Teachers' Perceptions of ICT-assisted Reading Skills Teaching Strategies in Elementary Schools: A Qualitative Approach

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Abstract: This study aims to describe elementary school teachers' perceptions of ICT-assisted reading skills teaching strategies. This research uses a qualitative approach with data collection methods through semi-structured interviews and classroom observations. This research uses a qualitative approach. A qualitative approach was chosen because this research aims to understand and describe teachers' perceptions of reading skills teaching strategies in depth and contextually. The research results show that teachers have a positive perception of the importance of teaching reading skills. Teachers use various strategies for teaching reading skills, such as extensive reading, intensive reading, and metacognitive strategies. However, teachers still face several challenges in implementing reading skills teaching strategies, such as limited time, lack of learning resources, and differences in student abilities.

Introduction

The ability to read is a very important foundation to train in children as early as possible. According to Allington in Trehearne (2011: 34) Children's early literacy abilities are seen to be able to predict literacy abilities at higher levels of education. Reading is classified as one of the important skills that elementary school (SD) students must have to understand information and knowledge presented in text form. . Good reading skills are the foundation for students to achieve success in learning in various subjects and in everyday life. Teachers as the front guard in the learning process play an important role in determining the effectiveness of teaching reading skills. Teaching strategies that are appropriate and appropriate to students' needs will have a positive impact on improving their reading abilities. Therefore, it is important to understand teachers' perceptions of reading skills teaching strategies implemented in elementary schools, especially in East Lombok Regency.

Reading skills are one of the important skills that elementary school (SD) students must have. Reading skills enable students to understand written information, both in Indonesian and foreign languages. Good mastery of reading skills can help students learn in various subjects and in everyday life and can be obtained from the use of ICT technology. According to French, (2013: 33) children's literacy development can occur by listening to

sounds, being able to identify different adult voices, reading story books or watching DVDs or TV and other technology, for example computers, photos, videos or music.

Teachers as the spearhead in the learning process have an important role in determining the effectiveness of teaching reading skills. Teachers' perceptions of reading skills teaching strategies will influence the way they teach and student learning outcomes. Therefore, it is important to know teachers' perceptions of reading skills teaching strategies in elementary schools. East Lombok Regency is one of the districts in West Nusa Tenggara which has great potential in developing education. However, based on data from the East Lombok Regency Education Office, the literacy level of students in this area is still relatively low. This shows the need to improve the quality of reading skills learning in elementary schools in East Lombok Regency.

Research on teachers' perceptions of reading skills teaching strategies in elementary schools in East Lombok Regency is considered important for the following reasons: First, this research can help understand how teachers view effective reading skills teaching strategies. Second, this research can provide information about reading skills teaching strategies used by elementary school teachers in East Lombok Regency. Third, this research can identify the challenges teachers face in implementing reading skills teaching strategies. Fourth, the results of this research can be input for education stakeholders in East Lombok Regency to formulate appropriate policies and programs to improve the quality of reading skills learning in elementary schools.

Research Method

This research uses a qualitative approach with data collection methods through semi-structured interviews and classroom observations. The research subjects were 10 Indonesian language teachers at elementary schools in East Lombok Regency. Data were analyzed using thematic qualitative data analysis techniques. This research uses a qualitative approach. A qualitative approach was chosen because this research aims to understand and describe teachers' perceptions of reading skills teaching strategies in depth and contextually. A qualitative approach allows researchers to collect rich and in-depth data about experiences, beliefs.

The data collection techniques used in this research are:

a. Semi-structured interviews: Semi-structured interviews will be conducted with 10 Indonesian language teachers who meet the research subject criteria. Interviews will be conducted to explore teachers' perceptions about the reading skills teaching strategies they use, the challenges they face, and their hopes for improving the quality of reading skills learning.

b. Classroom observations: Classroom observations will be carried out in 5 classes taught by the interviewed teachers. Class observations will be carried out to observe how teachers apply reading skills teaching strategies in the classroom.

The data analysis technique used in this research is thematic qualitative data analysis. Thematic qualitative data analysis aims to identify, analyze and interpret patterns and themes that emerge from the data collected. In this research, researchers will identify themes related

to teachers' perceptions of reading skills teaching strategies, the challenges they face, and their hopes for improving the quality of reading skills learning.

Result and Discussion
Result

The research results show that teachers have a positive perception of the importance of teaching reading skills. Teachers realize that reading skills are one of the important skills that elementary students must have. Teachers also understand that there are various reading skills teaching strategies that can be used to improve students' reading abilities.

Teachers use various reading skills teaching strategies, such as extensive reading, intensive reading, and metacognitive strategies. Extensive reading is a strategy that emphasizes the quantity of reading. Teachers encourage students to read various types of texts, such as stories, novels, articles and news. Intensive reading is a strategy that emphasizes understanding the text. Teachers use a variety of techniques to help students understand texts, such as answering questions, summarizing, and discussing the text. Metacognitive strategies are strategies that help students think about their own reading process. Teachers help students to understand how they read and how they can improve their reading abilities.

However, teachers still face several challenges in implementing reading skills teaching strategies. These challenges include:

a. Time limitations: Teachers have limited time to teach reading skills because of the large amount of subject matter that must be taught.

b. Lack of learning resources: Schools do not have enough learning resources to support learning reading skills, such as reading books and other learning media.

c. Differences in student abilities: Students have different reading abilities. This makes it difficult for teachers to choose the right teaching strategy for all students.

Teachers realize that reading skills are one of the important skills that students must have to achieve success in learning in various subjects and in everyday life. The use of various reading skills teaching strategies by teachers in East Lombok Regency shows that they are trying to improve students' reading skills. Extensive reading strategies, intensive reading, and metacognitive strategies complement each other and help students to develop various aspects of their reading abilities.

However, the challenges faced by teachers in implementing reading skills teaching strategies need serious attention from related parties. Time limitations and lack of learning resources can be overcome by providing training for teachers on how to manage learning time in class and by providing more learning resources to support learning reading skills. Differences in student abilities can be accommodated by using a variety of learning strategies and by providing individual attention to students who need additional help.

Discussion

The ability to read is an ability or skill that is needed in today's life, not only as a fundamental thing in educational development but also as a critical ability that affects personal and professional self. Reading activities must be instilled in students from an early age so that they get used to reading (Taufiq et al., 2023); (Gani et al., 2022). For this reason, there are many benefits from improving reading skills assisted by ICT, including 1) Increasing Student Motivation and Participation: ICT brings variety and interactivity to learning, making reading more interesting and fun for students. This can increase their participation in reading activities and encourage them to be more active in the learning process. 2) Improve Reading Comprehension: ICT provides access to a wide variety of reading resources, such as online texts, interactive articles, and educational videos. This allows students to study a variety of topics from multiple points of view, improving their understanding of the reading material. 3) Develop Critical Reading Skills: ICT allows students to interact with texts actively, such as analyzing online texts, participating in online discussions, and writing reviews or comments. This encourages them to think critically, evaluate information, and express their ideas in writing.

Today's technology can be used to accelerate children's learning development, including reading skills, which can be used by teachers. This, as explained by Ayu & Amelia (2020), revealed that digital technology really helps teachers in applying flexible learning in accessing and using it. For this reason, it is important for teachers to choose the right ICT media to make it easier for students to maximize their reading skills and motivate students to be enthusiastic in expressing ideas that emerge from what they have read.

Conclusion

This research shows that elementary school teachers in East Lombok have positive perceptions of the use of ICT in teaching reading skills. ICT can be a useful tool for increasing student motivation, participation, and learning outcomes. However, it is important to address the challenges teachers face in using ICT, such as lack of access to equipment and the internet, lack of teacher training, and difficulties in integrating ICT into the curriculum .

Suggestion

Based on the results of this research, several suggestions can be put forward, namely:
- There needs to be training for teachers on effective strategies for teaching reading skills.
- Schools need to provide more learning resources to support learning reading skills.
- Teachers need to use a variety of learning strategies to accommodate differences in student abilities.

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