according to interviews. So that students' learning accomplishments in fifth grade are used to set expectations. Moreover, the third proficiency learning accomplishment is at the educational level, specifically understudies can get to information utilizing language. From the aftereffects of the four grade schools, understudies have not had the option to accomplish these exercises.

Exercises that have been completed in science learning incorporate looking for data about specific logical subjects, like plants, creatures or regular peculiarities, from dependable sources. They struggle due to the absence of facilities and are unsure of how to locate it or where to look. Therefore, this activity does not qualify as a learning achievement. Moreover, in the Indonesian language subject, understudies are gotten some information about popular essayists or artistic history from different sources. They have also been unable to accomplish that.

There have been activities outside as well as inside. The instructor has likewise attempted to offer every understudy the chance to pick a specific wild creature and do explore on it. starting with having students search for information in a variety of places, like books, websites, or trips to the local zoo. After that, they were asked to write a report that included interesting anecdotes about the wild animal they chose as well as information about its habitat, diet, and behavior. It worked out that this was not accomplished by the assumptions for learning results for grade 5 educational proficiency level.

Understudies can't record their perusing abilities successfully to recognize texts that are pertinent to their inquiries or data needs. Understudies are additionally unfit to evaluate the dependability and believability of the data sources they experience while perusing. They are unable to determine whether a source contains authoritative authors and strong references. The capacity to peruse basically is likewise not accomplished well, understudies can't think about various perspectives, unfit to assist understudies with distinguishing potential disinformation while perusing, so that when understudies report these exercises they don't search for extra sources to confirm the data prior to believing it to be valid.

The outcomes from interviews with educators and understudies demonstrate the way that impossiblity can show up in different structures, contingent upon the singular's degree of capacity and the specific circumstance. Without looking for other sources or assessing their reliability, students rely solely on one. ability to search for information is lacking. Students struggle with synthesis and the integration of diverse texts into a single, comprehensive understanding. Students lack media literacy, so they are easily influenced by things that manipulate them because they do not understand how the media works. Inability to effectively participate in the community: Students do not know how to interact effectively or have difficulty effectively participating in the community. Because it is so crucial in today's society, this lack of achievement in informational literacy must be addressed immediately. Education and training are crucial for students to overcome this obstacle.

In unstructured meetings different inquiries connect with what type of schooling and preparing has been completed and what hardships there are so these things are not satisfied. The interviews conducted at the four elementary schools revealed a number of challenges, including a lack of internet access and inadequate learning resources and facilities. What educators and understudies have done in advancing so far has adjusted to taxpayer supported initiatives. Nonetheless, the absence of offices and learning assets has the greatest impact on all of this.

In one of the primary schools found, the educator had arranged a few perusing sources in the library, yet the youngsters felt exhausted and were playing and kidding so they didn't go on with these exercises. This outcomes in class exercises not being favorable so other serious understudies are additionally upset. While learning is finished at home, they feel more great and less upset, yet different deterrents, for example, absence of learning assets and web access are not adequate. The expectations for the literacy learning outcomes at level three have not been met as a result. Underneath, the aftereffects of examination information utilizing subjective exploration apparatuses will be shown.

3.2 NVivo Data Analysis Results

The software QSR N-Vivo 12 was used for data analysis of teacher and student needs. The initial step was to examine information from brings about the field through unstructured meetings to acquire information that investigated genuine necessities in regards to education educating materials. The main thing to do is examine the field information by entering the information into the N-Vivo 12 programming or what is generally called information input. Unstructured student interviews' recordings constitute the research data. After that, one by one, the data were entered into N-Vivo 12 and transcribed. The results of the teacher and student interview transcripts revealed that the frequency of words appeared a lot, based on the search results obtained using the Word Frequency Query feature of the QSR NVivo 12 software. Figure 4.1 depicts the frequency with which the words "understand," "at home," "picture," and "happy" come after the word "school."

Figure 1. Word Cloud Visualization of Teacher and Student Interview Results

In view of the consequences of the picture perception above, it is expressed that these words are a need in proficiency. The requirement for proficiency showing materials should be visible in "comprehend". This shows up in an unstructured inquiry question with the inquiry "Do they comprehend what they read when they read or not?" Students typically responded that they did not comprehend what they had read. This was shown when the subsequent meeting investigated the inquiry "Are understudies ready to retell what they have perused". This implies that how they might interpret the capacity to look, assess and utilize data from different sources has not been accomplished.

It is more related to the results of other interviews in order to determine the level of student comprehension. Therefore, the Text Search Query feature can view it. By and large, understudies addressed that the data sources utilized were restricted. A portion of the media utilized as learning assets are not intriguing. So they become lethargic about perusing. Because they are sick of reading books that only contain lengthy writing without good visualization, some of the responses use the term "lazy to read." It will be shown next, and some students are disturbed while reading at school because their friends tease them and invite them over. Using the Nvivo software's word tree menu, a

visualization image based on the coding of the interview results will be shown below to demonstrate that this connection can be established from the frequently used interview words.

The focus on each individual rather than the average of the group is one of the main characteristics of qualitative research. The meaning of a participant's expression or belief is greatly influenced by differences in their background or demographic data. Consequently, after comprehending the significance of reading to students. Scientists investigate the phases of fruition by each subject in view of the stages. Aside from imagining word mists and word trees, it is likewise extremely helpful in marking or coding, which is then made as quest classifications for catchphrases or words that show up most frequently on the NVivo 12 hubs menu. Subject or coding is an idea connected with concentration and questions study. Figure 2 depicts the identified themes.
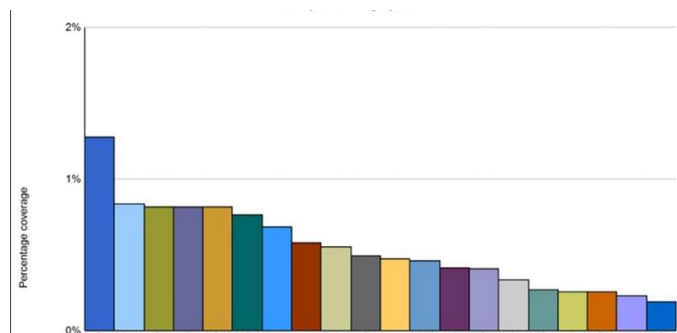

Figure 2. Theme of the Coding Results for the Word "Read" Results from Interviews on the Need for Literacy Teaching Materials

From the results of coding the reading words, there were 20 students who thought they had difficulty understanding information when reading text or reading. Their difficulties when they encounter difficulties when they recognize new words in their texts. In this context, they are not comfortable asking the teacher at school, while the facilities in the classroom do not allow them to search on the internet. Furthermore, there is a lack of understanding of the text they read, students have difficulty understanding the entire text they read. They can feel overwhelmed by long or complex text, this will be seen in figure 3.

Then their difficulty in reading fast, some students read quickly, but there are more students who read slowly. So this can make it difficult for them to complete the task. Students' difficulties in understanding special vocabulary, texts in various subjects, such as Natural Sciences and Mathematics often contain special vocabulary. Students have difficulty understanding and remembering these terms. Furthermore, in reading coding it was found that difficulties in connecting ideas in the text greatly affected students. Students have difficulty understanding the relationship between ideas in the text, they are confused about the content of the text.

Informational level literacy and reading activities are two things that are closely related to each other. In seeking information, reading is a crucial first step. Through reading, individuals can access various available texts and information sources. The ability to read effectively helps students identify texts that are relevant to their questions or information needs. In addition, the findings show that informational literacy can assess the reliability of the information sources they encounter while reading. Students cannot yet identify whether a source has strong references, whether the author is prominent. Critical reading skills are not yet visible in students when integrating information from various sources, comparing different points of view, and creating a more complete understanding.

Apart from that, the results of the student needs analysis have not been able to evaluate whether the sources they get are questionable or not. Students are not yet able to read critically so they are unable to synthesize information. Difficulty in combining

information from various sources into a complete understanding can be an example of students not achieving information literacy. The results of the analysis show that students only read in one reading source.

For students, reading is an activity that they rarely do. Done at school only because they were told by the teacher and is part of the School Literacy Movement. For them, reading at school is a boring activity. Then some students who like to read feel disturbed when reading at school, because the atmosphere is noisy. Meanwhile, if these activities are carried out at home, students do not have adequate facilities.

This is also supported by the results of interviews with teachers. After the students were asked for their answers, the researchers confirmed the truth with the teachers at each school. Literacy activities in schools are only completing government programs. This becomes difficult because literacy activities in schools only occur at the beginning of learning, namely the habit of reading for 15 – 30 minutes. Meanwhile, at home they should get more familiarity with reading. Meanwhile, students who like to read become lazy because they follow other friends.

Furthermore, they felt they had problems concentrating when reading at school, this is illustrated in the next picture. Finally, they feel that their motivation is low in reading, especially if they feel that the texts provided are not interesting or relevant to them. This led the researcher to the next interview to dig deeper into the data in Figure 3 below.
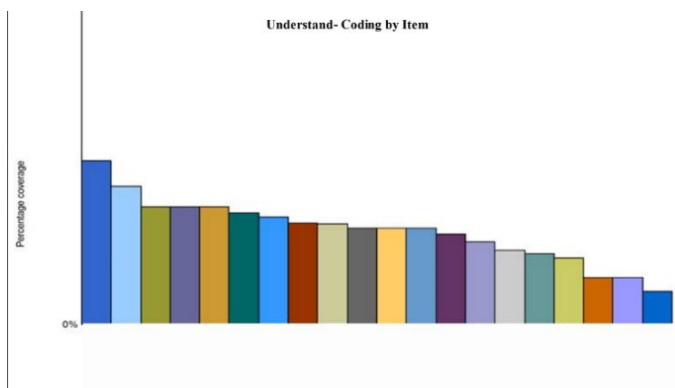

Figure 3. Themes resulting from the coding of the word "understand" from interviews regarding the need for literacy teaching materials

The researcher investigates the reasons why students have difficulty comprehending the text's content using the image above on understanding coding. A sum of 20 understudies had different responses in different schools. Many students struggle with comprehension because they don't read well, don't know enough words, don't understand the context or background, can't concentrate, don't read often enough, can't connect ideas, or don't want to read. As a result, the researcher continued to investigate the requirements that teachers and students have to achieve informational literacy, as shown in Figure 4.
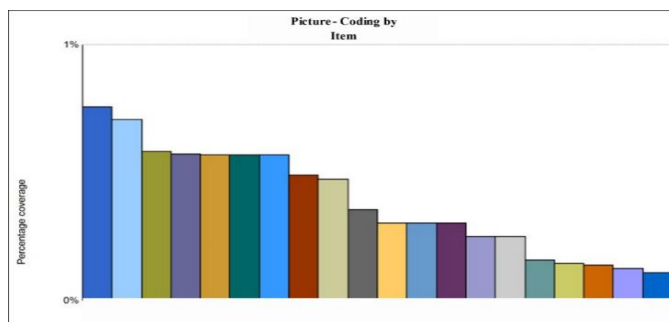

Figure 4. Theme Results of Coding the Word "Image" Result of Interviews on Needs for Literacy Teaching Materials

The researcher requested that the interview be continued by asking teachers and students what literacy-enhancing reading content they desired. According to the diagram above, books with a lot of pictures meet their needs better when reading sources. The aftereffects of the meetings showed that understudies turned out to be more dynamic in perusing and they saw all the more rapidly, in light of the fact that it assisted understudies with envisioning what they read. Text can be used in place of or in addition to pictures. For instance, in picture books, pictures can explain complicated ideas by providing visual examples of what is said in the text.

A few understudies are visual students, meaning they better comprehend and recall data introduced in visual structure. They are able to better comprehend and retain the reading's content thanks to the illustrations. Pictures can also help students who struggle to read by providing them with visual context. Then, when images are used in a strategic way, like when questions are asked based on the image. The comprehension abilities of students may benefit from this. Students are taught how to connect pictures to text and how to identify crucial information. In order to meet the needs of both teachers and students in elementary schools, literacy teaching materials are designed with pictures for students. It is hoped that using images in teaching materials will help students become more literate. Accordingly, scientists will remember pictures for showing materials with appealing variety and typeface representations. As a result, the researcher continued to investigate the requirements that teachers and students have to achieve informational literacy, as shown in Figure 5.
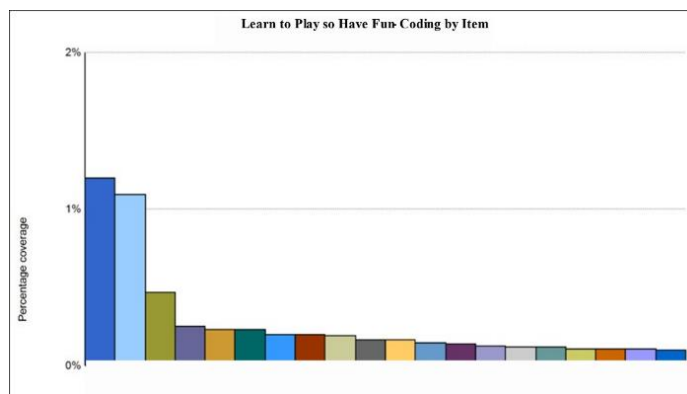

Figure 5. Themes resulting from the coding of the word "happy" from interviews regarding the need for literacy teaching materials

In Figure 5 above, it tends to be seen from the consequences of looking for answers that up to this point the learning they have gotten has not been charming. What they have been expecting in learning has not been accomplished, so they are not persuaded to peruse. In addition to the text with illustrations that many students desire. Additionally, students want reading activities to be enjoyable. The researcher then inquired about their satisfaction with the literacy activities to date.

The understudy addressed that such a long ways there had been no treatment at all by the instructor. In the meantime, when the teacher was informed of this, she responded that, as educators, they needed direct assistance from a variety of parties, particularly school facilities and parents at home who wanted to help their children learn. Therefore, it can be concluded that in order to motivate students toward literacy, researchers will design literacy teaching materials that are enjoyable for students.
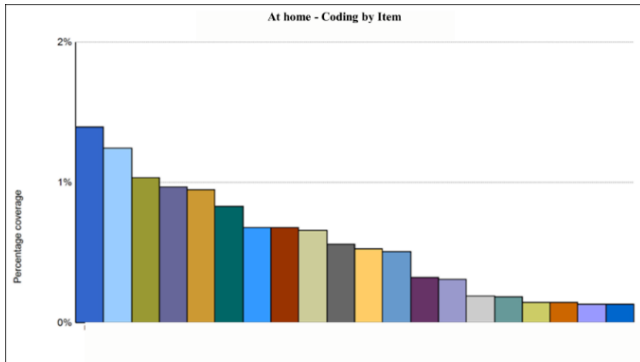
Figure 6. Theme Results of Coding the Word "at home" Interview Results for the Need for Literacy Teaching Materials

According to Figure 6, their lack of reading habits and impaired concentration make it difficult for them to comprehend. Students responded that they did not concentrate and did not understand much at school because they were disturbed by other friends who were not serious about reading while reading. Some students, particularly those with strong academic credentials, prefer to read at home. Savvy understudies have great individual comprehension, so the house turns into the calmest spot to peruse.

The adaptability of time at home implies that perusing should be possible whenever, not simply during the 15 minutes of proficiency adjustment at school which is at present finished at school. Students can read at their own pace, which can make them feel more at ease and spark a greater interest in reading. They like to peruse at home in light of the help from their loved ones. Guardians can assist with making sense of the text, seek clarification on pressing issues, or examine the material with their youngster.

Then, at home, students with lower levels of knowledge have distinct requirements. Understudies should in any case be upheld with fascinating understanding books, should give admittance to an assortment of understanding materials, and cutoff screen time so they can foster after some time and the main thing is to establish a strong climate. So it very well may be presumed that the education showing materials made should be available whenever and anyplace. With the goal that understudies become acclimated to proficiency exercises, particularly perusing whenever and anyplace.
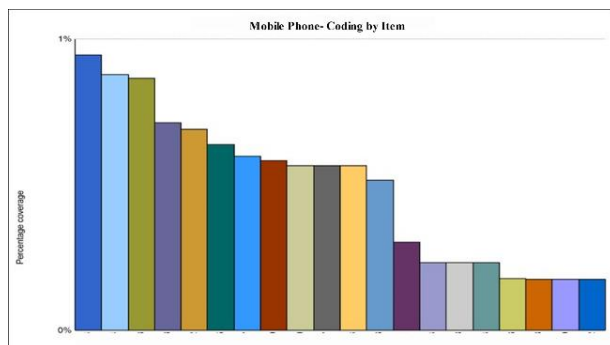

Figure 7. Themes from "Cellphone" Coding Results from Interviews on the Need for Literacy Teaching Materials

In Figure 7, responding to the progression of inquiries regarding what media are presently being utilized, up to what media are required for grade 5 primary school classes. From the consequences of the responses above, most understudies gave answers that they favored cell phones as a learning medium, in light of the fact that on typical they have a cell phone as opposed to a PC or PC. As long as they are used wisely and with an awareness of the risks and challenges they pose, mobile phones can be a powerful tool for

information literacy. Parents and educators can help children develop informational literacy by directing them to use smart devices in an effective and appropriate manner.

Students claim that using a cell phone has a positive effect due to its accessibility, increased interest, and ability to be accessed at any time and place. This is likewise affirmed by educators, numerous instructors accept that they most certainly need to utilize cell phones, particularly Androids. Teachers are aware of this because, during the pandemic, more students than laptops or computers were used for distance learning. Hence, the production of proficiency showing materials utilizes cell phones, particularly Android, as a vehicle for posh education learning. From the image above, it is realized that each coding that seems is important for the consequences of the meeting. It has been divided into phrases that frequently come up in interviews with teachers and students and turn into keywords. The majority of the 31 interviewees' coding results involved pictures and cellphones. In an unstructured interview, a question instrument derived this word from the response to the question "Prefer to read where and in what form?" Then, in the wake of coding, the words that showed up most frequently in understudy interviews were coordinated with the educator's FGD.

3.3. Literacy about Learning Materials

Then, the specialist presents the standards for the requirement for education showing materials through an undertaking map which should be visible in Figure 8. The various items are depicted graphically on the Project Map. Project maps are made in view of coding subjects that can be utilized to investigate and introduce information connections. Five related indicators were derived from the project map, indicating areas in which teachers and students required new teaching materials to meet their specific field requirements. The five most prevalent and interconnected keywords in the project map are "at home," "reading at home better," "mobile phone," "place to read," "reading while playing," and "reading activities."

Education as per their comprehension was taken from the aftereffects of meetings about whether they loved perusing, then the inquiry went into where they liked to peruse (where to peruse). From the aftereffects of the meeting it was seen that the individuals who appreciated perusing more at home contrasted with school. Then, the information digging went into why they were more joyful at home. The vast majority of them said that perusing at school was only a commitment, while at home the air was more agreeable in light of the fact that they could play, etc. The following inquiry prompted what they implied by playing, they said that utilizing cell phones these days is more enjoyable to peruse than printed books at school.
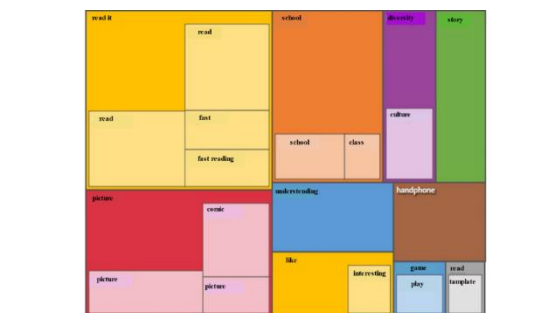

Figure 8. Hierarchical Tree Map Diagram of Literacy Teaching Material Needs

In this progressive chart, there are six phases of need for proficiency showing materials, to be specific perusing, pictures, spots to peruse, grasping, variety, and cellphones. This suggests that the subjects of the study believe that literacy teaching materials are necessary to solve the problems of their students in order to carry out literacy responses that can be done at any time and from any location. However, the subjects of the research were unable to find a solution to this issue. This is evident from the skepticism

surrounding the decision to use a cellphone as a literacy tool as a technology enthusiast. This is as per what was conveyed by one of the members.

APW: " I mean, it's more fun to read it while looking at your phone, and if there are any difficult words, you can just search for them on Google."

Teachers need literacy teaching materials that change with technological advancements, as well as strategic instructional designs and literacy teaching methods that are appropriate and relevant for today's literacy learners, based on the data presented above. a variety of non-print media that can be accessed from any location, allowing students to be independent and preserve their reading habit. Students also want fun literacy activities that can be done at home using connected smartphones so that teachers can adjust when students study.

Students and teachers need teaching materials that can accommodate the literacy teaching and learning process in schools and are compatible with current technological advancements, according to the findings of the data analysis. The current discoveries highlight the educator's requirement for proficiency training materials to be done any place and at whatever point. Students' understanding of their ability to find, evaluate, and use information is currently somewhat lacking in schools. After understudies are approached to peruse, the educator will as a rule survey the consequences of their perusing. However, as a consequence, not every student comprehends what they have read.

Educators additionally need non-print learning assets like pictures and a few intriguing and testing exercises. Students should be able to study on their own at home, according to teachers. Educators need fitting and applicable showing techniques or strategies in proficiency showing materials so they are more clear, fascinating and complete in aiding understudies' proficiency exercises in primary schools. In the digital age, where information is readily available but also susceptible to misinformation, expectations regarding informational literacy become crucial.

In the interim, understudies anticipate that instructing materials that help they should further develop their proficiency capacities. Students expect literacy teaching materials to be connected to other technologies, which can help them become more accustomed to solving problems in a critical, creative, communicative, and collaborative manner. Alluding to this advanced period of learning, educators and understudies need to configuration fitting, significant and refreshed showing methodologies for proficiency showing materials with the goal that education exercises become dynamic, fascinating, intelligent regarding bundling and have total material for topical learning in the homeroom.

4. Implications for English Language Teaching

4.1 Implications of Gamification-Based Teaching Materials for English Language Teaching

The implications of using gamification-based teaching materials in teaching English in elementary schools have a significant and positive impact. Gamification has been proven to increase student motivation and engagement in the learning process, as stated by (Yaccob et al., 2022) Yaccob and his colleagues in 2022. This approach creates an interactive and engaging learning environment, motivating students to collaborate and participate actively in learning, as explained by Siu-Wai Chan and N. Lo in 2021 (Chan & Lo, 2021). In addition, gamification also improves the quality of English language teaching by improving student motivation and participation, as explained by Lucy Cecilia Timbe-Castro and colleagues in 2020 (Timbe-Castro et al., 2020). This approach also supports the development of broader language skills, including oral and written

comprehension and production, as explained by Veronica Membrive and Madalina Armie (Membrive & Armie, 2020).

In the context of teaching English as a Foreign Language, gamification facilitates language learning, ensures active class participation, and makes learning more fun, as explained by Muhammet Demirbilek, Tarık Talan, and Khadeegha Alzouebi in 2022 (Fanni et al., 2005) . In conclusion, gamification in English language teaching in elementary schools not only enriches the learning experience, but also supports the development of comprehensive language skills, making the learning process more effective, interactive and enjoyable. Although gamification-based literacy teaching materials are recognized as having a significant positive impact on English language learning in elementary schools, it needs to be acknowledged that this implementation is not always without challenges. Some crises or obstacles may arise in adopting this approach, and understanding these aspects can help improve its use.

4.1.1 Dependence on Technology

The use of gamification often involves technology, and in this context, the possibility of a technological crisis needs to be considered. Depending on school infrastructure or device availability, some students may not be able to fully access or utilize gamified learning materials. This can create a digital divide and hinder the effectiveness of learning. Not all students are facilitated by their parents' smartphones. There are also students who are given smartphones but do not have a quota. This is something that teachers should pay more attention to, because it is feared that it will create social inequality between students.

4.1.2 Uniformity of Student Experience

Although gamification can increase student motivation, challenges may arise in ensuring uniformity of learning experience. Students who prefer traditional teaching methods or who are not interested in game elements may feel marginalized or less motivated. This can create a motivation crisis that has the potential to affect learning outcomes. Female students who tend not to like digital games will not be happy if there is a requirement for them to do this kind of learning. Female students prefer conventional learning, because usually female students do not master digital games.

4.1.3 Evaluation and Measurement of Achievement

The application of gamification in English language teaching needs to be accompanied by appropriate evaluation methods. There may be a crisis in measuring student achievement objectively and fairly, especially if game elements cause variations in the level of student engagement. Developing a good and transparent evaluation system is the key to overcoming this potential crisis.

4.2. Advantageous of Gamification Gamification-Based Teaching Materials in English Language Learning

4.2.1 Optimizing Student Motivation

Gamification opens up opportunities to increase student motivation in learning English. By creating an interactive and interesting environment, teachers can motivate students to participate and collaborate more in the learning process.

4.2.2 Improving Teaching Quality

Implementing gamification can improve the quality of English language teaching by increasing student motivation and participation. Teachers can use game elements to make learning more interesting, make the teaching process more effective and attract students' attention.

4.2.3 Comprehensive Language Skills Development

A gamification approach not only impacts motivation and participation, but also supports the development of broader language skills. It covers oral as well as written comprehension and production, helping students hone language skills holistically.

4.2.4 Facilitate Foreign Language Learning

In the context of teaching English as a Foreign Language, gamification can help ensure active participation in the classroom and make the learning process more enjoyable. This can increase learning effectiveness and motivate students to engage more in language practice.

By understanding the challenges and benefits of gamification in English language teaching, teachers can take appropriate steps to maximize its benefits and overcome potential crises that may arise. Various studies, the following are recommendations for literacy teaching materials based on gamification pedagogy in English language learning abroad: The use of Classcraft, Classcraft can increase students' motivation and support their learning in English language teaching programs, as explained by Irene Rivera-Trigueros and María del Mar Sánchez-Pérez (2020) (Rivera-Trigueros & Sánchez-Pérez, 2020). Non-Technological Learning, gamified lessons without technology can improve English language learning, especially in listening, speaking, reading and writing skills, as explained by Nagaletchimee Annamalai and colleagues (2022) (Annamalai et al., 2022).

5. Conclusion

Teaching English as a Foreign Language, Gamification in teaching English as a Foreign Language facilitates language learning, ensures active class participation, and makes learning more fun, as explained by Muhammet Demirbilek, Tarık Talan, and Khadeegha Alzouebi (2022) (Fanni et al., 2005). The Use of Gamification for English Language Teaching at Multilingual Universities, Gamification tools can increase student motivation, engagement, and competence in English language teaching and multilingual education at universities, as explained by Maria Del Mar Sanchez Perez and Alicia Galera Masegosa (2020) (Sanchez Perez & Masegosa, 2021). Development of a Gamification Guidebook, a gamification guidebook is needed to integrate 21st century skills, digital literacy, and technology practices in the context of English language teaching and learning, as explained by M. Santosa, Intania Harismayanti, and I. Putra (2022) (2022) (2022) Harismayanti et al., 2020).

From this analysis, it can be concluded that gamification in learning English abroad offers various benefits, including increased motivation, engagement, and quality of learning. The use of gamification tools such as Classcraft, as well as non-technological approaches, can improve English skills in various aspects. Gamification also facilitates more fun and interactive learning, both in the context of ESL and teaching English as a Foreign Language. The development of an effective gamification handbook can help integrate gamification into the English curriculum, ensuring that students get maximum benefit from this approach.

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