CHAPTER V

TEACHER'S PERCEPTION OF THE USE OF DIGITAL ENGLISH READING RESOURCES IN ENGLISH LANGUAGE TEACHING AND LEARNING UNDER MERDEKA CURRICULUM

This chapter presents the result of the data analysis conducted by the researcher to address the research question four about teacher's perception of digital English reading resources in English language teaching and learning. The aim of this chapter is to provide a detailed description of the data that have been collected and analyzed. This chapter provides insights that can inform the future research and practice because this chapter contributes the body of knowledge on the research topic.

5.1. Research Findings

The findings of this chapter describe the analysis of the teacher's profile, theme of teacher's interview questions and teacher's comments of the use of digital English reading resources, in order to provide readers the teacher's perception of the use of digital English reading resources in the classroom. The data that was presented was collected through an interview with an English teacher which transcripted by using semi transcription.

5.1.1. Teacher's Profile

The respondent of the teacher's perspective data in this research is an English teacher who teaches English subjects in vocational high school in Cirebon. He was born in 1987. He majored in English education at an Islamic university in Cirebon and earned a bachelor's degree in 2010. Currently, he teaches 10th and 11th grade students and started his career in this vocational high school from 2014 until now, when he was about 10 years old.

5.1.2. Teacher's Perception

The data for the teacher's perception of the use of product prototype was collected by conducting an interview as the data collection technique. The English teacher as the respondent was given 20 questions. The questions are categorized into 5 themes which are from the keywords of the research title. The five themes are CEFR (English proficiency standard), digital English reading resources (learning media), local wisdom values (cultural content), folklore (learning material), and Cyberlearning (Pedagogy). From 20 questions given to the respondent, 3 questions are the CEFR theme, 6 questions are the learning media theme, 4 questions are local wisdom values theme, 3 questions are folklore theme and 4 questions are Cyberlearning theme.

Figure 5.1. The Quantity of Each Theme
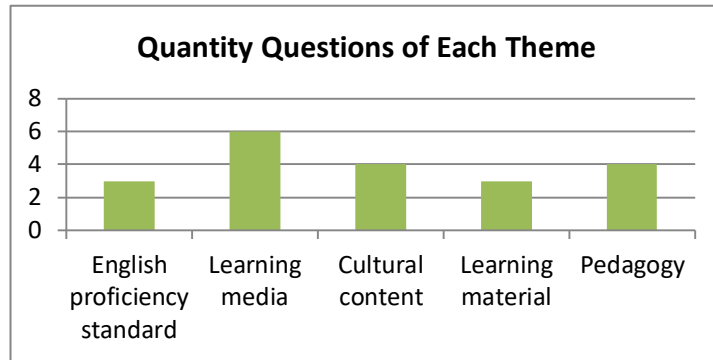
From the data above, it can be concluded that in this interview, the respondent discusses more about learning media (digital English Reading Resources), followed by cultural values (local wisdom values) and pedagogy (cyberlearning) with the same quantity then English proficiency standard (CEFR) and learning material (folklore) with the same quantity. This chapter also provides teacher's answers to interview questions about the use of digital English reading resources as a learning media in English teaching and learning. It also concludes good and bad comments from the teacher.

Table 5.1 The Example of Teacher's Comments

No.	Question	Good comments	Bad Comments
3.	Please tell me your opinion about the provision of six different levels of text in the digital reading resource that I developed.	In my opinion, because students' English level in one class are different, providing texts at different levels accommodates this diversity and it supports differentiated learning which is one of the focuses of the Merdeka Curriculum, which accommodating students' individual learning needs with differentiated learning.	-
7.	Does the digital reading resource prototype facilitate your needs for organizing English reading skills teaching activities?	Yes, of course. It really facilitates because I do not need to look for reading sources on websites anymore and there are already learning activities that can be used in	-

		class which as far as I can see are still in line with the learning objectives in the Merdeka curriculum.	
13.	Do the digital reading source prototypes that I develop contain local values? If yes, what local value is it?	Yes, from what I see there are cultural values, habits, ethics and morals as well as beliefs regarding magic. Which can be used as a lesson for students to behave and make decisions.	-
16.	Does the digital reading resource prototype that I developed have ethical and moral values that your students can use as guidelines in society? If yes, what value is it?	Yes, from what I see, it teaches how to behave and speak, shows the habits of traditional Cirebon people in activities and work, also introduces magical knowledge which is quite well known, so that it teaches students not to do the same thing so that it becomes a guide for students in acting and taking decisions in their lives.	-
20.	Are there any shortcomings of the digital reading resource I have developed that need to be evaluated?		So far it's good but maybe it needs additional features such as vocabulary list and audio features or pronunciation of each word. It would be better if it provides audio to help students pronounce the words when reading aloud, because English skills themselves are integrated, so I think it would be

			better if it was added to pronunciate each word.

From 20 interview questions for the English teacher, there are 18 questions included in good comments and 2 questions included in bad comments. The table 5.1 shows that the answers of question 3 are included in good comments. Teacher said that the product in this research accommodates the diversity of students' English levels and supports the differentiated learning which is one of the focus of Merdeka curriculum. The question number 7 is included in good comments. The teacher said that the digital English reading resources facilitates teacher's needs in organizing teaching reading activities, because teachers do not need to look for reading sources on websites anymore and there are already learning activities that can be used in class.

Then, question number 13 which asks about the local values in the product is included in good comments. The teacher said that there are cultural values, habits, ethics and morals as well as beliefs regarding magic, which can be used as a lesson for students to behave and make decisions. The question number 16 is also included in good comments. The teacher said that Cirebonese traditional story in the digital English reading resources teaches students how to behave and speak, shows the habits of traditional Cirebon people in activities and work, also introduces magical knowledge which is quite well known, so that it teaches students not to do the same thing so that it becomes a guide for students in acting and taking decisions in students' lives. Then, question number 20 is included in the bad comment. The teacher said that digital English reading resources need additional features such as vocabulary lists and audio features or pronunciation of each word. It would be better if it provides audio to help students pronounce the words when reading aloud, because English skills themselves are integrated, so I think it would be better if it was added to pronounce each word.

5.2 Discussion

From the findings above, the researcher has two things to discuss, namely, teacher's perception regarding the learning transformation that students need in English language learning and teacher's perception about how the digital reading resources in

this research help students in learning English and 21st century skills. The first thing to discuss is the learning transformation that students need. In question number 17 which asks students whether learning transformation is needed and what kind of learning transformation students need, teacher stated:

"Yes, of course it is very necessary. And indeed there must be a transformation of learning in English. In my opinion, as an English teacher at a vocational school, practical learning is really needed, such as speaking and writing practice which is closely related to listening and reading activities, so you need to train your listening, speaking, reading and writing skills more. because it is needed in the world of work that they will face."

From the teacher's answer, it is known that teachers perceive that learning transformation is needed and the learning transformation that students need are learning that is more practical which gives students opportunity to learn actively in the classroom. The significance of fostering student agency in learning and teaching activities, giving them the chance to actively participate in knowledge construction, making space available for social interaction and online social networking, encouraging the use of higher order thinking and 21st-century skills in the classroom, and using teaching strategies to assess students' progress and learning outcomes (2023).

Based on the teacher's answer above, teachers express a desire for learning environments that foster independent learning and provide students with the freedom to explore. Students freedom has a much more interesting, much deeper, side than the mere ability to do whatever students want. Assuming that students actually engage in learning activities, it means, primarily, that students have the opportunity and the right to construct their own understandings and meaning structure rather than comfoming with those expected by the educational system (A.-P. Lian, p. 294, 2014).

The second is a discussion of how students' perceptions of digital English reading resources help train students' English reading skills and also 21st century skills. In question number 8 about whether the activities in digital reading resources in research help students learn reading skill and 21st century skills, teacher stated that:

From my experience of implementing learning activities in digital reading sources in class, I think the activities can not only train students' reading skills but also train

other skills, text identification activity encourages students to think critically and develop their reasoning skills by analyzing the text and explaining why the text is categorized as narrative and non-narrative. Discovery activity provides students freedom for collecting information, sharpening understanding and critical thinking. Reading and analyzing activity promotes reading and analysis skills. The discussion activity facilitates students to train their ability to convey their opinions.

The teacher's answer indicates that the activities in this product help students in learning English reading skills and promote 21st century skills. It indicates that this product is an effort of realizing learning transformation through a new learning paradigm of Merdeka curriculum, namely promoting 21st century skills. The Merdeka Curriculum places a strong emphasis on developing 21st-century skills such as critical thinking, creativity, communication, and collaboration (Indarta, et al., 2022). The Merdeka Curriculum focuses on accommodating individual students' learning needs through differentiated learning and giving students freedom in the process of learning activities such as expressing opinions, thinking critically and exploring learning materials (Maghfiroh & Sholeh, 2022).

From the discussion above, the researcher and teacher perceives that learning transformation is needed for students and the learning transformation needed by students is learning that students-centered learning provides students freedom to practice students' skills. This is in line with the learning transformation promoted through the Merdeka curriculum which focuses on student-centered learning, which gives students the freedom to express opinions, think and explore in accordance with community values. This approach prioritizes student agency by encouraging them to express opinions, think critically, and explore within the framework of community values. By fostering these skills, the Merdeka Curriculum equips students with the necessary tools for success in the 21st century, ultimately supporting the long-term goal of educational transformation: cultivating lifelong learners. Transformational learning is learning which brings transformation to a student's life (Zendrato & Agatha, 2023). The Merdeka Curriculum paradigm emphasizes the development of adaptive abilities and lifelong learning (Aristanto, et al., 2024).