

ANALYSIS OF THE NEED FOR INTERACTIVE TEACHING MATERIALS BASED ON LOCAL WISDOM ON THE USE OF CAPITAL LETTERS FOR WRITING SHORT SENTENCES IN ELEMENTARY SCHOOL

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ABSTRACT

The proper use of capital letters in writing short sentences is a basic skill that elementary school students need to master as a foundation for good writing skills. Observations and interviews at SDN 1 Mayong Kidul showed that second-grade students still often have difficulty applying the rules for capital letters at the beginning of sentences, personal names, and place names. This condition is influenced by the teaching materials used, which are still general in nature, lack interactivity, and do not utilize local contexts that are familiar to students' lives. Based on these issues, this study aims to determine the needs of teachers and students for interactive teaching materials based on local wisdom on the subject of capital letters, analyze the effectiveness of available teaching materials, and relate these needs to students' ability to write short sentences correctly. The research used the ADDIE Research and Development (R&D) model, which at this stage focused on needs analysis through interviews and questionnaires with teachers and 27 second-grade students, then analyzed descriptively, qualitatively, and quantitatively. The results showed that 81.48% of students considered the exercises in the textbook to be insufficiently helpful, 70.37% felt that the examples provided were unclear, and 92.59% wanted to learn using local place names and figures; while teachers considered interactive teaching materials necessary to make students more interested, less forgetful, and able to correct their mistakes independently. Thus, it can be concluded that there is a real need for the development of interactive teaching materials based on local wisdom as the basis for the design and development of products to improve students' ability to use capital letters more effectively, meaningfully, and contextually.

Keywords: capital letters; needs analysis; interactive teaching materials; local wisdom; elementary school.

INTRODUCTION

Indonesian language is a subject that studies Indonesian as the national language and as the language of the Indonesian state (A et al., 2024). Language learning aims to improve comprehension and use of spoken and written language. There are four language skills: listening, speaking, writing, and reading. Writing is a language skill that is usually used to communicate with someone indirectly or in writing (Darmuki et al., 2019). Writing is the most important aspect to be taught in school (Yusup & Nurjain, 2018; Mira, 2021). Beginning writing is a writing exercise in which students are taught to write letters and sentences correctly, including the use of capital letters and punctuation marks. As explained above, writing is one of the most important aspects of language skills and a very important aspect of school. Therefore, the role of teachers in teaching writing skills is very important. Writing using capital letters should be taught when children are in the second grade of elementary school. However, in reality, many second-grade elementary school students are still unfamiliar with capital letters and do not know how to use them correctly. The ability to construct short sentences correctly is an important basic skill for elementary school students. One technical aspect that often causes difficulty is the use of capital letters, especially at the beginning of sentences, in people's names, and in place names. Students' inability to apply this rule has an impact on the clarity of written communication. Various studies show that errors in the use of capital letters are still frequently found in elementary school students' writing, so there is a need to develop more effective learning materials that are tailored to the needs of students (Septiani & Aliyah, 2024; Widyawati et al., 2020).

Interactive learning, such as e-modules, multimedia, and instructional games, has been proven to increase student interest and learning outcomes through repeated practice, direct feedback, and a variety of activities. In today's digital age, technological transformation has penetrated various aspects of life, including basic education. The development of digital learning media has become one of the significant impacts of advances in information technology, enabling teachers to create learning that is more interesting, interactive, and relevant to the characteristics of 21st-century learners. The integration of media in children's literacy in elementary schools can significantly increase students' interest and motivation to learn (Setiawaty, Najikhah, et al., 2025; Setiawaty, Putri, et al., 2025). The effectiveness of this learning will be even more optimal if it is integrated with local wisdom, namely by utilizing the cultural context, language, and environment surrounding the students. This approach makes the material more relevant and facilitates understanding of linguistic elements, including the use of capital letters in local names. Research on the development of interactive teaching materials based on local wisdom at the elementary school level also shows positive results on students' learning competencies and interest. Puji et al., (2024) there is a need to develop interactive teaching materials based on local wisdom that are specifically aimed at improving students' ability to use capital letters in writing short sentences in elementary school. Although various studies have discussed errors in the use of capital letters and the development of interactive learning media, studies that combine a focus on the use of capital letters in short sentences with interactive learning integrated with local wisdom and analyze their impact on students' writing skills are still limited (Rani et al., n.d.).

Based on observations at SD N 1 Mayong Kidul on December 10, 2025, most students still experience difficulties in using capital letters appropriately. Common errors include capitalization at the beginning of sentences, names of people, and place names, as well as the inappropriate use of capital letters in common words. This condition indicates that the learning methods applied have not fully helped students understand the rules for consistent capitalization. In line with this, (Didik & Dasar, 2025) emphasizes that the correct use of capital letters must follow the rules of Indonesian spelling, namely that they are used at the beginning of sentences and in personal names, and are not used indiscriminately in common words, so that writing is clear, orderly, and in accordance with standard linguistic rules from an early age.

Previous research shows that the use of capital letters among elementary school students is still a problem, especially in writing the beginning of sentences and proper nouns (Widyawati et al., 2020). These findings emphasize the need for more effective learning to improve the accuracy of capital letter usage. On the other hand, research on the development of e-modules and interactive

multimedia based on local wisdom shows that the integration of local context in teaching materials can increase the practicality, validity, and interest of students in learning, including in the material on capital letters and punctuation.(Pertiwi, 2023; Puji et al., 2024)

The similarities between previous studies and this study lie in the focus on the use of capital letters and the use of interactive learning media(Widyawati et al., 2020) . However, the differences lie in the emphasis on the material and the approach. This study specifically focuses on the use of capital letters in writing short sentences and integrates local wisdom in a more targeted manner as the main context of learning. In addition to assessing the feasibility of teaching materials, this study also analyzes the improvement in the ability to write short sentences and errors in the use of capital letters more specifically(Meilana, 2022) . Thus, this study has strong novelty because it combines a focus on material, interactive learning media, integration of local wisdom, and measurement of its impact on the writing skills of elementary school students, which has rarely been studied simultaneously in previous studies. Therefore, this study has strong novelty because it combines all these elements, which have rarely been studied or have not been studied appropriately in previous literature.

The problem of capitalization among elementary school students cannot be adequately addressed through theoretical learning and conventional written exercises. In the field, teachers often face time constraints, differences in student abilities, and teaching materials that are not interactive and contextual enough. Therefore, a realistic solution is the development of simple interactive teaching materials based on local wisdom that can be used digitally or in print. These teaching materials can be in the form of e-modules or lightweight multimedia that present short sentences with contexts from the students' surroundings, such as local place names and figures, so that they are easier to understand and relevant to their learning experiences. A locally-based approach has been proven to improve students' language comprehension and engagement (Meilana, 2022).

The formulation of the problem is [1] to determine the level of need of teachers and students for interactive teaching materials based on local wisdom on the subject of capitalization in writing short sentences in elementary school, [2] to analyze the effectiveness of teaching materials that have been used in learning capitalization, [3]Examining the relationship between the use of interactive teaching materials based on local wisdom and students' ability to use capital letters to write short sentences. Based on these research questions, this study focuses on analyzing the needs of teachers and students for interactive teaching materials based on local wisdom, evaluating the effectiveness of teaching materials used in learning capital letters, and examining the relationship between the use of these teaching materials and students' ability to write short sentences. This study is expected to enrich scientific studies on the development of contextual Indonesian teaching materials, while also providing a framework for analyzing the needs and learning designs that integrate the aspect of capitalization with local culture in elementary schools.

RESEARCH METHODS

This study uses *Research and Development (R&D)* as its research type. R&D refers to a series of investment activities carried out by companies or organizations to develop new products, services, or processes, or to improve existing ones (Setiawaty & Santoso, 2025) . The ADDIE model focuses on analyzing student needs. According to (September, 2020) , this research is a type of research used to produce specific products and test their validity and practicality before being applied in learning. (states that research is a method used to design and test the validity of various products in the field of education. The product created in this study is interactive *teaching materials* based on local wisdom. Therefore, validation by experts aims to assess the feasibility and effectiveness of teaching materials in learning.

This study involved 27 second-grade students at SDN 1 Mayong Kidul. The results of the needs analysis conducted through interviews and questionnaires with second-grade teachers as research subjects were based on the fact that students in that class still lacked understanding of the use of capital letters in writing sentences. This study was conducted at SDN 1 Mayong Kidul on Wednesday, December 10, 2025. The research location was selected based on observations and interviews with second-grade teachers who said that the school implemented interactive teaching materials based on local wisdom. This research was carried out in two main stages, namely the pre-research stage and

the implementation stage. The pre-research stage included needs analysis and literature review, while the implementation stage was carried out in the odd semester of the 2025/2026 academic year. Through this research, it is hoped that students will better understand the use of capital letters in writing sentences.

This study used quantitative descriptive data analysis techniques, which focused on the process of compiling data obtained from questionnaires, which were then explained systematically using sentences for easy understanding. The data used in this study were qualitative and quantitative data. Qualitative data were obtained from interviews conducted with teachers. The topics discussed in the interviews were the level of need of teachers and students for interactive teaching materials, the level of effectiveness of teaching materials used in learning the use of capital letters, and the relationship between the use of interactive teaching materials based on local wisdom and the ability of students to use capital letters. The data collection instruments used in this study were interviews, a validation questionnaire, and a practicality questionnaire.

RESULTS AND DISCUSSION

RESULTS

The research was conducted at SD Negeri 1 Mayong Kidul, involving second-grade teachers and 27 students as research subjects. The results of the needs analysis are presented based on the interview and questionnaire instruments, as follows:

Analysis of Teacher and Student Needs

Based on in-depth interviews with teachers, it was revealed that students still often make mistakes in the use of capital letters even though the material has been taught in theory. Teachers expressed their full support for the development of more interactive teaching materials, due to limited access to interesting visual media in the school environment.

Table 1. Results of Interviews with Grade II Teachers at SD N 1 Mayong

No	Question Instrument	Teacher Responses	Meaning / Discussion
1.	How well do students understand and use capital letters when writing short sentences?	Some students already understand the use of capital letters at the beginning of sentences and names, but they still make mistakes in their application.	Students need intensive practice to ensure consistent application of the rules.
2.	In your opinion, do students need interactive teaching materials (e.g., digital-based or game-based activities)?	Yes, because interactive teaching materials make learning more interesting and help students understand it in a real way.	There is a need for innovative media that is interactive and attracts students' interest.
3.	Does the integration of local wisdom make it easier for students to understand the material?	Yes, students find it easier to understand because the examples are taken from their immediate surroundings, such as village names or community figures.	The local context makes the material more relevant and easier to internalize.
4.	What facilities are available to support digital learning?	Teacher laptops, large TVs (as a replacement for broken LCDs).	Supporting facilities are available for the implementation of digital media.
5.	Have locally-based materials ever been used?	Yes, but students often do not know the names of community leaders, so teachers ask them to ask their parents.	Media is needed that also introduces local identity visually.
6.	Can interactive teaching materials increase student motivation?	Yes, because students are attracted to interesting things such as pictures and funny videos.	Visual media increases student engagement.

7.	How do students respond to local examples?	Students are enthusiastic but sometimes unfamiliar with the names of these figures.	The media must be able to bridge students' local knowledge.
8.	What are the most common obstacles?	Lack of student attention; students often forget even though they have been taught repeatedly times.	Conventional repetitive learning makes students bored.
9.	How did the teacher overcome these obstacles?	By consistently using examples of correct capitalization and having students take turns working in front of the class.	Teaching strategies require more practical and varied tools.
10.	Are you willing to use the interactive teaching materials that have been developed?	Yes, I am willing to use and evaluate them so that students do not get bored in class.	Teachers fully support the development of innovative teaching materials.

Based on Table 1, it appears that students experience difficulties in remembering spelling rules in the long term, so content updates that are more relevant to the context are needed. Teachers stated that students often "forget" even though the material has been repeated, indicating that verbal repetition alone is not effective enough in forming understanding. The school's readiness to use large TVs as a learning medium shows support for the shift from text-based learning to visual and interactive forms.

The integration of local wisdom is not only considered an addition, but also used as a tool in the learning process. By using the names of figures or places found around Mayong Kidul, the burden on students in understanding the meaning of sentences is reduced. This allows them to focus more on the use of capital letters. Thus, the learning atmosphere becomes more psychologically comfortable because students feel more familiar with the material being studied. This data provides a strong basis for researchers that the teaching materials developed must be able to connect the ease of technology in schools with the richness of local culture.

To gain a more complete understanding from the perspective of the main users, the researcher enriched the data obtained from teachers by distributing questionnaires to 27 students. This questionnaire aimed to identify their learning difficulties in more detail. The results of the questionnaire data processing are presented in Table 2 below:

Table 2. Results of the needs analysis questionnaire for 27 students

No	Statement	Yes	No	Percentage of Yes
I. Student Barriers				
1.	Do you find it difficult to use capital letters when writing sentences?	14	13	51,85%
2.	Do you often forget to use capital letters at the beginning of sentences?	7	20	25,92%
3.	Do you get confused when using capital letters in writing people's names?	11	16	40,74%
4.	Do you have trouble remembering the rules for capitalization when writing sentences?	11	16	40,74%
II. Students' Difficulties in Writing Capital Letters				
5.	Do you still have difficulty distinguishing between uppercase and lowercase letters?	13	14	48,14%
6.	Do you feel confused when you have to use capital letters for place	8	19	29,63%

	names or days of the week?			
7.	Are the examples in the book you are using not helpful enough to understand the correct use of capital letters?	19	8	70,37%
8.	Are the capital letter writing exercises you have received still not enough to help you understand?	22	5	81,48%
III. Student Expectations				
9.	Do you want to learn capital letters using illustrated teaching materials to make it easier to understand?	19	8	70,37%
10.	Would you prefer to learn using examples of names of people () and places around you?	25	2	92,59%
11.	Would you like to learn capital letters through a game?	15	12	55,55%
12.	Do you want to have a book to practice writing correctly at home?	20	7	74,07%
13.	Would you be more enthusiastic about learning capital letters if you used interesting and colorful learning materials?	17	10	62,96%

Based on the data in Table 2, the results of the questionnaire show that the main obstacles experienced by students lie in the pedagogical aspects and learning resources. It was recorded that 70.37% of students said that the examples in the current textbooks were not helpful, while 81.48% of students felt that the exercises provided were not sufficient to facilitate their understanding. From a technical perspective, the greatest difficulty experienced by students was in distinguishing between upper and lower case letters (48.14%), followed by difficulty in writing people's names (40.74%).

The high percentage of students who feel that the exercises in the textbooks are insufficient (81.48%) indicates a mismatch between the material taught and the abilities of students in Phase A. This suggests that conventional, repetitive exercise methods without visual variation tend to make it difficult for students to maintain focus until the concepts are fully understood. In addition, students' difficulty in distinguishing between capital and small letters (almost 50%) shows that students need more contrasting and attractive visual stimulation, not just black and white text.

On the other hand, students have high expectations for the renewal of learning media. As many as 92.59% of students showed a strong preference for learning with examples of place names around them, namely local wisdom. In addition, 70.37% of students also hoped that the learning material would be accompanied by pictures. This shows that students need learning media that is not only digitally interactive but also relevant to the context of the environment in which they live.

The need for examples based on local wisdom, which reached 92.59%, was the main focus of this study. This shows that students feel closer and more motivated when the material being studied is directly related to their social reality, such as using the name of Mayong Kidul Village or the pottery industry center as examples in sentences. Psychologically, the use of familiar names helps reduce the cognitive load on students in understanding the content of sentences, allowing them to focus more on the rules for capitalization.

In addition, the students' desire to learn through games (55.55%) and the use of colored teaching materials (62.96%) indicate the importance of shifting from static printed teaching materials () to dynamic interactive teaching materials. Therefore, the development of the "Mayong Interactive Capital Module" media is not only the researcher's idea but also a solution to the real needs of students in creating a meaningful and enjoyable learning experience.

Analysis of Teaching Material Effectiveness

The teaching materials used at SD N 1 Mayong Kidul in capital letter lessons still have a low level of effectiveness. Learning mainly relies on general thematic textbooks and repetition methods by writing on the blackboard. The questionnaire results show that this method makes students feel bored and often forget the rules taught. Due to the lack of visualization and the absence of direct

feedback on the teaching materials used, students cannot recognize their writing mistakes independently. As a result, mistakes in writing people's names and the beginning of sentences continue to occur repeatedly.

This low effectiveness is due to the nature of thematic textbooks, which often use abstract sentences that are far removed from students' daily experiences. When students are asked to write sentences that have no emotional connection, their attention is divided between understanding the meaning of the words and applying grammar rules. As a result, the rules for capitalization are only considered something to be memorized temporarily, rather than an internalized skill. This situation is exacerbated by a one-way learning method, where students only copy the material written by the teacher on the board without processing their mistakes independently.



In addition, the lack of interactive features in old learning materials hinders the process of self-correction by students. For elementary school children (Phase A), immediate feedback is very important to strengthen synaptic connections in the brain in the process of understanding the material. Without media that can provide immediate "right" or "wrong" responses while they are practicing, students tend to repeat the same mistakes over and over again until these mistakes become incorrect writing habits.

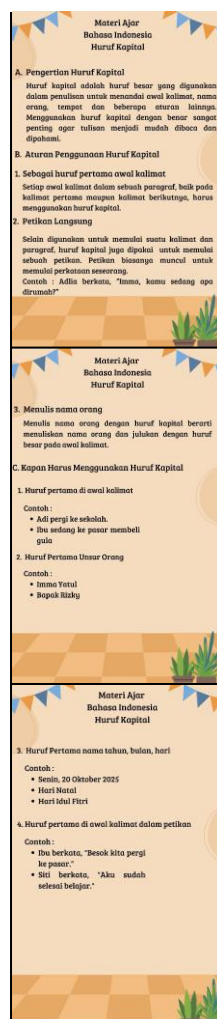
The conditions at SD N 1 Mayong Kidul show a discrepancy between the available facilities and how they are used. Although large TVs and laptops are available for teachers, these facilities are not being optimally utilized to present more interactive digital content. This causes the visualization opportunities that should help students understand the structure of letters to be wasted. Therefore, the teaching materials currently used are considered irrelevant to the characteristics of alpha generation students who are more responsive to visual and digital media. The transformation of teaching materials into interactive modules based on local wisdom is no longer just an option, but a necessity to overcome the limitations of conventional learning methods.

Design/Plan of Teaching Materials

As a follow-up to the needs analysis, the researcher designed an interactive teaching material entitled 'Kapital Mayong Interactive Module.' This design integrates the local wisdom of South Mayong as the main context in each short sentence writing exercise.

Table 3. Specifications for Interactive Teaching Material Design

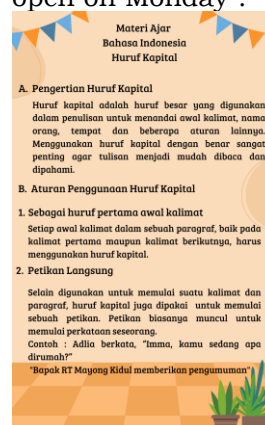
Komponen	Spesifikasi Rancangan	Keterangan
Product Name	Modul Interaktif "Kapital Mayong"	Transformation from print modules (PDF) into interactive digital media. 
Platform	Flipbook Interaktif / Canva Live 	Using an illustrative orange visual format (as per the module) equipped with active navigation buttons.
Main Material	Capitalization Rules	Includes: 1. Beginning of a Sentence, 2. Direct Quotation, 3. Person's Name, 4. Names of Days/Months/Years.



Integration of Local Wisdom

Contextualization of Mayong Kidul

Adjustment: The example "Adi goes to school" is changed to "Mr. RT of Mayong Kidul gives an announcement" or "The Mayong Pottery Center is open on Monday".



Visual Element	Illustrative Orange	Maintaining the orange color theme and children's illustrations, but adding real photos of the Mayong Kidul village icon.
Interactive Feature	<i>Click-to-Reveal & Quiz</i>	The explanation of the rules appears when the image is clicked. The exercise has been changed from just reading to a quiz called 'Find the Missing Capital Letters'.
<i>Feedback</i>	Instant Response	If students click on the correct capital letter in a place/person's name, a checkmark animation and a sound of appreciation will appear.
Student Activities	Digital Writing Practice	Provide a typing/input column to write short sentences using the names of neighbors or figures around the student's house in Mayong.



The interactive teaching material design transforms static print modules into more dynamic digital media. The main technical specifications are the Click-to-Reveal feature to explain the rules for using capital letters, as well as interactive quizzes that introduce local names such as "Sentra Gerabah Mayong" or "Bapak RT Mayong Kidul". The purpose of this is to build an emotional connection between the lesson material and the students' surroundings, thereby facilitating the process of absorbing language rules.

Pedagogically, this transformation applies the principle of active learning, where students are no longer passive recipients of information but actively manage information through direct interaction with various media. The Click-to-Reveal feature is designed to arouse students' curiosity; they must perform a physical action of clicking to reveal the information hidden behind the rules for using capital letters. From a neuroscience perspective, this method can improve memory retention compared to simply reading static text.

In addition, the use of local names such as "Sentra Gerabah" or "Bapak RT" serves as a link between the formal knowledge taught in school and the social knowledge acquired in the home environment. When students see the names of places they pass by every day appear on a digital screen, it helps reduce language anxiety and increases their pride in their local identity. This is in line with constructivism theory, in which students build new understanding based on their previous experiences.

From a technical perspective, the use of contrasting visual elements and feedback animations, such as pleasant sounds or check marks, provides immediate satisfaction for students in Phase A. This is very important for maintaining the attention of second-grade elementary school children, which tends to be limited. Therefore, the "Kapital Mayong" interactive module is not only a teaching aid but also an effective means of strengthening culture, presented in a modern and enjoyable way.

Discussion

Research conducted in the second grade of SD N 1 Mayong Kidul shows that the use of capital letters in simple sentences is still a major obstacle for students. Based on the explanation, the most common mistakes are the use of capital letters at the beginning of sentences, as well as when writing people's names, days of the week, and city names (Nadaiah Fitrah et al., 2021) . According to Rulviana, (2020) , a literature review shows that there are three main types of mistakes in the use of capital letters by students. First, students often do not write capital letters at the beginning of sentences. Second, people's names and place names are often written without capital letters. Third, capital letters are used incorrectly within words. There is a need to apply more contextual learning strategies and explicit explanations in teaching spelling rules and the use of capital letters.

The questionnaire results show that students prefer teaching materials that include pictures and interactive activities. This finding is in line with Putri's research, which confirms that the use of interactive teaching materials can encourage motivation and increase student engagement in the Indonesian language learning process at the elementary school level. However, the effectiveness of teaching materials related to the use of capital letters at SD Negeri 1 Mayong Kidul is still relatively low. As many as 70.37% of students considered the examples in the textbook to be unhelpful, while 81.48% of students felt that the exercises provided were insufficient for understanding the rules of capitalization correctly (Luqyana & Indihadi, 2022) . These percentages indicate that conventional teaching materials are not yet able to reinforce concepts optimally, especially for Phase A students who need concrete visualization and repeated practice. This condition is in line with the assertion that Indonesian language teaching materials in elementary schools tend to be ineffective if they are only textual without adequate visualization support or interactive activities. In addition, the effectiveness of teaching materials is also determined by the level of contextuality of the material. Research data shows that 92.59% of students understand capitalization rules more quickly when sentence examples are related to their surroundings or local wisdom. This finding confirms that teaching materials that are general and lack context make it difficult for students to focus on the correct application of capitalization rules(Sari et al., 2023) .

Incorporating local wisdom into learning media can produce more effective learning tools, while supporting educators and students in the learning process and preserving local cultural values (Setiawaty, Fahrizal, et al., 2025) . The results of a systematic review confirm the importance of contextual learning. The integration of local wisdom into learning media has been proven to support teachers and students in learning activities while also playing a role in preserving local cultural values(Ramona & Warsani, 2024) . Based on the results of a needs analysis, teaching materials were developed in the form of interactive modules that highlight the local context with a focus on the use of capital letters. This module is designed so that students can interact directly through exercises, quizzes, and automatic feedback that helps them correct their mistakes independently. The approach to developing these modules is in line with research findings that confirm that interactive learning media based on local wisdom can improve students' memory and understanding. The integration of cultural values into teaching materials makes the material more relevant to the daily lives of students, making the learning process more meaningful (Hasanah et al., 2025; Sucitra, 2022) .

The design of teaching materials that refer to the local cultural context has been proven to support students in connecting grammar rules with their social and cultural lives. Relevant research also confirms that the application of local wisdom-based learning in elementary schools can strengthen conceptual understanding and language skills, because students learn through contexts that are familiar to them. The development of these teaching materials is further strengthened by literature review results that confirm that the application of local wisdom in learning media effectively supports teachers and students in the learning process. This integration can simultaneously improve understanding and language skills(Frestiyana, 2023; Kadek Icahayati et al., 2024) .

The integration of local wisdom into learning media has a long-term impact that not only increases students' interest in learning but also shapes their character. Through this process, students become accustomed to recognizing, appreciating, and applying regional cultural values that

are rich in moral messages, a spirit of mutual cooperation, polite behavior, and concern for the environment. Thus, students remain connected to their cultural roots amid globalization, while fostering a sense of pride and identity as part of the Indonesian nation. Therefore, learning media based on local wisdom plays an important role in the formation of sustainable character based on the culture and noble values of society (Sarumaha et al., 2024).

CONCLUSION

The needs analysis in class II of SD Negeri 1 Mayong Kidul shows that students' ability to use capital letters is still low, especially at the beginning of sentences, people's names, and place names. This is influenced by teaching materials that are conventional, less interactive, lack visualization, and are not yet related to everyday experiences. The findings from the questionnaire and observation confirm the need to develop interactive teaching materials based on local wisdom. Students find it easier to understand the material when the example sentences use characters and places around them, while teachers assess that interactive teaching materials can increase motivation and help students correct their mistakes independently. Thus, the development of teaching materials based on local wisdom is a relevant solution to improve capital letter usage skills effectively and contextually.

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