



MY TIME CRYPT: DIGITAL ESCAPE ROOM AS GAMIFICATION TECHNIQUE TO ENHANCE LITERATURE FOR YEAR 4 PUPILS

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Abstract

The introduction of web-based learning especially gamification learning is very trending and popular during the COVID-19 pandemic. The researcher was inspired and motivated to use the Digital Escape Room (DER) game in teaching literature among young learners. This is because young learners are demotivated to learn literature. The DER game was created by employing the Genial.ly application. The research was carried out in a primary school, with an action research design involving 36 participants from Year 4 and 11 teachers. The main objective is *i. to identify the pupils' motivation in learning literature when using a DER game, ii. To know the teachers' perception of the use of the DER game in teaching literature.* Data were obtained through a questionnaire. The results showed incredible improvement, especially in young learners' motivation in learning literature and positive perceptions from the selected teachers. The researcher proved that there is a bridge to learning literature to be effective and efficient in teaching and learning.

Keywords: gamification; digital escape room game; literature; motivation; perception

1.0 Introduction:

The term "literature" is used to characterize both written and occasionally verbal content. The word literature is derived from Latin which means -writing formed with the letter l. Geoffrey, the man from the 14th century, is known as the father of English Literature. There are a study shows that English Literature has been around for more than a few centuries. English literature will allow studying the depth of literary texts and how they work he English subjects.

According to some experts, it refers to imaginative works, such as drama, fiction, poetry, and song. Meanwhile, there's an announcement that English literature refers to the look at textual content from across the world. In general, maximum researchers considered literature as special varieties of textual content such as novels, non-fiction, poetry, and plays, amongst different forms. In addition, literature is defined as writing with creative merit. Song lyrics, screenplays, nonfiction, and online conversation thru blogs and different approaches

are taken into consideration in the literature however nonetheless below the modern-day knowledge of the term.

There are numerous instances of research definitions of literature. Wellak (1978) mentioned literature in such a broad sense that it can be summed up by saying that during the Classical and Renaissance periods, literature or letters were understood to include all high calibre writing that made any claim to permanence. While McFadden (1978) noted that some works are primarily artistic, and others have secondary aesthetic qualities. Furthermore, according to researchers, literary texts are distinguished by the careful use of language, which includes elements like imaginative metaphors, well-chosen phrases, elegant syntax, rhyme, alliteration, and others. Next, according to Langer (1995), literature has a significant impact on life oftentimes without our awareness. Furthermore, Literature allows readers to explore ideas, attitudes, and behaviours from a variety of perspectives, which is both intellectually stimulating and humanising.

1.1 Literature in Malaysian Schools

Beginning in 1989, Malaysian secondary curriculum and schools began to incorporate literature as a supplementary language to English in teaching and learning. The Ministry of Education may have recognised that while teaching language and teaching literature may have different objectives, "using literature can help to teach language by providing interest, context, and variety" (Compendium, 1989).

Although teaching language and teaching literature may have different goals, the Ministry of Education may have acknowledged that "using literature can help to teach language by providing interest, context, and variety" (Compendium, 1989). The Education stakeholders are worried and making sure that every Malaysian child is fluent in two languages, namely Bahasa Malaysia and English (National Education Blueprint, 2012). Shift 2's recommendations include "upskilling" English language teachers and expanding possibilities to learn English by requiring students in primary and secondary schools to study English literature. Additionally, some academics emphasise literature as a paradigm and a mechanism for promoting the study of English. Its mandate is to advance the English language, which is prioritised in the Malaysian Blueprint. In both primary and secondary school curriculum, English literature is regarded as having two crucial functions (Subramaniam, 2003). First, literature as a discipline of study (the capital L. Second,

literature is referred to in lowercase (with an "l") as a resource. possibly realised that while teaching.

Ashairi & Melor (2014) mentioned in their study that in Malaysian Education Blueprint 2013-2025, whereby the English Literature module will be a compulsory subject in secondary school while in primary school is not a compulsory subject Malaysian Cabinet decided that Contemporary Children's Literature (CCL) be introduced in 2014, especially for Year 4, 5 and 6. Indirectly to introduce the English language and literature to the pupils. This will be accomplished by increasing language exposure by 15% to 20%. While some researchers classified the Literature component as an educational goal in the English Language Curriculum's standards is "language for aesthetic usage." Furthermore, in the year 2000, The element was initially introduced, which involved four genres: poems, short stories, drama, and novels.

In the English lesson, they were given a direct introduction. This curriculum is viewed as a platform for providing students with an early start on a literature foundation to aid in their understanding of other societies, cultures, values, and traditions that will support their emotional and spiritual growth. The cabinet considered it to be one of the ways to assist students in improving their linguistic skills. Ramlee, Othman, and Siti (2014) asserted that literature aims to improve students' language proficiency. Additionally, it is designed to help young learners develop the aesthetic side of language.

The purpose of literature in the classroom is to support students' intellectual, spiritual, emotional, and physical well-being to enable them to attain their greatest potential. This fosters their growth into peaceful, balanced individuals with high social values. One of the required subjects in both primary and secondary education is contemporary literature. The main goal of teaching literature is to support young students' vital opportunities for language learning and to increase their linguistic awareness.

The researcher is mainly focused on literature for Year 4. Based on researcher observation, pupils are having less interest in learning Contemporary Literature because it's boring. In facilitating young learners in learning literature, ESL teachers should be creative and innovative to find suitable techniques, approaches, and strategies in the teaching and learning process of contemporary literature for Primary ESL pupils. Thus, in 21st learning, using Gamified learning is one of the alternative solutions to solve those problems. Digital Escape Room as the tool for reprimand to teaching Contemporary literature. The researcher

believed and assumed that there is a bridge to learning literature to be effective and efficient in teaching and learning. To prove that the use of a digital escape room is effective, the writer is interested in doing, an observation to introduce under the title: **DIGITAL ESCAPE ROOM AS GAMIFICATION STRATEGY TO ENHANCE LITERATURE FOR YEAR 4 PUPILS.**

1.2 PROBLEM STATEMENT:

The researcher is mainly focused on literature for Year 4. Based on researcher observation, pupils are having less interest in learning Contemporary literature because it's boring. There were several problems identified and come up the idea to use a Digital Escape Room as a gamification technique to enhance literature for Year 4 pupils.

1.2.1 Lack of Interest in reading literature

The lack of interest in reading literature is one of the issues mentioned. According to a study done by the Ministry of Education, one of the major problems that have drawn the most attention has been identified. According to Bin Long et al (1984), Professor Atan Bin Long presided over a survey about the reading preferences and interests of Malaysians. He disclosed that most of them spent less money on buying books in the literary genre. A lack of high-quality reading materials contributes to difficulties in English literature, according to Azmi et al. (2020). For instance, we can assume that the management of most schools does not provide enough books for students and the management is forced to use photocopies. This makes the pupils less interested in learning Literature.

There is a study showing the reasons for the lack of interest in literature. Some learners felt that the study of literature did not correlate well with their major area of study. Most learners argued that literature was not interesting for them. Some researchers claimed that learners feel that literature does not make a connection with other major subjects and have weak language skills to understand the literature components.

Researchers claimed that most pupils are faced with texts that do not appeal to their needs. Carter (1997) mentioned that second language learners face difficulties understanding figurative language in literature. Some poetry and short stories are difficult for learners to grasp. Therefore, teachers should find a solution to reduce the challenges faced by the learners. For example, giving learners opportunities for understanding the meaning of words and phrases, discussion, evaluation and developing their interpersonal and inferential skills

which will make them more thoughtful and effective learners and users of the language.

There are issues mainly arise from:

- a. Unfamiliar vocabulary
- b. It the difficulty to understand the plot, synopsis, and storyline.
- c. Difficult to analyze characters.
- d. The imagery and symbolism in the texts are difficult.

Olson and Land's (2007) investigation into the difficulties faced by ESL students at school. They show that there are several barriers, including learners' interest, linguistic difficulty, cultural alienation, and the content of literary texts that did not fit the local context. Because of this difficulty, it can be said that the lessons were frequently too teacher-centred, and the students were perceived as passive and incapable of critical thought.

According to this study by Isa & Mahmud (2012), teachers are concerned about how they will find the time to cover the entire syllabus with the addition of the extra component to the English Language Syllabus. From the perspective of the learners, it is challenging to comprehend the words' or lines' literal meaning. Another reason, according to Wigfield & Cambria (2010), is that when reading texts that are unfamiliar to their culture and context, young learners become disinterested and fail to engage. In addition, students were anxious about reading and discussing the story and poems (Shah & Empungan, 2015).

1.2.2 Focus on the Exam

According to Radzuwan and Vethamani (2010), policymakers, researchers, parents, teachers, and students continue to argue and debate various issues regarding the inclusion of a literature component in the curriculum. The teacher who teaches literature itself is the subject of the spotlighted issue. The Curriculum Development Center advised teachers to assist students with low and intermediate proficiencies in focusing on exams after the survey results revealed the truth. Teachers also failed to teach literature and concentrated only on the four main skills of speaking, listening, reading, and writing, chances for students to evaluate their reactions through the aesthetic value of literature.

There is evidence from Ismail et al., (2008) shows that 93.3% of the teachers have used study guides or notes emphasizing how exam questions can be answered. Most of them only give attention to the content and prepare learners for examination purposes. There is still a lack somewhere that teachers are less creating opportunities for learners to explore their

responses through aesthetic value on literature. According to data from Ismail et al. (2008), 93.3 percent of the teachers used study materials or notes that focused on how exam questions could be answered. Most of them only focus on the content and prepare students for exams. Teachers still need to do a better job of giving students the chance to explore their reactions through the aesthetic value of literature.

Based on empirical research, some academics hypothesised that since literature was a non-tested component, most Year 4, Year 5, and Year 6 students did not understand how it related to reading. Because of this, primary students are unable to anticipate literature as the progression of their secondary education. Literature would not be a part of the primary level testing even though there is evidence that the content of the required literary texts was to be taught through intensive reading. It could be said that it would be at every secondary level, though. Additionally, primary school teachers only stressed the four skills of listening, speaking, reading, and writing rather than encouraging young students to read literature to improve their academic performance. According to Kow's 2007 opinion, primary teachers should spend more time coaching weak students who are struggling to learn and scaffolding them to pass the exam. The students in Year 6 reading ESL classes may have been denied the opportunity to read a literary text in depth and explore its rich contents, in which both aesthetic and linguistic aspects were embedded, in an environment where the emphasis was primarily on examination orientations.

1.3 Teachers' Challenges While Teaching Literature Components

Chinar & Hazha (2020) opined that ESL teachers inevitably face challenges when they teach literature. Some studies show teachers' lack of preparation in literature teaching in ESL classrooms. Teachers' lack of experience teaching literature is thus one of the issues that are still in the spotlight. According to a Ministry of Education report from 2013, 50% of lessons are delivered in a way that is less effective and does not sufficiently engage young students. Agrawal (2004) asserted and demonstrated that most teachers were uninformed about the literature component for English language teaching and learning when it was implemented in Malaysian primary and secondary schools. Researchers found a wide range of obstacles that teachers have faced in addition to the reaction. The teachers' lack of training, particularly in implementing the teaching of the literature component in the English Language Subject, was one of the biggest worries. According to some researchers, one of the

reasons, why young students lose interest in studying literature, is the teaching style of the teachers. Even now, some teachers still struggle, particularly when selecting the most effective strategies, techniques, and methods for teaching literature.

Researchers then suggested that teachers switch from using traditional teaching methods to 21st-century methods like gamification considering the study. The curriculum objectives should always be kept in mind by teachers. The role of the teacher in this situation is crucial for achieving the desired learning outcome. Utilizing literature for young learners requires careful technique selection and commitment to learning success. The researcher tries to delve into issues like the choice of suitable age groups and the degree of linguistic difficulty. For instance, there may be a linguistic difference between the text and the usage of English that students are accustomed to. Next, when choosing the contents, certain factors like variety, suitability, learnability, interest, validity, utility, and feasibility should be considered.

Most scholars pinpoint that teachers should play a crucial role in the success of teaching Literature in English, especially for primary learners. This is because they are still beginners and young learners are exposed to literature. Teachers do not choose texts which involve too many new and difficult vocabulary items and grammatical structures when selecting literature texts. This is the main reason why the learners feel demotivated when they can't read the text. Janzen (2018), the learners have difficulty reading the text because of the difficult vocabulary.

Next, Williams and Burden (2004) highlight that effective teaching needs learners' understanding of the target language's cultural aspects, particularly when the language is taught by its educational value, as in the case of ESL. Lawal (2010) notes that there are two primary issues with utilising literature to teach ESL: selection and approach. First and first, any literary material used to teach English abilities and forms must first and foremost be successful as literature.

When a literary class is taught solely as a reading lesson, a new issue may arise. It shouldn't merely be a reading lesson; it ought to be a critical reading and developed literacy learning activity that integrates all four language skills—writing, reading, speaking, and listening. The next section will discuss the various methods that can be utilised to teach the literary aspect of the English language (Hickman, Pollard-Durodola, & Vaughn, 2004; Lau, 2013; Street, 2014). Therefore, regardless of the teacher's educational objectives, the literary

materials he selects must be classic and not subpar in terms of linguistic traits and ideological/cultural perspectives. Another issue that may develop is when a literature class is conducted only as a reading lesson. Some scholars mentioned that the literature lesson should not only focus on reading skills, but it must be geared together language skills including writing, reading, speaking, and listening towards integrated literacy learning and critical reading.

2.0 RESEARCH OBJECTIVES:

This study aimed to determine the effect of the implementation of a digital escape room to teach literature to Year 4 pupils.

- a. To identify the pupils' motivation in learning literature when using a Digital Escape Room to teach literature
- b. To know the teachers' perception of the use of the DER game in teaching literature

3.0 RESEARCH QUESTIONS:

- a. How do the Digital Escape Room games affect the pupils' motivation to learn Literature in English?
- b. What are the teachers' perceptions towards the use of the Digital Escape Room in learning literature?

4.0 CONCEPTUAL FRAMEWORK OF GAMIFICATION LEARNING IN DER GAME

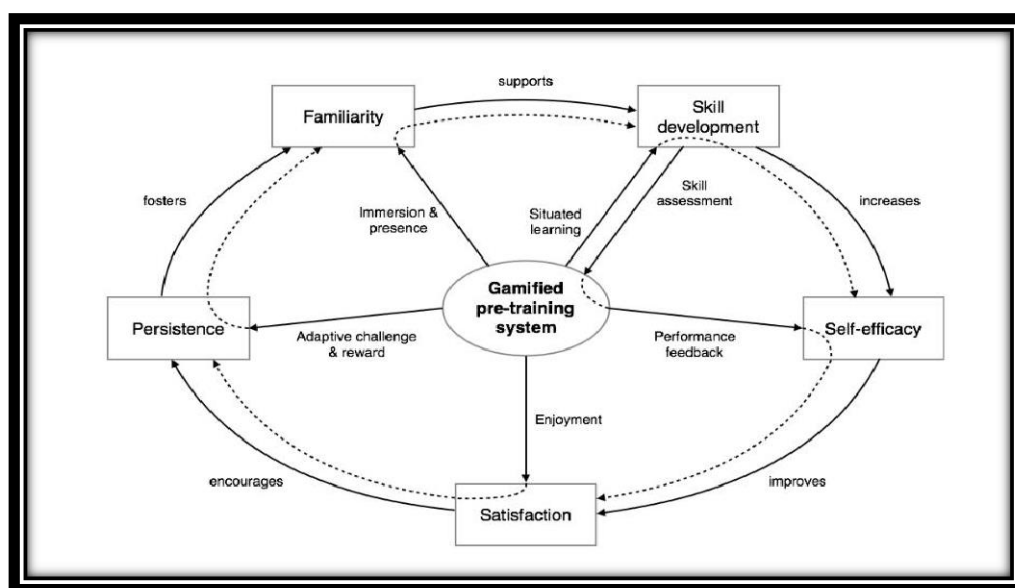


Figure 4.1 shows the framework of gamification learning in the DER game.

4.1 SIGNIFICANCE OF THE STUDY

Recent developments involve the introduction of literature in ESL as one of the parts of the component in the syllabus in Malaysian primary schools. There are still challenges to implementing literature elements in ESL primary classrooms. It lacks learners' interest in reading literature, is exam-oriented and lacks teaching experience in teaching literature.

Apart from that, this study is significant in that it is set out for teachers and young learners. Here, the researcher would like to implement and break out from the traditional teaching method to a Techno-savvy teaching style. The researcher suggests using a digital escape room. It is a very new application and extremely popular during the pandemic COVID-19. A teacher should explore new gamified learning. Researchers support and reveal that gamified learning will give positive learning to learners and teachers. Researchers believe gamified learning helps teachers to explore different approaches and implement them in the teaching and learning of literature.

4.2 Teaching Approaches Used to Teach Literature in Language Classrooms

4.2.1 Escape Room



Figure 4.2 shows the escape room game.

The study (Gómez Sesé 2020) sees 2007 as a turning point in the historical development of this form of entertainment and edutainment, but the origin of the escape room is diffused. In 2007, Japanese movie and anime director Nao Kado hosted the Real Escape Game (REG) in Kyoto, and immediately after that, a big game called HEP Hall in Osaka was held. Following these events, Kato created a digital magazine called Real Escape Games, which reveals the concepts and ideas behind this gaming experience. Based on studies, escape rooms are defined as live-action team-based games where the participant or the players must find clues or solve the puzzle

to achieve the next level in a limited amount of time (Nicholson, 2015). In addition, most scholars opined that escape rooms became a famous activity for recreational purposes.

4.2.2 Educational Escape Room (EER)



Figure 4.3 shows the Educational Escape Room game.

In recent years, escape rooms also began to become of interest to the educational field. Fotaris and Mastoras (2019) mentioned that the amount of literature on this topic is growing rapidly. Learners become more energetic and feel positive about the modern style of teaching and learning, especially exploring the escape room in the class. To increase students' intrinsic motivation to learn, educational escape rooms (EERs) are built on the principles of experiential, game-based, and team-based learning. Growing applications of EERs in education include team-building activities, research, learning, and evaluating knowledge, skills, and attitudes. While EERs are appealing to students and aid in the consolidation of prior knowledge and skills, a recent review found that they are less effective at introducing innovative ideas.

4.2.3 Digital Escape Room (DER)

With the COVID-19 pandemic rapidly spreading, it was difficult to run conventional teaching and learning for pupils because of complying with many restrictions. During pandemics, most teachers implement different ways of methods, strategies and techniques in teaching and learning. Web-based learning is very trending and popular at that time. The researcher was inspired and felt motivated to use popular tools which as *Digital Escape Room (DER)* in the teaching of literature among young learners.



Figure 4.4 shows the Online Escape Room

Some scholars opined that a digital escape room (*DER*) game is a game which uses technology such as phones, tablets, or computers to run through the scenarios to solve the puzzles. We need to solve the digital locks to complete the clues and answer correctly to unlock the next levels or next t clues or puzzles. There is a study that shows that through *DER* we can entertain and engage indirectly the pupils. Most researchers agreed that pupils like to explore new learning environments which help them to foster their knowledge in the course. The effectiveness of the escape room shows that the students improved their knowledge after playing the game with a medium to large effect size (Lopez et al., 2019). The researchers mentioned that the beginning of the digital revolution made digital technologies such as games and simulations.

Digital elements here include quick response -QR codes, virtual reality, augmented reality, embedded screens, and speakers which supplement the physical components of Digital Educational Escape Room. Moreover, the scope of DER is to set the challenges in games, which are intended to provide a sustainable learning experience and develop skills and competencies such as cognitive skills, collaboration, and active participation. When designing DER should be aware of setting up boundaries and emphasizing the teaching methodology and educational parameters to create fruitful educational experiences the young learners.

Additionally, researchers claimed that DER can be adopted, cost-savings and flexible learning experiences in digital learning. They also support that DER is immersive, dynamic, engaging, and active-oriented, and boosts self-esteem and online learning experiences. Furthermore, DER is cost-effective, accessible, and easy to use. It can be concluded that DER is an innovative way to bring technology and 4C's learning environment. Scholars stated that DER is a combination of web-based applications to stimulate a series of locks to be opened and puzzles to be solved before going to the next level. It is a good platform to create a meaningful teaching and learning environment and maximize current information regarding literature. To sum up, researchers recommended that educational games are an excellent opportunity to exist technology-savvy learning and lead young learners to become digital citizens through the acquisition of learning literature in primary school.

4.3 Education Elements in Curriculum

4.3.1 21ST CENTURY LEARNING

In trending studies, there is essential to produce pupils with 21st Century skills which is one of the crucial aspirations of the SBELC. A teacher should emphasise 21st Century Skills in teaching and learning to create forceful educational opportunities. It's very important because it is able to drive young learners to make *informed, reasoned, and ethical judgments in developing the flexibility, perseverance, and confidence to embrace complex life and work environments shortly*. By cultivating 21st Century Learning with full aspiration, a teacher must be skillful and very innovative to create a learning environment that be more meaningful. Furthermore, it is pertinent that an educator should explore new learning techniques, methods, and strategies to create opportunities that inspire to learn literature in English. Then, the researcher came up with the idea that Using Digital Escape Room to enhance Literature for young learners, especially Year 4 pupils.

4.3.2 The 4C's of Education



Figure 4.5 shows the 4C's Education.

The reason behind choosing the digital escape room as the strategy to enhance literature among the Year 4 pupils. As the researcher, trying to new and innovative ways to break boredom and create an active teaching and learning environment. Over the last few years especially during the COVID pandemic all over the world, classroom digital escape rooms have become one of the top collaborative activities that students love. Digital Escape Rooms are mainly internet-based. Young learners can access the website to explore the Digital Escape Room games. It is proven that Digital Escape Rooms are one of the platforms to promote the 21st Century Four C's which are communication, collaboration, creativity, and critical thinking.

A. Communication

One of the pluses of using this application is that it allows interaction between pupils. Through this game, they can work as a team or as partners to solve the puzzle to escape from the digital room. Pupils can discuss and share their ideas and thoughts to solve each puzzle.

B. Collaboration

There is another advantage of this Digital Escape Room which is pupils can positively work together. It can be seen clearly that pupils are from within a group. Through this, the young learners can learn how to work in a team towards achieving a common goal, not against miscommunication between each other. At the same time, pupils can learn to bounce ideas off one another and not mistreat and argue with each other.

C. Creativity

Producing innovative ideas which use digital escape rooms will attract pupils' attention. In addition, allows pupils to think out of the box to solve puzzles that are related to literature.

D. Critical Thinking

It can be said that playing digital escape room allows pupils for higher order thinking when solving the puzzles. Indirectly encourage pupils to analyze, organize, evaluate, and implement strategies they have previously learned to solve the problems and clues to move to next.

4.4 The essential element in the creation of the DER game

4.4.1 The creation of the Digital Escape Room

There are important points that should take considered as a vital focus when designing a digital escape room game such as communication, creativity, collaboration, dynamic learning and the same be successful in the connected the information to the zone being outlined. It is likewise crucial to begin making plans for the activity properly earlier and select suitable themes and ensure thinking about the age and proficiency level of learners to create an exciting experience that meets the users' learners' expectations. Here, can conclude

that teachers need to consider who the participants will be including which class and their proficiency level.

After understanding the participants' needs, it's far vital to assume cautiously approximately the goal of the level and the way the game may be designed. It's important to set the topic and the objective will be, as well as the development of a theme which are suitable for the participants. It is essential to make positivity to participants, significantly the use of specifying quick and precise targets. Based on understanding that it is crucial to set the tangible learning and competence development objective. Hence, a technique ought to be made to empower the accomplishment of didactic targets, with an inclination for modifications of past information as of now procured. Once the objective has been characterized, a game account ought to be made. Having a story that includes the entire game will take off the members included and drenched in a story that creates them feel challenged and propelled to solve the challenge.

The chosen theme must be a compelling story that combines the thrill of solving a problem, unravelling a mystery, escaping from the room, or even "saving a fictional character" with the excitement of thinking critically or remembering a story to solve a problem, unravel a mystery, escape from the room, or even "save a fictional character." The player's enjoyment of the room escape will be determined by their feeling of difficulty, active engagement, and a perceived element of risk.

After deciding on a narrative and story, the next step is creating and refining the activity's challenges and puzzles. There are two types of puzzles that are frequently used when it comes to puzzle selection: physical and mental puzzles. Mental puzzles will inspire the player to think logically, correlate, and decipher clues using their mental and logical abilities. To complete the task and achieve the reward, physical puzzles require the manipulation of real-world artefacts. Typically, these puzzles are used in tandem and in combinations to provide the user with a challenging and engaging experience. The meta-puzzle is the final answer derived from the solutions of all previous puzzles.

Some pathways can be considered at the time of development to tackle the riddles and obstacles. A linear path, an open path, or a multilinear approach can be used to complete the objective. In a linear design, the puzzles must be solved in a specific order, with the resolution of one puzzle leading to the resolution of another and so on until the final puzzle. This game format is said to be the simplest to develop and solve by the participants. On an

open route, however, problems can be solved in any order, except for the ultimate puzzle (meta-puzzle), which can only be solved after all others have been completed. There is no apparent indication of where to begin the game, which might add to the difficulty of the encounter.

Last, but not least, the multilinear route is comprised of a set of puzzles with linear paths that may be worked on simultaneously, and there are several paths to the final answer in this sort of puzzle. When constructing the problem, examine if it is interwoven into the plot, whether the clues are logical, and whether it provides value and is compatible with the escape room's environment. The difficulties must be appropriate for what is being taught and the abilities that are being developed.

Furthermore, the problem must be interwoven with the narrative, the clues must be logical, and all challenges must be completed using knowledge obtained from within the escape room. Normally, an escape room game refers to searching for physical objects hidden in the room. Researchers mentioned noting something "obvious" in the room, replacing symbols with a key (like searching for symbols in a book), searching for objects in images, assembling a physical object (like a puzzle), algebra and other mathematics, memory, puzzle-solving and codes (morse, Qr Codes), abstract logic (like Sudoku), research (using information sources), strategic thievery are some of the most common challenges used in Educational Escape rooms. While, if we compare digital escape room game is merely online, not physical game.

4.4.2 The Framework of the digital escape

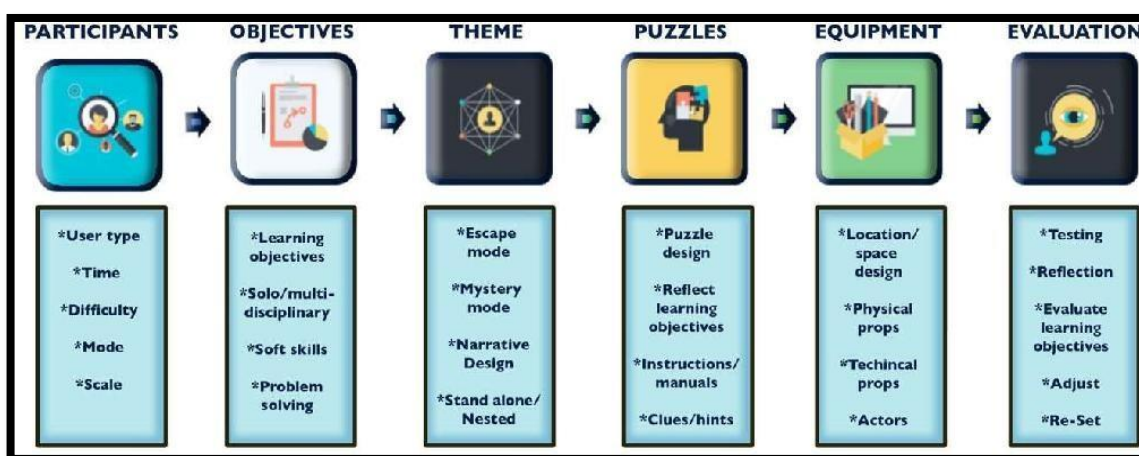


Figure 4.6 shows the framework of DER.

Digital Escape Game was developed by Samantha Clark who was a Researcher and Series Games Designer. The researchers design conceptualizing interactive experiences and aid other educational facilitators in creating positive change in education settings, especially in teaching and learning. Some researchers stated Escaped program is based on the principles of commercial (entertainment) of the Educational Escape Room, however, masterfully incorporates educational themes, tangible learning objectives, and behaviour change metrics.

4.4.3 Materials and Methods

Digital Escape Room (DER) game – *My Time Crypt*

The researcher implemented and designed the Digital Escape Room game (Mt Time Crypt) using the Genialy.ly platform. At first, the researcher planned to be played remotely during the confinement due to the COVID-19 pandemic. However, after returning to normal back which means face-to-face classes, the digital escape room game is still implemented. All DER games are based on a specific narrative graphic novel ‘The Jungle Book’.

My Time Crypt game design was intended to be played individually or in groups of four. The puzzles that were created were divided into a few parts which are guessing the characters, unlocking the password before access to the next levels, watching the scenes from the movie and guessing the characters’ names, rearranging the letters, whacking the moles, and hitting the words. The quiz embedded in the DER game was designed to try not to be challenged or too easy-peasy. The researcher narrows down and focuses on the literature for primary pupils.

Pupils could ask for help from their friends or teachers when they were stuck or refer to the notes provided. They are not penalized beyond the time used to conduct the test designed. The researcher narrows down and focuses on the literature for primary pupils. The researcher set six levels which are simply too high challenge levels for pupils to grasp their interest in learning literature. Additionally, the games that are created can be sorted at any time. Free pupils can explore each level. There are six levels, from Level 1 to Level 3, and the researcher designed three set questions. While levels 4 to Level 6 are designed to the one question in the *Genial.ly* platform.

Next, the researcher designed the test and quizzes in diverse ways. For example, create simple multiple-choice questions and enter the answer to unlock the next levels.



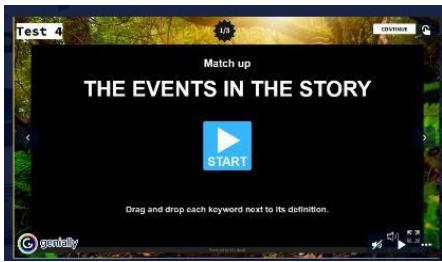






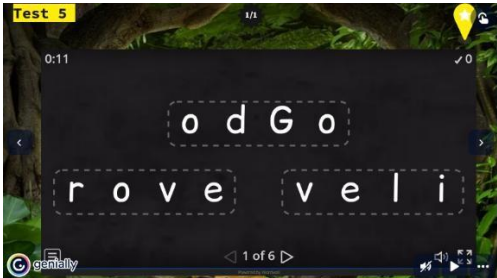


	
	
	
<p>Test 5</p>	
	
<p>Test 6</p>	
	

Table 4.1 shows the Digital Escape Game

4.5 THEORIES THAT UNDERPINNING DIGITAL ESCAPE ROOM GAME

4.5.1 Gamification



Figure 4.7 shows the elements of gamification.

To explore the most successful development of gamification, namely the use of digital escape rooms in class to break the boredom among young learners in teaching and learning literature in English. Most scholars believe that a succession of challenges and a diverse assortment of activities indirectly increase young learners' interest to engage in learning literature with dynamics. Santamaria and Alcalde (2019) supported the idea that the framework of gamification is an emerging approach and tool for teaching. It can be said that provides the opportunity to create new learning styles, and challenging, meaningful, and interactive learning experiences. We can conclude that the Z in the 21st century demands new perspectives on education that participate in a new technological world in which they live.

Gamification is defined as the technique which builds from the elements that are attractive to games and that can contribute to the motivation and engagement of young learners in an educational environment. Based on the scholars view that the attractiveness of the new concept can retain the previous learning, especially for the young learner. At the same time, create significant and motivating learning experiences to build positive self-esteem among the pupils.



Figure 4.8: shows the gamification concepts.

According to some researchers, the game-based learning approach is one of the 21st century teaching techniques that has demonstrated effectiveness and is most likely to be continually investigated. There are two components in gamified- learning: educational components and game components. The three main components of education are pedagogy, learning theory, and learning style. While the elements of a game are obstacles, rewards, objectives, settings, and mechanics (Ibrahim and Jaafar, 2009). These elements may increase the level of participation from the students, promoting meaningful learning in a gamified learning environment. It is also thought that some of the beneficial elements to stimulate the learning of English literature are active engagement, interest, enjoyment, and a strong sense of challenge engendered by online educational games. According to earlier research, using games and game elements in the classroom encourages students to engage in active learning, which enhances their ability to retain information.

DER allows pupils to practice and show their competence with each other. In addition, pupils are given immediate scores after playing educational games. Jared (2019) opined that learners with elevated levels of belief that they can answer each question with confidence and help them build their abilities so they will acquire the necessary skills.

Here, Burguillo (2010) supports that competition can cause social pressure to boost pupils' level of engagement and can have a constructive effect on participation and learning. At the same time, Michael & Lisa (2019) opined that the potential to either enhance or boost intrinsic motivation among young learners. The features in the gamification are a good platform to use in teaching the English Language. Here, Reeves and Read (2009) proposed -Ten Ingredients of Great Games, which are representations of oneself through avatars, narratives context, feedback, competition, and teams. Furthermore, there are 15 important components in gamification by Werbach and Hunter (2012). The researchers opined and highlighted the -PBL triad- the interplay of points, badges and leaderboards which are the characteristics of gamified applications.

4.5.2 Psychological Foundation Theories

Cherry and Tandon (2017) opined that Digital Escape Room Games are associated with the psychological foundation of Self-Determination Theory, Flow-Theory and Self-Efficacy Theory. These three combinations of theories are believed to set the foundation for

the benefit of gamification. It can be said that have complementary components which support gamification to motivate. In Self-Determination Theory, Cherry (2017) opined that the elements of competence, autonomy and social relatedness can increase pupils' learning. Next, the second theory is Flow-Theory which is related to the phenomenon of loss of time in the pursuit of goals and a combination of competence and fun in games. Finally, the third theory is Albert Bandura's Self-Efficacy Theory, Tandon (2017) stated that gamification has been used to motivate pupils to complete tasks and engage them in learning literature.

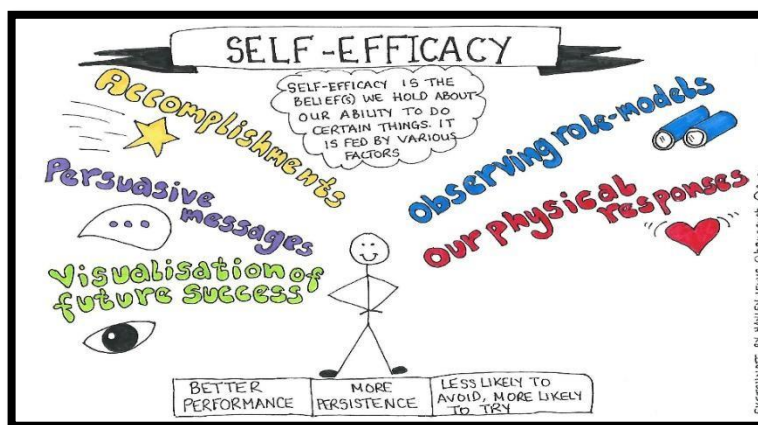


Figure 4.9: shows self-efficacy.

Here, the researcher would like to zoom in and focus on the third theory which is Albert Bandura's Self-Efficacy Theory. According to Bandura (1994), self-efficacy refers to a person's confidence in their ability to perform at predetermined levels and exert control over the circumstances that affect their lives. In other words, according to researchers, it has to do with how people think, feel, and behave. By mastering the Digital Escape Room game, the students can develop a keen sense of efficacy. Researchers believed that success could build a robust belief in the young learners' efficacy. When the learners try to play the games, they indirectly build a resilient sense of efficacy when they overcome the challenges through perseverant effort.

Dondlinger (2007) continued by stating that players are believed to be intrinsically motivated by the fundamental components of game design, such as challenge, curiosity, and fantasy. Some researchers stated that challenges or the next level up are one of the elements that can be very motivating for young learners to play games and indirectly develop an interest in learning literature. According to Plass et al. (2009), their research showed that making the learning task in the game challenging but also personally relevant and attainable for the learner led to feelings of self-efficacy and control over one's success.

4.5.3 The Spiral Educational Game Development Model

When inexperienced game developers attempt to create a game, they frequently add numerous features all at once and implement them without regard to priority. The Spiral Model of Game Development enters the picture at this point. It is a simple but effective technique that increases the effectiveness of the game. The Spiral Model of Game Development is a combination of the waterfall model and the iterative model. It is a risk-driven software development process model. This model aids in the adoption of software development components from various process models for software projects based on particular risk trends, ensuring a smooth development process.

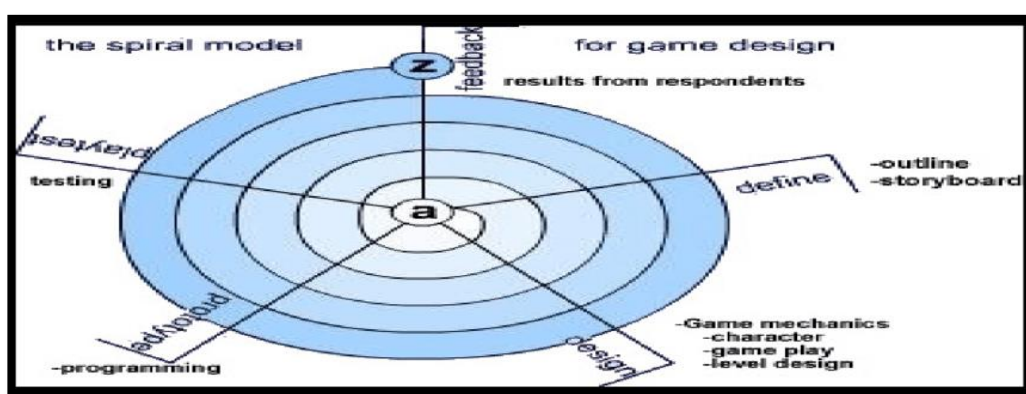


Figure 4.10 shows the Spiral Educational Game Development Model

The spiral model's phases for game development each begin with a design objective and conclude with a review of the client's progress. A small set of requirements serves as the starting point for the Spiral Model's progression through each development phase in the Systems Development Life Cycle (SDLC). The development team increases the functionality of each additional requirement until the application is prepared for production.

a. Phases

While researchers stated that the baseline of the spiral is where the feature requirements are gathered to start the spiral model's planning phase. It is a guideline for creating Digital Escape Room. A novice or beginner creating the game needs to know the principles and the purpose of creating games. During this phase, as the product develops, the system requirements, unit-level inputs, and component information are discovered.

b. Design

The design phase comes next, after the planning Digital Escape Game and identification phases. It starts with a simple mind map in the first spiral and progresses to include the architectural design, the logical arrangement of modules, and finally the physical product prototype in the following spirals. Here, the researchers must set suitable objectives, themes or storylines when designing the Digital Escape Games.

c. Construction

Most researchers refer to the build stage as the creation of the software product at each level of iteration. To learn from the young learners' experience, this stage occurs when the software acts as nothing more than a concept for the design to be regarded as a prototype. In the succeeding spirals with clearer requirements and design specifications, a working copy of every software product (also known as a build) is delivered with a proper version. This element is one of the important parts of creating or designing the Digital Escape Game. A researcher needs to survey pupils' acceptance and participation or involvement when they are playing the game.

d. Evaluation and Risk Analysis

This is the final stage of creating the Digital Escape Room Game. Here, the researcher will share the link with the young learners to play the game and answer the literature questions. After the build has been examined, the young learners can evaluate the software and provide insightful feedback after the first repetition. The researcher shares the checklist after the participants play the game. In the checklist, the young learners freely give their opinion, feedback, criticism, or suggestions for improvement of the games.

The advantage of the Spiral Model

Researchers stated that a spiral model has the advantage of allowing product components to be simply added in if they are available or known. This makes sure that the current requirements and design do not conflict with one another. Most researchers believe this approach is dependable in situations where there are numerous software builds and releases, allowing a smooth transition to maintenance work. Additionally, the spiral model's requirement for early user involvement in system development is the method's next advantageous feature. On the other hand, extremely strict management is used to finish the products, so there is a chance that the spiral will continue indefinitely.

4.6 PAST STUDIES

Various definitions arose from numerous researchers regarding the term implementation of digital escape rooms. From the review, most researchers were only concerned with the implementation of educational escape rooms in higher education at the undergraduate, graduate, or postgraduate levels. It is proven that 55 of the 71 studies only focused on college or university students. There is a very minor or least article on the implementation of Digital Escape Rooms in primary schools. It proved Duncan (2020), Hand Huang, Kuo & Chen, (2020), claimed that there are only two studies that described an escape room used solely in primary school. Adams et al., (2018); Zhang, Diemer, Lee, Jaffe, & Papanagnou, (2019) mentioned in their studies that they were only focused on targeted residential programmes and courses for professional practitioners in a field or a mix of these

Based on studies, Connelly, Burbach, Kennedy, & Walters, (2018) opined that escape rooms have been used to recruit students' interest in learning. While Guo & Goh, (2016); Wise, Lowe, Hill, Barnett, & Barton, (2018), in their studies only focus on getting to know institutional services for student. Additionally, Järvelinen & Paavilainen-Mäntymäki, (2019) focus on learning processes in student teams or the use of teamwork and leadership skills among students (Warmelink et al., 2017). Other case studies describe the development of generic skills (Craig, Ngondo, Devlin, & Scharlach, 2019) and the development English Language by using the Digital Escape Room game (López, 2019).

5.0 RESEARCH DESIGN

This study was carried out at a National Primary School located in Jenjarom. The school was chosen for this study because the researcher works at that school. Therefore, the Year 4 learners are suitable candidates for this research, which is tailored to the learners in learning literature through the integration the of Digital Escape Room Game. The researcher involved the pupils from Year 4 of the academic year 2022 / 2023. There were 36 pupils. The researcher had some considerations related to the lack of interest in the literature. In this class, there were only 15 pupils who shows interest in learning literature. Second, students found the methods used in the teaching and learning process in class activities boring and were deemed less effective. Hence, the researchers acted to enhance the learners' interest in learning literature.

5.1 The rationale for selecting the Kemmis and McTaggart Action Research Model

The researcher chooses Action Research as the research design. According to some researchers, Kemmis and McTaggart's model is extremely helpful because it expresses succinctly the key ideas regarding the crucial stages of an action research study. Consequently, the researcher decided to use it to conduct an action research study. As a researcher, identified that the new platform would portray deliberate actions based on pertinent knowledge and theories regarding the methods of teaching and learning (Jan, Bruce & Charles, 2015). The appropriate model research could best illustrate the activities suggested in the research after outlining the specifics of the researcher's inquiry.

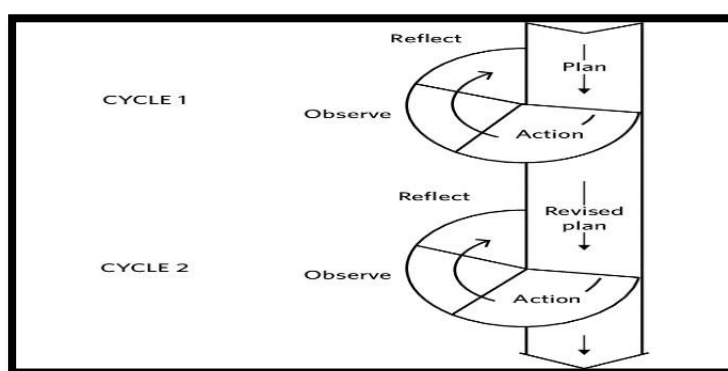


Figure 5.1: Kemmis and McTaggart's Action Research Model (1988)

5.1.1 Cycle 1: Google Form

In the first cycle, tried *Google Forms* in teaching and learning literature.

Steps	Elaboration
Plan	Questions were created. Success criteria were constructed as a guide on the assessment of the students' product. A checklist for observation purposes were also done.
Act	The concept of literature (short stories/graphic stories/poems) was explained to the pupils. The teacher planned the lesson using Google Forms to test pupils' understanding of literature. The usage of success criteria in the lesson was highlighted to guide the pupils in learning literature.
Observe	Formal and informal observations were carried out. A checklist was used to gauge students' participation and performance during the lesson. The teacher took notes on students' engagements throughout the lesson.
Reflect	About the observation made, the teacher outlined the weaknesses of the

	<p>lesson. It was found that using Google Forms was not effective to teach figurative literature. Pupils were passive, bored and not interested when doing the questions on Google Forms. It was later revised as Digital Escape Room. It was employed in the second cycle.</p>
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5.1.2 Second Cycle: The Digital Escape Room

Steps	Elaboration
Plan	<i>My Time Crypt: games created in Digital Escape Room. Success criteria were constructed as a guide on the assessment of the students' product. A checklist for observation purposes was also done.</i>
Act	The concept of literature (short story / graphic illustration) was explained to the pupils. The teacher conducted the lesson plan using the Digital Escape Room as a strategy for introducing and teaching literature. The usage of success criteria in the lesson was highlighted to guide pupils to develop an interest in learning literature.
Observe	Formal and informal observations were carried out. A checklist was used to facilitate students' participation and performance during the lessons. The teacher took notes on students' engagements throughout the lesson.
Reflect	About the observation made, the teacher outlined the strengths and weaknesses of the lesson. The impact of using a Digital Escape Room was highlighted.

5.2 RESEARCH INSTRUMENTS

The instruments used in this research are questionnaires, observations, and interviews. The data provided for triangulation. The study used both qualitative and quantitative data. Field notes were created using observational data. Transcripts were created in the meanwhile from the interviews' recorded data. Thus, field notes and interview transcripts served as the qualitative data, and the questionnaire analysis served as the quantitative data. The assignments came from Cycles 1 and 2. The research's tools also included a questionnaire, observation checklists, interview instructions, and observation guidelines.

5.2.1 Observation

According to researchers, observation is the process of choosing and documenting people's behaviours while they are in their environment. When other techniques are ineffective, observation can be used to conduct research, create detailed descriptions of groups or events, and find information that would otherwise be inaccessible. Observation, according to Marshall and Rossman (1989), is "the systematic description of events, behaviours, and artefacts in the social setting selected for the study."

Through observations, the researcher can create a "written image" of the event under investigation by describing it using the five senses. Participant observation is the main

technique anthropologists in the field utilize, according to Demunk and Sobo (1998). Fieldwork requires active observation, memory enhancement, informal interviews, extensive field notetaking, and most importantly, patience (Dewalt&Dewalt, 2002). Observing our surroundings and the many activities that go on about them is the most frequent way to remember knowledge about the numerous objects that are all around us. Therefore, observation is a fundamental and essential means of gathering knowledge about everything. But it is important to remember that observation goes beyond just sight.

There are benefits to keeping an eye on the student's attitudes and behaviours while they are being taught and learning. Firstly, the researcher mentioned that it is a very direct method for collecting data and information which are an important part of the study of learners' behaviours. Kabir (2016) opined that the information gathered is precise and trustworthy. The precision of the research results will then be improved. Not only that, able to reduce or decrease learners problems. The researcher is then assisted in more effectively comprehending the verbal response. Utilizing reliable modern technology, observations can be made continuously and for a longer period. Additionally, observation requires less effort, which results in less bias in one's ability to perform. Finally, one can identify a problem by observation by conducting a thorough analysis of the problem.

To determine the issues in the classroom during the literature activity, observation was done based on the preliminary observation. Additionally, it was done to observe the state of the classroom after interventions which as the implementation of a digital escape room. The researcher gave observation rules before beginning the observation and offered observation checklists, which detailed some procedures for conducting the acts. The collaborator in this instance served as an observer. After then, field notes containing the observation's findings were created. The observation method was applied in both cycles.

5.2.2 Questionnaire

According to Saul (2018), a questionnaire is a list of inquiries intended to elicit information from respondents. Commonly, open-ended, and closed-ended questions are combined in a research questionnaire.

A researcher can gather a lot of data in less time. Not only that, here apply logic and relevant questions based on the respondents' answers, but the questionnaire will remain standard for a group of respondents. The researcher used a questionnaire via surveyheart to

get data quickly. It can be said that one of the advantages use of questionnaires is that they are quick and cost-effective. The questions were customized to reflect the effectiveness of using a Digital Escape Room (*DER*). The researcher supports that the responses from the participants can be compared with the historical data and able to understand the shift in respondents' choices and experiences. Furthermore, respondents can answer the questionnaire without revealing their details.

Here, the researcher used **Motivated Strategies for Learning Questionnaire (MSLQ)**. The researcher stated that the Motivated Strategies for Learning Questionnaire (MSLQ) was developed by Pintrich and De Groot (1990). Based on their statement the questionnaire in its originally consisted list of six factors comprising 44 items in total. The factors are self-efficacy (9 items), intrinsic value (9 items), test anxiety (4 items), cognitive strategy use (13 items) and self-regulation (9 items). But here, the researcher omits the anxiety part from the questionnaire.

5.2.4 Interview

The main purpose use interview in research is to discover the subjects' responses to the actions implemented. According to Burns (2010), using this interview has the benefit of allowing the researcher to gain experience more about a few topics in-depth, providing richer data. Even though Easwaramoorthy & Fataneh, Z. (2006) defined an interview as a conversation for collecting information. In a research interview, both the interviewee and the interviewer participate in the conversation and ask questions. Interviews can be held in person or over the phone. A new method of conducting interviews is through the Internet.

Researchers claimed that when in-depth information about people's thoughts, experiences, and feelings needs to be gathered, interviews are the best method to use. Interviews are also helpful when the subject of the inquiry calls for in-depth investigation and complex questioning. When your target population can communicate in-person, face-to-face interviews are appropriate.

No	Techniques	Instruments	Data	Analysis
1.	Observation	Observation Guideline Checklist	Field Note Documents	Qualitative
2.	Questionnaire	Google Form	Data	Quantitative
3	Interview	Interview Guideline	Transcripts	Qualitative

Table 5.1: Data Collection and Technique

5.3 DATA ANALYSIS

Burn (2010) opined that analysing action research data is a continuous process of reducing information to find the explanation and the pattern. For the analysis of the data, there is a framework. For the analysis of data, Burns (2010) suggested five steps.

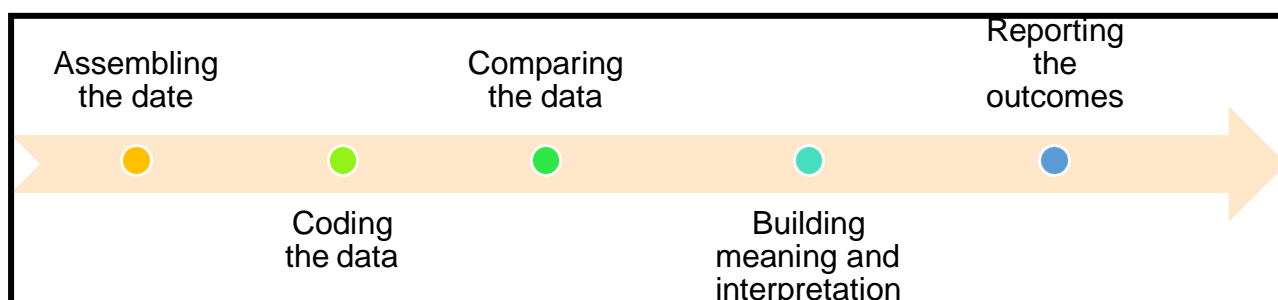


Figure 5.2 shows the five steps of analysing data.

Here, the researcher uses five steps to analyse the data provided by the research method. Firstly, the researcher mentioned assembling the data. In the first stage, the researcher gathered the data over the period of the research. For example, observation checklist, interview transcripts and data from the questionnaire. The data provided by the instrument used will be examined to get meaningful data. The next step is coding the data. The researcher tries to identify which data could code qualitative and quantitative. Once coding was complete, the researcher should compare the categories which are across the different sets of data. This stage is mainly about displaying and describing data rather than interpreting it. Building meaning and interpretation is the next step. Here, the researcher needs to refine the related theories to connect the research. In other meaning, the researcher needs to think deeply about the data are saying. The final stage is reporting the outcome. It is about how the researcher was organizing the whole story of the research from the beginning to the end. Clearly said that it's more how the researcher can present his or her research and what have found to tell readers.

The researcher also used quantitative data analysis in addition to qualitative data analysis. The researcher examined the game's outcomes from Cycles 1 and 2 for analysis. After using an analytical rubric to assign grades, the researcher compares the mean scores of the students from Cycle 1 and Cycle 2 to one another. By analysing the necessary data, the researcher can focus on what the data are saying. Therefore, the researcher can develop theories and select concepts that are appropriate for teaching and learning about literature

among learners. We can therefore conclude that analysing the data was very helpful in determining reliability.

5.3.2 DEMOGRAPHIC DATA AND FINDINGS

Based on the data collected, this section shows the demographic background of the study participants. A total of 36 Year 4 pupils and 5 English Language teachers participated in this study. 11 teachers were selected as respondents to the questionnaire and become interviewees.

5.3.2.1 Participants' Demographic Profile

The participants were evenly divided between each gender, which can be seen **in the figure**. The researcher focuses on gender, age, position in the organization, educational background, number of years in service, and teaching grades data was collected during a motivational questionnaire and teacher opinions on the implementation of DER in teaching and learning literature. While the distribution of participants based on gender can be found in **Figure 2.3**. The number and percentage of participants that identified gender included girls (56%) and boys (44%).

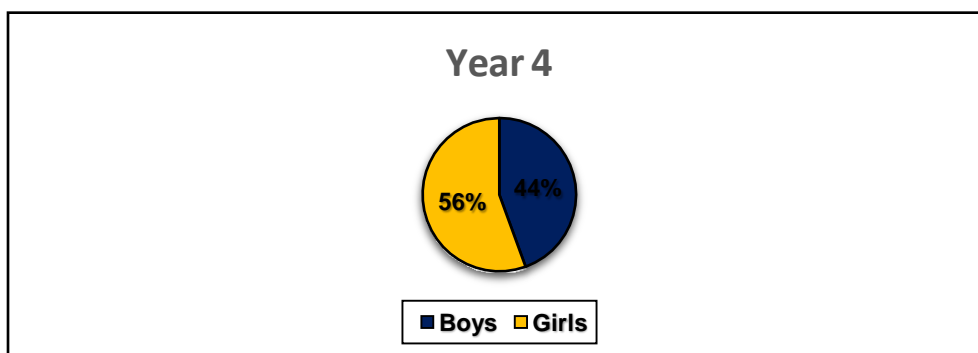


Figure 5.3 shows the percentage of participants.

5.4 The results of the Student Engagement Observation Checklist (SEOC)

In the first and second cycles, an observation checklist instrument was used to gather data on pupils' behaviour and performance in the class. Baker (2006) mentioned that observation is a process of gathering information and data by watching behaviour, and events, or noting physical characteristics in a natural setting. As a researcher, able to observe and record pupils' behaviour information quickly throughout the implementation of the using

Google Classroom' strategy and *Digital Escape Room*' game to encourage learning of Literature in English. Based on the observation in Cycle 1, the researcher identified that the implementation of the Google Form did not have an impact on pupils' comprehension of the literature. The observation results showed that the pupils could not understand the instruction and were unable to complete the activity. The lesson objectives and success criteria targeted were not achieved.

The researcher realized that most of the Year 4 pupils were inattentive, felt bored and participated in class. This impacted to learn of Literature. The researcher highlighted that most of the pupils stated that the activity using *Google Classroom* was not engaging and not fun. They felt a loss of interest in learning literature. It was just like completing another online exercise. The researcher can sense that some of the pupils are off task and doing their work which might be due to the structure or format task sheet of *Google Forms* beings like a normal task sheet. In addition, some pupils mentioned that the activities were not interesting and demotivated them to learn literature. Overall, the researcher justified that the implementation of the Google Form task among the pupils failed. The researcher surveys a lot of strategies, methods and techniques which are suitable to teach literature. Finally, the researcher decided to use the gamification technique to implement the teaching of literature in the second cycle. It could help the pupils to be more motivated to learn literature. Then, the researcher decided to use *Digital Escape Room*, an online educational game app, to help the pupils learn and retain the literature, especially the short story, poetry, and graphic novel.

The researcher created four composite variables: Effort, initiative, Disruptive and inattentive behaviour, and compared pupils between Cycle 1 and Cycle 2 observation results.

<i>Engagement scale</i>	Cycle 1	Cycle 2	Z	p
	Mean Rank	Mean Rank		
<i>Effort</i>	4.68	2.33	-1.524	.124
<i>Initiative</i>	4.98	2.00	-1.990	.044
<i>Disruptive</i>	3.22	4.00	-0.650	.510
<i>Inattentive</i>	2.00	5.00	-1.964	.050

Table 5.2 shows the pupils' engagement scale.

Table 5.2 shows the descriptive statistical information using means and standard deviations about four variables. Based on the data, cycle 2 results were a higher level of engagement than the previous cycle, as indicated by high mean scores for the Effort and Initiatives scales and lower mean scores, especially in disruptive and inattentive behaviour. The main purpose of collecting data is to examine the pupils' engagement when participating in Digital Escape Room Game. It shows that some revamp compares to the previous cycle 1 results. When analysed, the data shows that disruptive and inattentive behaviour was a higher frequency in Cycle 1 than in Cycle 2. It can be seen how the pupils tried to pay attention when learning literature when learning through the Digital Escape Room game. Overall, gamified learning can grasp pupils' attention and active participation in learning. The researcher opined that four composite scales of classroom behaviour were more positive for the second cycle.

5.5 The results of the Motivated Strategies for Learning Questionnaire (MSLQ)

The researcher selected and used MSLQ questions, which is a statical test to show whether there was a significant change in pupils' motivational aspects. The hypotheses of this research are the integration of the digital escape room as an independent variable, and the effect generated on pupils' motivation as a dependent variable. Thus, the hypothesis is:

H0: Digital Escape Room game does not affect pupils' motivation to learn Literature in English.

H1: The Digital Escape Room games affect the pupils' motivation to learn Literature in English.

Here, the researcher successfully applied descriptive analysis and Cronbach's Alpha (α) using SPSS Statistics to get more reliability for this study.

The researcher analysed the pupils' motivation in learning Literature in English utilizing the first cycle, Google Form, and the second cycle, the Digital Escape Room game, by applying the MSLQ instrument for the selected Year 4 pupils. The main purpose was to analyse if there was a significant change in any motivational aspects in selected pupils. The researcher analysed the quantitative data collected with the survey through descriptive statistics. The researcher specifically analysed the data obtained with a bar chart indicating

the number of people who selected each option on the Likert Scale. While the analysis of the qualitative data collected with the survey was done through thematic analysis. The researcher started with the open coding and the axial coding that allowed the identification of implicit and explicit categories and themes about the learning motivation of the selected participants in the digital escape room game learning environment. Bryman (2012) stated that qualitative analysis allowed the data to be divided into labelled components for identification and thus potential theoretical meaning.

Table 5.3 represents the results obtained in both tests from the MSLQ in each of the selected Year 4 pupils. The results compiled in the table showed the different behaviours presented during cycle 1 and cycle 2. For each of the motivational aspects, the table includes the average results obtained in Activity 1 and Activity 2, the differences between these averages the standard deviation of the data and the p-value generated by the which indicated whether the change generated was significant or not.

<i>Motivational Aspect</i>	<i>Mean 1</i>	<i>Standard Deviation</i>	<i>Mean 2</i>	<i>Standard Deviation</i>
<i>Task valuation</i>	6.29	6.66	0.37	0.72
<i>Intrinsic goal orientation</i>	5.76	5.68	-0.08	0.72
<i>Extrinsic goal orientation</i>	5.11	5.31	0.20	1.42
<i>The self-efficacy expectation in learning</i>	5.79	5.91	0.12	1.00
<i>Self-efficacy in performance</i>	5.98	6.21	0.23	1.09
<i>Belief about learning control</i>	5.97	6.05	0.08	0.85
<i>Anxiety in evaluation processes</i>	3.96	4.38	0.42	1.00

Table 5.3 shows The Results of Pupils' Motivation to Learn the Literature

The results obtained in the first cycle and the second cycle showed that in the first 6 motivational aspects, pupils identified on the Likert scale. The researcher identified that the pupils' learning motivation corresponded to the statement that was given. There was a significant statistical difference in Cycle 2. The results proved that gamified learning environments can grab pupils' interest in learning Literature in English. At the same time, showed their success by they can implement what they learned in other areas and the concepts. In this motivational aspect, **Excel Statistics was applied.**

Regarding the first 6 motivational aspects, there were responses oriented towards being slightly to completely identify with the statements presented in the survey. Here, can conclude the impact of the gamified learning environment on their motivation to learn.

Specifically, it stands out that 100% of the pupils considered that the use of digital escape games motivates them to learn literature in English. Here, can be highlighted that 90% of the pupils agreed with the statement that related to the motivational aspects of task valuation, intrinsic goal orientation and self-efficacy expectations in learning literature. While 80% of the pupils agreed to some degree with the statements related to extrinsic goal orientation and self-efficacy expectations in performance. Next, in the aspects of anxiety in the evaluation processes, 50% of the pupils did not feel identified with the opinion that **DER** allowed them to control their feelings of anxiety and worry about getting lower marks.

5.6 Using a questionnaire to know teachers' Perceptions towards implementing Digital Escape Room Games (DER)

The researcher was not analysing pupils' motivation through the implementation of DER in the teaching and learning of literature. Here, the data showed the responses given by the primary teachers to questions about the implementation of the DER game. The responses were given by the teachers to questions about the DER game in **Table 5.4**.

	1	2	3	4	5
1. Digital Escape Room Game (DER) contributed to the development of critical thinking skills.	-	-	-	4	8
2. DER contributed to the development of problem-solving skills.	-	-	-	5	7
3. I believe that I can use DER in-teaching literature.	-	-	-	3	9
4. I believe that using DER can lower learners' anxiety.	-	-	-	2	10
5. I believe that using DER is a highly motivating and entertaining way of teaching literature, especially for weak learners.	-	-	-	2	10
6. I believe that while playing DER , learners are learning literature subconsciously.	-	-	-	6	6
7. Digital Escape Room , a game-based learning approach is essential to train future teachers.	-	-	-	3	9
8. DER is adaptable to different levels of knowledge.	-	-	-	5	7
9. DER utilisation increases students' motivation for language learning.	-	-	-	2	10
10. Using DER in Education able to provide opportunities to learn Literature without the limitation of time and space	-	-	-	4	8
11. DER could increase the quality of lessons, especially learning Literature.	-	-	-	3	9

Table 5.4 shows the teachers' perceptions of the implementation of the DER game.

Based on the data analysis, **table 5.4** showed that none of the teachers responded with negative statements towards the use of digital escape room games in teaching literature. The questionnaire contains 11 items. The data showed that most of the teachers chose alternative answers –strongly agree and –agree for the statement. Most of the teachers strongly agree with statements 4, statement 5 and statement 10.

*Statement 4: I believe that using **DER** can lower learners' anxiety.*

*Statement 5: I believe that using **DER** is a highly motivating and entertaining way of teaching literature, especially for weak learners.*

*Statement 9: **DER** utilisation increases students' motivation for language learning.*

Examining the data showed that the inclusion of a DER game in teaching, the teachers' support of this gamified method increased pupils' interest and boost their motivational level in learning. They believed that pupils will be able to pay attention to learning literature. Besides, the implementation of the DER game can develop pupils' critical thinking skills and problem-solving skills. Most of the teachers agreed that using gamified learning can improve pupils' motivational levels. It can be a successful 21st learning platform full of digitalization versions of the Escape Room games. The researcher believed that the teachers agreed that using **DER** in Education can provide opportunities to learn Literature without the limitation of time and space. My Time Crypt game can be played at any time and be able to become a revision for pupils.

9 of the teachers strongly agreed that using DER could increase the quality of lessons, especially learning Literature. Furthermore, DER, a game-based learning approach is essential to train future teachers. The teachers believed that applying the 4C's is one of the transformations from traditional to modern teaching style. 7 of the teachers accepted that the DER game is adaptable to different levels of knowledge. The teachers felt that the DER gamified learning is fun and able to help young learners to understand the literature better. The teachers expressed that the DER game technique can change pupils' behaviour, especially interest and self-motivation to learn literature.

5.7 The Results of Semi-Structured Interviews from Teachers and Pupils

The researcher analysed the interview data and set it into **three themes**. General opinions and perceptions toward the implementation of the *DER game* in learning literature.

1. When you heard for the first time about the idea of creating a digital escape room at your school what did you think?			
Pupils' Opinions		Teachers' Opinion	
P1	very curious to know	T1	It's something new for me and eagerly wait to learn a new learning platform.
P2	very exciting to explore.	T2	This is the latest gamified learning and is very exciting.
P3	eagerly waits to play the game	T3	I never heard it before, and this is the first time.
2. Have you ever participated/played in a digital escape room game?			
P1	No	T1	No,
P2	No	T2	Yes
P3	No	T3	No
3. Which stages/phases of the digital escape room game, do you like the most and why?			
P1	I like the hit-the-character game. It is fun and challenging.	T1	a. I like all the stages and am very excited when playing each level because a lot of fun elements and help to develop critical thinking skills
P2	I like all the levels because it's something different from learning platforms.	T2	b. I like the second stage game.
P3	I like the flying aeroplane game.	T3	c. I love all the levels and
4. How do you evaluate the whole DER game?			
P1	It is fun.	T1	1. it's very useful to integrate gamified learning to teach literature to pupils.
P2	Awesome...I'm enjoyed when playing the games	T2	2. I'm willing to give 5 out of 5 stars for this gamified learning
P3	I enjoyed it.	T3	3. it's a very new method for me and willing to use gamified learning in my class.
5. Which was the most boring phase of the DER game?			
P1	I felt bored and challenged because of a lot of questions.	T1	1. for me, all the game levels are very exciting but have too many questions.
P2	I don't think the games are boring.	T2	2. I don't think that the levels are boring, and I am very excited to explore.
P3	I like each level.	T3	3. I don't think that it's boring
6. What are the challenges that you encounter when playing the DER game?			
P1	Maybe for each level got three set questions	T1	1. Maybe the Wi-Fi connection when playing the games.
P2	I don't think so	T2	2. I think it's challenging for the low achiever
P3	I like more challenging questions.	T3	3. Maybe too many levels.
7. Would you recommend this DER game to other teachers at school? (reason)			
P1	Yes, it's something different.	T1	Yes, sure, I am willing to share
P2	Sure, I will play again to get better scores.	T2	Yes, very useful and interesting to learn literature through DER.
P3	I will share with my other class friend to explore.	T3	Yes, pupils will directly learn literature and a good platform to revise the learning.

Table 5.5 shows the pupils' and teachers' perceptions.

Theme 1: behavioural change

Here the selected teachers and pupils gave their opinions and feedback after experiencing playing the DER game in class. All of them agreed that this was their experience using DER for learning literature. The researcher concludes that there were various reactions and feedback when they played the game for the first time. The respondents agreed and opined that they experienced affirmative reactions when they started to explore the *My Time Crypt* game. It can be that pupils' and teachers' excitement when playing the games, very curiosity, interest, and challenge in the gamified learning environment. Most of them shared that they had never used and played the DER game before. The data showed the acceptance of using DER in teaching and learning literature positively.

First, the participants were curious, and a bit confused with the new term. After explaining the steps, the participants were more understanding of how to play the games.

Teacher 2: At first, I was a blur but after exploring the system it became more interesting.

Pupil 1: After understanding all the rules, it's very fun to play the game.

Pupil 3: There are a lot of questions but it's very relevant to the literature.

At the same time, some of the pupils and teachers expressed their thoughts that they were having dilemmas about the new method which is the implementation of a Digital Escape Room. The respondent felt unconfident and confused about using the new system. It's because never heard of it before and this was their first time exploring the game.

Theme 2: Acceptance

Positive or Negative reactions

At the end of the interview, the selected teachers and pupils were asked to give comments and suggestions after exploring the DER game. Overall, they gave mixed feedback including concrete reasons. They believed that they enjoyed, entertained, and meaningful learning. At the same time, the teachers enjoyed and were fascinated by the innovative teaching and learning environment. They felt modernised with the new trending application.

Teacher 1: It's very useful to integrate gamified learning to teach literature to pupils.

Teacher 2: I'm willing to give 5 out of 5 stars for this gamified learning.

Teacher 3: *It's a very new method for me and I am willing to use gamified learning in my class.*

Based on the data provided, can state that Teacher 1 felt by using the DER game in teaching literature, is very convenient and useful in learning. Teacher 2 agreed that willing to give 5 out of 5 stars for this gamified learning. It shows that the teacher was very excited when exploring the DER game. While Teacher 3 stated that it was a very new method and was willing to use gamified learning in teaching and learning literature to young learners.

Pupil 1 expressed that felt bored and felt depressed when can't answer the questions. because there were a lot of questions. Pupil 2 stated that it the difficulty to guess the values of the graphic novel. It is because the letters are jumbled up and they must reorganize back.

Not only that one of the teachers complained about time consumption. It's because the researcher designed 3 sets of questions for each level. Next, one of the respondents mentioned that there was no clue or a hint for revealing the right answers after completing each level of questions. The researcher's intention that to prevent the pupils from memorizing the right answer. It's more to practice the pupils master and revise the literature.

Theme 3: Presumption

The teachers were willing to share this gamified learning with their colleagues. At the same time, they also mentioned that the *My Time Crypt* game (Digital Escape Room), will be a good resource for learning Literature because there were all the levels help pupils to revise back the graphic novel. It's one of the platforms to develop pupils' critical thinking levels.

Teacher 1: Yes, sure I'm willing to share.

Teacher 2: Definitely, it's very useful and interesting to learn literature through the DER game.

Teacher 3: Yes, it's very useful to teach young learners. Pupils will directly learn literature and a good platform to revise the learning.

These data showed that using DER will help to boost pupils' motivational levels. The researcher has seen pupils feel comfortable using literature in the DER game with their friends. On the other hand, pupils and teachers were satisfied with the fact that DER is full fill with fun elements, games, and passwords.

6.0 DISCUSSION OF FINDINGS

7 The digital escape room strategy improves the Year 4 pupils' motivation in learning literature.

Here, the researcher analysed the main intention of the research. At the same time, the researcher revealed that got significant radical improvements, especially in pupils' motivation. Based on the data provided, the selected pupils showed a high degree of motivation when exploring new learning environments with the Digital Escape Room game. Some scholars believed and supported that motivation is an important aspiration to succeed in the academic performance of pupils. Clerke et al., (2017) opined in their studies that the use of gamified and digital escape room elements improved pupils' motivation. Nicholson (2013) shared that pupils felt excited and grasped an interest to learn literature through gamified learning. A tremendously fun learning environment can reduce pupils' misbehaviour. For example, during cycle 1, selected pupils lost their interest and felt demotivated in learning literature. When given questions, most of the pupils were not answered and did not pay attention. The researcher tried to come up with a new solution to upgrade the teaching method to gamified learning.

Some scholar supports that motivation is one of the aspirations or well is known as the root of pupils' learning. The researcher found that implementing the Digital Escape Room (DER) game in teaching literature resulted in better learning motivation for young learners. Pupils were more confident and paid attention during Cycle 2. Huang et al (2020) opined in their research that, they infused teaching of digital escape room game teaching primarily and got positive transformation among the pupils. Furthermore, using the DER game in teaching literature, pupils are more goal-oriented and actively participated in this research. Its shows pupils are more facilitated with digital learning. Lee & Hammer (2011) expressed that the significant potential of gamified learning can grasp the newer generation with more unique characteristics of digital escape room games. Besides, any application of gamification can strike their interest and revamp their motivation level. Posnick-Goodwin (2010) stated that when pupils have a deeper understanding and positive perception towards the development of digital and how it can assist them in various aspects of learning. Some scholars support the competitiveness and interaction created using the Digital

Escape Room game application. This is again because almost 15 pupils agree and 10 of pupils agree with statement 10 which shows positive self-esteem among young learners. Besides that, 25 of the pupils disagreed with statement 12.

Statement 10: I am sure that I can do an excellent job on the problems and tasks assigned for this class.

Statement 11: I feel uneasy and upset when playing a digital escape game.

Statement 12: I think I will receive good grades when playing a digital escape room game

Statement 19: When I try the literature quiz through the digital escape room, I try to remember what the teacher said in class so I can answer the questions correctly.

The data shows highly positive impacts on pupils learning literature via gamified learning. It's also very suitable for learners, especially weak learners. Rutledge (2018) opined and supported that successful gamification learning has a positive impact on pupils' motivation. There's study showed that using innovation methods can promote, foster, and develop learners' talents and soft skills in an educational platform. Here, the researcher believed that implementing the DER game in teaching literature will be encouraged pupils' problem-solving skills, thinking skills and active learning. The researcher proved that implementing the gamification method which was the DER game in teaching literature provided a new active learning didactic and motivating approach, encouraging learners' participation in a meaningful learning environment.

Some scholars supported that the concept of digital escape room games has achieved good learning achievement and drawn educators' attention. At the same, there is a positive result in STEM, when game-based learning (GBL) is implemented. Additionally, there was a study about the implementation of DER games have been implemented in a first-year mathematics subject of the Aerospace Engineering degree to improve motivation to learn mathematical competencies. The researcher proved that implementing the DER game in learning will give a positive impact on learners. The researcher was inspired and tried to attempt to implement to change traditional

teaching to gamification learning to increase the success rates, performance, motivation, and acquisition of knowledge of the learners.

Moreover, Luis et. al., (2022) highlighted that creating positive vibes in education has proven to improve motivation resilience and knowledge retention. It's because, in the DER game, a lot of game elements were used to more immersive pupils' participation in learning literature.

The overall opinion of the pupils was very positive, and the results obtained agreed. Apart from the data, the results show that they believed that implementation of the DER game was beneficial for grasping pupils' interest in learning literature. Prior research shows that there is a study about using the DER game for improving mathematical knowledge. The studies show successful and very effective learning. The researcher was inspired to implement the DER game in teaching literature. At the same time, one of the scholars agreed that DER games have been assessed for instructional effectiveness, especially for young learners.

7.0 The pupils' perceptions when using the Digital Escape Room game in learning literature.

In the first cycle, most of the pupils were not pay attention and were interested in learning. The researcher analysed and tracked down the remedy to sort out the pupils' problems in learning literature. As a result of the implementation of the DER game, pupils' perception was improved, their motivation in learning increased and their attitude toward learning became positive. The researcher reveals the significance of fostering procedural and progressive using the gamification method, especially by using the DER game among the teachers. Deniz & Demir (2019) opined that the teacher perspectives highlighted the favourable benefits of the DER game on pupils' attitudes toward writing, writing skills, cognitive and personal development, and fundamental communication skills.

Some scholars supported the implementation of the DER game learning able to stimulate teamwork and self-learning in a fun learning atmosphere. There is also some similar result of the study describing the use of the DER game in the pharmacy curriculum. The researcher amended the studies and modified them to use of digital escape room using the techno-savvy application. Most of the pupils were feeling fun with the unique way of learning literature with the gamification method. The selected

pupils actively participated in learning. It shows the positive responses from the pupils. Pupils love and like literature with new methods compared to the traditional method. It shows that they love to explore something new learning rather than chalk and talk. Overall, the young learners agreed that the implementation of the DER game is very helpful in learning literature.

Further, can't deny that the selected Year 4 pupils had positive vibes toward the DER game in the classroom and showed satisfaction when exploring each level. The pupils had a fun and interactive learning environment. This is reflected by the selected pupils showing enthusiasm throughout the DER game.

7.1 Teachers' perceptions on implementing the Digital Escape Room game in teaching literature.

One of the advantages is the teachers felt that mentioned that through an online platform, pupils can revise their learning without having to be limited by time and space (Y. Wang et., 2021). Liang et al., (2021) supported that most pupils were fun playing the DER game. Thus, De Backer et al., (2022) opined that collaborative learning using technology also has a highly positive impact on pupils' critical thinking skills. Scholars believed that DER games could strengthen learners' mastery skills, especially in problem-solving. The transition of learning from the memorization phase to problem-based learning can be found in the DER game.

Moreover, the DER game is also a low-cost application which means no need to pay when creating a DER game. The selected teachers were facilitated using the Genially.com platform to create the DER game. It only needs educators to think creatively and analytically to create the game. A sequence of related puzzles and issues that stimulated the application and development of critical cognitive abilities enabled the acquisition of knowledge, the growth of comprehension, and the elaboration of pertinent concepts. The researcher claimed that the DER game is one of the platforms for young learners to think critically when facing or playing each level. It shows that teachers believed the DER game was able to cater to learners thinking skills to test the literature lesson.

Teachers felt satisfied with the implementation of the DER game in teaching literature for young learners. Here, the researchers have addressed the potential to integrate curriculum information into practice, establish real-world scenarios that are

primarily linked to the profession, and emphasise and promote the development and uses of 21st-century abilities including creativity, critical thinking, problem-solving, and teamwork. The priority to 21st-century skills is ensured through cooperative clue-hunting, responsibility sharing, and puzzle-solving. It is shown in the collected data that there is a significant improvement in learners' results.

The researcher claimed the difficulty of each level, showed the standard medium-level (Mean =2.69, Median =3, Standard Deviation= 1.5) which was very similar to the ones of the literature reviewed the mean=2.7, Median=3.0 and Standard Deviation=1.0). Regarding Csikszentmihalyi 's flow theory, the design of the DER game succeeded at balancing the difficulty.

The researcher claimed that the selected pupils and the teachers experienced intrinsic motivation when playing the DER game. Again, this is shown that the learners and teachers are comfortable and feel boosted to learn literature by using the gamification method. Additionally, the educators declared that they are using the DER game in the teaching of literature for young learners. Furthermore, the researcher claimed that creativity and imagination, using different resources at each level able to boost pupils' intrinsic motivation level and critical thinking ability when solving each level. It can be said that 90% of selected pupils and teachers agreed that the DER game is very useful for the teaching and learning process.

7.0 IMPLICATIONS OF RESEARCH – TEACHERS, STUDENTS, POLICYMAKERS, CURRICULUM DESIGNER

While **Josef Buchner et., (2019)** recommended curriculum designers integrate of using DER game to create learning opportunities for literature. In studies, the researcher proved that implementation of the DER game as part of an instructional design to teach literature in fun ways and share knowledge. At the same time, the researcher believed that the implementation of the DER game will be meaningful learning. Additionally, some researchers suggest that the DER game can be adapted to curriculum content to improve pupils' motivation in learning. The transition of traditional teaching methods to current teaching styles should be considered to revamp pupils' interest in learning literature. The educators shared pupils will be able to learn the aesthetic value of Literature in English, especially primary pupils.

Thomson (2012) opined that there are several didactic tools that teachers can apply in educating the pupils to fulfil the three fold aspiration of the curriculum reform initiatives, key competencies and 21st century skills.

Despite this, the researcher opined that the DER game is one of the promising platforms for emphasis on pupils' self-esteem to learn Literature. The educator believed that the implementation of the DER game was able to practice pupils to learn short stories, graphic novels, and poetry. Zimmerman (2000) supported that pupils have the chance to practice problem-solving skills, critical thinking and teamwork when playing DER games. In other words, the pupils can recall back what they are learning in literature.

The researcher suggests that based on the findings that indicated positive perception from teachers and pupils. Here, the pupils accepted that the DER game can grasp their interest in learning the literature. At the same time, critical thinking skills and soft skills are well developed. Most Year 4 learners agreed that the DER game is a very effective and efficient, innovative learning environment, that develops problem-solving skills and revamps positive self-esteem and teamwork.

DER game applications can reinforce pupils' competency levels in problem-solving. Furthermore, the implementation of the DER game can facilitate pupils' memorization in the problem-solving learning environment. The researcher believed that there will be knowledge acquisition and understanding of the relevant concepts of the short stories, poetry, and graphic novel. The researchers proved and agreed that the concept of literature was achieved through the six levels of set puzzles and questions. It helps pupils to remember the concepts and showed active class participation.

The researcher highly recommended using the genially.com application to create the DER game because it is one of the free applications. As Educators can survey this platform to create different themes for the Digital Escape Room game. Additionally, teachers should acknowledge the use of gamification methods in 21st century teaching and learning. Teachers are encouraged to explore and integrate digital and gamification methods in teaching literature for young learners.

8.0 SUGGESTIONS FOR FUTURE STUDIES

Improvement needs to be modified in the DER game – *My Time Crypt*. In the future designing DER games, the researcher can use RPG Maker's design to create avatars with certain characteristics from *the Jungle Book* including with level of life, strengths, and intelligence. Furthermore, the researcher can add the points system to cater to pupils' understanding of the concept of Literature. Interesting future research would be able to evaluate the learning effectiveness of Digital Escape Room games among young learners. The researcher can conduct the implementation in a school, especially for Level 2, Year 4, Year 5, and Year 6 learners. In this regard, it would be interesting to know if most pupils opinions on the implementation of the DER game in learning Literature.

9.0 CONCLUSION

The researcher believed that the DER game method encourages the growth of these settings and sparks student involvement in the learning process. This method is intended to increase pupils' positive emotions which have been manifested to play the main pivotal role in grasping interest in learning literature. This is because educators are not given importance to learning the literature of English which is one part of the English Subject. They are rather focused on exam-oriented skills rather than teaching literature. The researcher acknowledges the seriousness that the primary pupils missed learning the aesthetic value of literature. As shown that many studies are focusing on secondary school literature and tertiary literature in English. However, to our knowledge, there is no published research on the implementation of the Digital Escape Room game in teaching literature for primary schools. With the importance of teaching literature to young learners, especially in primary schools, the researcher inspired and took the initiative to create a Digital Escape Room game to motivate pupils in learning literature. The researchers believed that the implementation of the DER game will be able to serve as a unique benefit to Generation Z.

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