

## Students' Perceptions of Digital Literacy-Based Media in English Language Learning

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### Abstrak

Penelitian ini mengeksplorasi persepsi siswa terhadap penggunaan media berbasis literasi digital dalam pembelajaran bahasa Inggris. Penelitian ini dilakukan di sebuah Sekolah Menengah Atas (SMA) di Sidoarjo dengan melibatkan siswa kelas XI sebagai partisipan. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui wawancara, observasi kelas, dan analisis dokumen. Hasil penelitian menunjukkan bahwa siswa umumnya memberikan tanggapan positif terhadap integrasi alat digital seperti YouTube, Canva, Duolingo, Elsa Speak, Kahoot, dan Quizizz. Alat-alat ini dianggap lebih interaktif, fleksibel, dan memotivasi dibandingkan metode pembelajaran tradisional. Siswa melaporkan adanya peningkatan dalam keterlibatan, kreativitas, dan kepercayaan diri dalam belajar bahasa Inggris. Namun, beberapa tantangan juga ditemukan, termasuk koneksi internet yang tidak stabil dan gangguan dari konten digital yang tidak relevan. Penelitian ini menyimpulkan bahwa media berbasis literasi digital secara signifikan meningkatkan kualitas dan efektivitas pembelajaran bahasa Inggris jika didukung oleh bimbingan dan perencanaan pengajaran yang tepat.

### Keywords

digital literacy,  
student perception,  
English language  
learning,  
educational technology,  
media integration

### Abstract

This study explores students' perceptions of the use of digital literacy-based media in English language learning. The research was conducted at a Senior High School in Sidoarjo, involving eleventh-grade students as participants. Using a qualitative descriptive method, data were collected through interviews, classroom observations, and document analysis. The results indicate that students generally responded positively to the integration of digital tools such as YouTube, Canva, Duolingo, Elsa Speak, Kahoot, and Quizizz. These tools were seen as more interactive, flexible, and motivating compared to traditional learning methods. Students reported increased engagement, creativity, and confidence in learning English. However, several challenges were also noted, including unstable internet connections and distractions from unrelated digital content. The study concludes that digital literacy-based media significantly enhance the quality and effectiveness of English learning when supported by proper guidance and instructional planning.

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10.37058/metaedukasi.

## Introduction

Information is now more readily and rapidly accessible than ever before due to advancements in technology. This allows us to remain informed and acquire new skills. Sari said Technological advances have had a major impact on our lives, such as in obtaining various information easily and quickly (sari et al., 2022; Taufiq & Megawati, 2023). According to some studies, the way individuals connect, communicate, and obtain information has changed significantly as a result of digital media (Ahmad Rohman, Masduki Asbari, 2024; Triastono & Taufiq, 2022). Digital literacy is one of the media that is

widely used by the community in the current era. As we know the ability of Digital literacy is one of the internal abilities to understand, use, and create information with a critical and effective strategy. Stated from Mudra et, al digital technology is advantageous for EFL teachers since it allows them to improve the quality of their instruction by assisting their younger students in learning the language (Mudra, 2020). Digital literacy not only includes the use of technology, but also the ability to think critically in assessing something from various sources of information. In a broader scope, Digital Literacy becomes one of the important media in supporting learning activities. Quoted from Alakrash & Razak, al that said the increasing use of digital technology in society indicates the need for digital literacy among students to enable them to succeed in both their academic and professional careers (Alakrash & Razak, 2021). In the era of Globalization, Digital Literacy is very helpful and contributes actively in the digital world and plays a role in dealing with technology that continues to develop rapidly.

Digital literacy itself can be defined literally by combining the words "literacy" and "digital". Literacy is defined as the ability to read and write, while digital can be interpreted as the format of writing and reading available on a computer. If combined, digital literacy can be interpreted as the ability of a computer to read and write in digital format. Affirms Digital literacy helps us think critically, creatively, innovatively, solve problems, communicate better, and work together with many people (Paramitha & Taufiq, 2021; Taufiq et al., 2021). Therefore, mastering digital literacy is very important. In line with Prabowo, he provides new knowledge about digital literacy, which focuses on computer and information literacy (Prabowo et al., 2023). This means that, according to his observations, digital literacy is more closely related to technological advances in accessing, retrieving, understanding, and disseminating information.

Initially digital literacy was defined as the technological skills used to operate hardware and software parallelograms (Liansari et al., 2021; sari et al., 2022). However, along with the progress of the times, the use and development of technology has become increasingly complex to define. Andayani et, al said that digital literacy is the ability to understand, analyze, change, and evaluate information by utilizing digital technology (Prabowo et al., 2023). Digital literacy is very important for education in the 21st century, that digital literacy is not only in the form of writing or reading activities but is the knowledge and ability to use digital media wisely and intelligently (Pinasti Putri Maulita , Putri Harianti , Riliana Andriani, 2022). In addition, digital literacy is also an effort to integrate a person's ability to find, evaluate, utilize, share, and create content using technology and the internet.

In education, digital literacy is very important in preparing students to face challenges in the era of digital technology development. According to Liu et al, students personal environments are substantially improved and they are able to engage with their surroundings through the extensive use of media and technologies (Liu et al., 2020). Mastery of digital literacy is not only about our ability to use technology, but also the ability to access, evaluate and produce information in a more effective and responsible way. In an educational environment, digital literacy allows students to search for learning resources online, take part in digital discussions, and use technology to improve their understanding. The internet will motivate students to learn (Lam Kieu et al., n.d.). With that Taufiq said, forgoing technology and information that students face and experience both now and in the future, especially in the field of education (Taufiq et al., 2022).

Ervianti said that tech-savvy students are more-likely to be able to incorporate new advancements into their academic work and are more equipped to deal with technology shifts in the workplace (Ervianti et al., 2023). We can use pictures, film, and music to combine with lessons to increase their intellectual awareness and their thinking abilities. As Dewi mentions that education institutions are working to provide immersive digital learning experience that are both appealing and effective while also giving students new, flexible educational opportunities (Dewi et al., 2021). With digital literacy technology, students are expected to learn more efficiently, but also be ready to participate in a global society that coexists with technology.

Based on pre-observation results that the researchers conducted in one of the senior high schools in Sidoarjo City, SMA Muhammadiyah 4 Porong, teachers realize that the use of digital-based learning media

has a positive impact in increasing students enthusiasm and engagement during the learning process, referring to Sarwar et, al (Khan et al., 2022) people cannot become digitally literate if the learning environment is not engaging enough. The researchers also conducted questionnaires to 30 students when do the pre observation. Based on the questionnaire's results the researchers found 4 respondents who gave the most relevant responses to the research needs. In order to get more thorough responses to the study questions, the five chosen participants will also be interviewed in order to get more detailed information to answer the research question "How do students perceive the used of digital literacy-based media in English language learning?". Compared to traditional methods such as printed books and students worksheets, digital media offers a more interactive and engaging learning experience through the presentation of immersive visual, audio and animation content. This technology also provides easy access to varied and up to date learning resources, allowing students to explore materials independently and critically. In addition, the flexibility of digital media supports teachers in delivering material dynamically and adaptively according to student needs, so that the learning process becomes more effective, efficient, and able to improve student understanding of the material taught. In addition the teacher has attended several seminars on technology-based learning media. The observed school has set clear objective of shaping students into technologically literate individuals capable of competing in a globalized world, emphasizing the importance of integrating digital tools into the learning process to achieve this vision.

SMA Muhammadiyah 4 Porong not only aims for global competitiveness through its vision and mission but also excels in technology. The school has achieved notable accomplishments in multimedia, including creating videos, podcasts, and blogs. In daily learning, teachers integrate digital literacy into lessons and even encourage students to use laptops or smartphones for research. However, this is done under the teachers' guidance to ensure students stay focused and use the internet effectively and wisely for educational purposes.

Technological advancements have brought about major changes in the learning process in schools. Whereas in the past teaching methods were limited to the use of books and PowerPoint presentations, schools are now starting to utilize more diverse digital literacy technologies, ineractive apps such as kahoot and wordwall are used to make learning more fun and actively engage students. In addition, e-books are replacing physical books for easier access to materials, and various other digital platforms are helping teachers create a more dynamic learnig experience. This transformation not only improves learning experience. This transformation not only improves learning efficiency, but also encourages studens to be more creative.

The integration of technology and digital literacy in English language learning is very important in this digital era. Reffering to Mujtahid et, al (Mujtahid et al., 2021) a person's understanding of specific lesson content might be enhanced by having strong digital literacy since it fosters his intentiveness and curiosity. By utilizing various technological tools, such as, learning applications. E-learning, and social media, students will get access to more diverse and varied learning resources. Liza et, al said the advantages of using digital technology to raise students' English proficiency have been demonstrated in several research (Liza & Andriyanti, 2020). Digital literacy also teaches students how to search for relevant information, evaluate sources of information, and be updated in communication through digital media. The use of technology in English language learning not only broadens the learning experience, but also helps students develop the critical skills needed to communicate globally and responsibly online. According to pangrazio et, al, to assist educators, researchers, and educational administartors understand the conflicting demands on schools and pupils in a digital culture, the term "digital literacy" has become crucial (Pangrazio et al., 2020).

According to Pertiwi, there are three elements of digital literacy skills that a student must have in the learning process (Pertiwi, 2022). The three elements are Information Literacy, Media Literacy, and Information and Communication Technology Literacy.

#### A. Information Literacy

Information literacy is an essential skill for student, requiring efficient acces to information, critical evaluation, and accurate, creative use. In language learning, developing this skill is crucial.

Student must ensure their sources are credible, accurate, and reliable, select relevant and engaging information and present it in a structured, captivating manner to foster engagement.

B. Media literacy

Students need to understand how to utilize media for learning and create engaging communication product, such as video, podcasts, and websites. Media literacy involves presenting messages in a variety of formats, such as s print, graphics, animation and audio, taking into account the look, feel and impact on the audience. Taking into account the look, feel and impact on the audience. They also need to learn to design and create media, select appropriate digital tools and use effective communication methods to promote their work while critically interpreting and assessing media messages.

C. Information and Communication Technology Literacy

The use of appropriate tools in learning is essential internal organizations, such as ISTE, support the integration of ICT into education to engage students, teachers and administrators. Example of applications include improving writing skills through Skype, and building dynamic and inclusive learning communities through platforms such as WhatsApp.

Reffering to some previous studies that discussing about the used of digital literacy as learning media in learning English as a foreign language, this study is very relevant to what researchers are doing at the moment. The first studies is conducted by Pertiwi this study discusses how the importance of literacy digital in learning English as a foreign language from the perspective of university students (Pertiwi, 2022).

A similar study once has been done by Kasriyati (Kasriyati et al., 2024) this study discusses how students perspecvtive on understanding and use digital literacy, including the ability to use digital devices, search for information, think critically, collaborate, and understand digital ethics, privacy and security.

The similarity between this research and previous research conducted by Pertiwi (Pertiwi, 2022) and Kasriyati (Kasriyati et al., 2024) is that both discuss the importance of digital literacy in the era of technology that continues to develop rapidly and only explain the skills in using digital literacy. Then the difference that can be seen between the two is the method of data collection used, Pertiwi uses interview instruments and questionnaires as a form of data collection, while Kasriati only uses questionnaire instruments as a form of data collection. This study uses observation, interviews, and documentation analysis as a form of data collection.

This research is important to see how students perceive the use of digital literacy technology as a media for learning English. Therefore, the research questions are formulated as follows:

1. How do students perceive the used of digital literacy-based media in English language learning?

## Method

### Research Design

This research employs a qualitative approach to explore high school students' perspectives on the use of digital literacy technology in learning English, typically qualitative research uses data rather than numerical data (Busetto et al., 2020). Data were collected through three primary techniques: student interviews, class observation and documentation analysis.

### Participant

The study was conducted in 11<sup>th</sup> grade during the second semester, where this class is the only 11<sup>th</sup> grade class in this school, this classroom consisted of 30 students. Focusing on students' interactions with digital literacy tools as part of their learning process. The questionnaire was administered to 30 participants to explore their digital literacy skills and their application in learning English. From the responses collected, participants whose answers most closely aligned with the objectives of the study were

selected. These selected participants were subsequently interviewed to gain a deeper and more nuanced understanding of their experiences and perspectives. Class observation were conducted to capture real-time interactions and activities related to the implementation of digital literacy tools in the classroom. Interview with students who's selected to provided deeper insights into their experiences, perceptions, and challenges in using digital literacy for language. Additionally, documentation analysis was carried out to examine relevant materials, such as lesson plans and student assignment, to understand how digital is integrated into learning processes. The combination of these methods ensured comprehensive data collection, enabling a trhough understanding of the research topic.

### **Students Interviews**

Students experiences, opinions, and difficulties in using digital literacy tools for English language acquisition were investigated through interviews. Ten students participated in the study, they were chosen specifically to guarantee a range of viewpoints based on their backgrounds and skills levels. Open ended questions on students experiences, opinions about the advantages of digital technology, and challenges encountered when utilizing it were incorporated into the interview guide. In order to ensure that students felt comfortable discussing their experiences, interviews were done in small groups or individually using a casual style. To guarantee the accuracy of the material, interview data was meticulously documented with consistent. The findings of the interviews were examined to find major themes pertinent to the study's goals, offering detailed insights into.

Interview question adapted from pertiwi (Pertiwi, 2022)

1. What do you think about the use of digital media and technology in English language learning?
2. How often do you use digital tools or apps in your learning activities?
3. Do you feel more motivated to learn using digital tools than traditional methods? Why?
4. What are the biggest difficulties you experience when using digital technology for learning?
5. How do you use technology, such as computers or mobile phones, to help you study?

In the interview process, the researchers recorded the conversation with participant to ensure that all answers were well-documented. Afterwards, the conversations were transcribed in detail to facilitate further analysis. From the transcriptions, we reread the participants answers to identify any patterns or themes that emerged. Some participants mentioned the main benefits they fekt from using technology in learning, such as easier access to amterials, more interesting learning, and increased motivation to learn. However, some participants also revealed challenges they faced, such as difficulties in understanding how certain technologies work, limited internet access, and distractions from irrelevant digital platforms. The results of these interviews provide an in depth insight into students' experiences in utilizing technology as part of learning.

### **Class Observation**

To document in the moment interactions and activities pertaining to the use of digital literacy technologies in English language instrusctio, classroom observation were carried out. An observation guide sheet was created for this study based on important metrics, including how often students use technology, what kinds of digital tools they use, teir reactions, and the teachers involment in supporting learning. Direct observations were made during a number of learning sessions to guarantee the variety and consistency of the information gathered. To keep classroom activities natural and reduce interruptions, the researchers takes on a passive role during the observation process. Following data collection, analysis was done to find significant trends that help explain how digital literacy technology is used in education.

1. Use of Digital Technology, about the frequency of use of digital devices (laptops, smartphones, tablets), type of technology or application used (e.g., e-learning, social media) and student interaction with digital tools in learning activities.

2. Student Response to Digital Literacy Media, about the student responses to the material delivered through digital technology, student participation in digital-based discussions and students' ability to find, evaluate, and use sources of information.

3. The Role of Teachers, about how teachers facilitate the use of digital tools in the classroom and teachers' adaptive approach in answering students' questions as well as their efforts to integrate technology into lesson plans.

To analyze the classroom observation finding, the researchers note how students use technology in learning. We also pay attention to the frequency of using technology such as laptops, mobile phones, or learning apps during the activity. In addition, the students' responses to the technology, whether they are active, enthusiastic, and fully engaged in learning, or face confusion and difficulties, we will also look at the teacher's role in supporting students to use the technology, whether they provide clear guidance. Help students overcome technical obstacles, and offer solutions to ensure the technology is used effectively in the learning process. These findings provide an initial picture how technology plays a role in learning and interaction in the classroom. The findings will be rewritten into a structured paragraph.

### **Document Analysis**

To find out how digital literacy technology is incorporated into the English language learning process, a document analysis was done, lesson plans, and student assignments. In order to uphold study ethics, these records were gathered from educators and educational institutions after obtaining consent. Predefined criteria, including the kind of digital technology utilized, how it is incorporated into educational activities, and the material's applicability to the growth of students digital literacy, were included in the analysis. To provide a thorough knowledge of the use of digital literacy in learning, the information gathered from document analysis was then contrasted and supplemented with information from interviews and classroom observation.

In the document analysis, the researchers reviewed various materials such as student assignments and lesson plans to understand how technology is integrated into the learning process. From the documents analyzed, it is evident that the use of technology makes students assignments more engaging. For example, assignment that involve creating digital presentation or videos give students the opportunity to express their ideas creatively. In addition, we found that technology is used in a relevant way according to learning needs. For example teachers use online learning platforms to provide additional learning resources, such as explainer videos and interactive quizzes, which that it not only enhances the attractiveness of learning, but also supports students' needs in achieving their learning goals.

## **Finding and Discussion**

Based on the findings that lead to the research question "how do students perceive the use of digital literacy-based media in English language learning?" researchers found that student's responses to digital literacy-based English language learning tend to be positive, through students interviews, class observation, and document analysis the findings and further explanations are explained as follows:

### **Finding**

#### **3.1 Interview**

In the process of selecting participants in accordance with the focus and needs of the research, the author conducted an initial review of a number of prospective participants to obtain the most relevant information. From the results of the study, the author managed to identify four students who showed understanding, experience, and views that were closest to the goals and context of the research. These four students were then selected as the main informants because they were considered able to provide in-depth data and in accordance with the issue being researched.

The first interview was conducted with student 1 who was a selected participant in this interview, he is a student who actively utilizes digital literacy media in learning English. In his view, digital literacy media includes various technologies and applications that can help the learning process, especially in finding and accessing a wider range of learning resources. He assessed that the use of digital media is very important in the modern era that is all digital.

Student 1 revealed that he prefers digital-based learning to traditional methods such as the use of textbooks. According to him, learning using technology feels more fun, varied, and interactive. Nevertheless, he still acknowledges that books have an important role and cannot be completely abandoned. In her day-to-day life, she uses digital media such as Canva almost every day, especially when working on English assignments or presentation projects. The use of technology is an important part of their learning routine. He usually accesses the media at home, as he has a stable personal internet connection. However, at school, he often experiences obstacles in the form of a slow wifi connection due to the large number of users. One real example of how he leverages digital media is by watching YouTube and Netflix without subtitles. He uses this method to practice his listening and translating skills directly, which he says is very effective in improving English comprehension. Overall, the experience of student 1 shows that digital literacy media has a positive impact on English language learning, both in terms of motivation, access to materials, and the development of more practical language skills.

The next interview was conducted with student 2, he revealed that the use of digital literacy media is very useful and relevant to the needs of today's students. He assessed that high school students in general already have personal devices such as laptops and mobile phones, so that access to digital media becomes easier and more flexible. In the learning process, he said that he often uses technology, especially to understand new vocabulary or when facing difficulties in understanding the material. Apps such as *Duolingo* and *Elsa Speak* are her main choices in improving *speaking* and *listening* skills. He feels that the use of this kind of application is more fun because there is a level system that makes learning feel like a game and motivates users to keep learning. He admitted that he was more motivated to learn when menggunakan alat digital yang bersifat interaktif seperti *Kahoot*, *Canva*, atau game edukatif lainnya. Ia Feeling that exciting and varied learning makes the material easier to understand. However, he also conveyed that there are obstacles, especially in terms of maintaining focus. She realizes that studying through a laptop or mobile phone often distracts her from social media, so her learning process can be disrupted. For a place to study, he often uses digital media at home because he feels more comfortable and has fewer distractions, although sometimes he also uses it at school when needed.

Furthermore, the author interviewed the third student, one of the informants in this study who also met the criteria for the needs of this research, he views that the use of digital literacy media in English learning is something positive and very relevant to today's conditions. According to him, the current young generation is very familiar with technology, so the learning process must be flexible and able to keep up with the times. In practice, she admits that she doesn't use digital media every day, but she uses it when she gets project-based assignments from English teachers. He mentioned applications such as Canva to create presentation designs or projects, as well as Grammarly to check and understand the grammar structure in his writing. Grammarly is considered very helpful because in addition to correcting errors, it also provides an explanation of the reasons behind the improvement.

Although Student 3 did not state that the use of digital media completely replaced books, he felt that learning would be more fun if it was done with an interactive approach. He emphasized that learning motivation also depends on how the teacher delivers the material, not just the media. However, technology-based learning can make classes more lively and fun. In terms of challenges, he mentioned two main obstacles, namely the sometime unstable internet connection and too much information on the internet which actually makes him confused about determining the correct source. He realized that he still needed to develop his ability to filter information. He usually uses digital media at home, because the

atmosphere is more conducive and the internet connection is more stable than at school. He uses his time to learn, especially when there are tasks or projects that require the use of digital media.

Lastly, the interview was conducted with 4 students, he views that the use of digital literacy media in English learning provides a lot of convenience and efficiency. He considers digital media to be more effective, flexible, and simple, because there is no longer a need to search for material in books manually. According to him, simply by typing keywords on search engines such as Google, various learning information can be accessed immediately. In addition, he also utilizes various learning applications that are now very accessible to improve his *speaking* and *listening* skills. In her learning activities, she admitted that she uses digital media several times a week, especially to access learning videos from YouTube channels such as *TED Talks* and *EnglishClass101*. According to him, these platforms are very helpful to improve the ability to speak English independently. He admitted that he prefers the digital learning method because he thinks it is not troublesome, and it actually makes him more motivated to learn.

He said that he usually uses digital technology at home, because the internet connection is more stable. However, in the context of learning at school, he also uses media such as *Kahoot* and *Quizizz* which are commonly used by teachers to make the learning atmosphere more fun and not monotonous. Even so, he also admitted that there are some obstacles, such as internet connections that are not always smooth and limited access because some applications or learning sites require payment. However, according to him, there are still many other alternative free learning resources that can still be used.

### 3.2 Class observation

Based on the observation, it can be concluded as follows:

#### **1. How digital technology has impacted the accessibility of information in education.**

Digital technology has made information more accessible and quicker to retrieve than before. The use of digital devices like laptops, smartphones, and tablets is becoming common in classrooms. Although these devices are not used all the time, they are frequently incorporated into specific learning activities, making education more interactive and efficient.

#### **2. Types of digital technology are used in education.**

Various types of digital technology are being used in education, including e-learning platforms, social media, and digital learning applications like Kahoot and Wordwall. These tools allow both teachers and students to interact in more dynamic ways, moving beyond traditional teaching methods and incorporating technology into the learning process.

#### **3. Students' respond to digital tools in their learning.**

Students generally respond positively to materials presented through digital technology. They show interest in interactive, visually engaging content, which makes learning more engaging compared to conventional methods. Moreover, students participate actively in digital-based discussions and Q&A sessions, demonstrating their enthusiasm for using technology in education.

#### **4. Students' skills in using digital tools for learning.**

Students exhibit a good level of competence in finding and using information through digital tools. While many students are capable of using search engines and learning applications effectively, some still need to improve their ability to evaluate the credibility of the information they find.

#### **5. Teachers have role in facilitating the use of digital tools in the classroom.**

Teachers play a significant role in supporting the use of digital tools. They actively guide students in using these tools during lessons, answering questions, and providing explanations in ways that suit students' understanding. Teachers adjust their approach based on the individual needs of students and ensure that technology is used effectively in the classroom.

#### **6. Teachers integrate digital technology into their lesson plans.**



Teachers are proactive in incorporating digital tools into their lesson plans. Rather than treating technology as an additional feature, it is considered a core part of the teaching strategy. The lesson plans are structured to include digital media that align with the learning objectives, supporting student engagement and enhancing the learning experience.

Based on the results of the observations made, it can be concluded that the use of digital technology in education is no longer a supplementary tool but a core component of the learning process. The active participation of students, the effective use of digital tools, and the adaptive role of teachers have made technology an indispensable part of modern education. As technology continues to evolve, it will further shape how we teach and learn, making education more accessible, interactive, and effective.

In terms of the use of digital technology, it can be seen that the frequency of use of devices such as laptops and smartphones is still moderate, where technology has not been used consistently in every learning session. However, the types of technology used are quite diverse, such as Kahoot, Wordwall, and social media, which shows that teachers are starting to adapt learning methods to the advancement of the times. Student interaction with digital tools also looks quite active, although not all students show optimal involvement.

In the aspect of student response to digital literacy media, it can be seen that students give positive responses to the material delivered through technology. Interactive and visual delivery is considered more interesting than conventional methods. Student participation in digital discussions is also quite good, where most students are active in expressing their opinions through digital platforms. In addition, students' ability to search, evaluate, and use digital information is considered quite good, although the ability to evaluate the quality of information sources still needs to be improved.

As for the aspect of the role of teachers, teachers seem to be quite active in facilitating the use of technology in the classroom. Teachers provide the direction and assistance needed when students use digital media. More than that, teachers also show excellent adaptability in answering students' questions. Teachers can adjust the explanation according to the student's level of understanding and provide clear alternative solutions. Teachers also consistently integrate technology into lesson plans. The use of digital media has become part of the teaching strategy, not only as a complement, so as to show teachers' readiness to support the strengthening of digital literacy in the learning environment.

Overall, the results of this observation show that the integration of digital literacy media in English learning has been quite effective. The active role of teachers and positive student responses are the main supporting factors. However, there are still some things that need to be improved, such as the equal involvement of all students and the critical ability to evaluate digital information. With improvements in these two aspects, it is hoped that digital-based learning can provide more optimal and meaningful results.

### **3.3 Document analysis**

#### **1. Activation with technology**

In the teaching module analyzed, there is no explicit mention of the use of motivational videos or digital case studies in the initial learning activities. Student knowledge activation is more carried out through oral discussions and vocabulary warm-ups. However, there is the use of technology in the form of the Kahoot application which is used in cognitive assessment to analyze the text of the pamphlet. This shows that there are efforts to activate students' knowledge through online quizzes. Therefore, it can be concluded that the digital activation aspect in this learning has been partially fulfilled. Although there is already technology integration, its effectiveness can be further enhanced by adding digital elements such as videos or technology-based case examples in the early stages of learning.

#### **2. Application with technology**

In the implementation of learning, students are given technology-based training that supports the mastery of digital literacy. One form of application is the task of creating a flyer using a digital design application such as Canva, which shows the existence of a creative digital project. In addition, students also analyze the structure and content of the pamphlet through interactive quizzes using Kahoot and present the results of their work digitally in front of the class. These activities not only encourage students

to understand the material, but also hone their skills in producing digital content. This shows that the exercises and assessments provided have been aligned with the learning goals of digital literacy, where students are not only consumers of information, but also become technology-based content producers. Therefore, it can be concluded that the aspect of the application of technology in learning has been well fulfilled.

### **3. Integration with technology**

In the analyzed learning, students were given the opportunity to demonstrate new knowledge and skills digitally through the task of creating a flyer using the Canva app. Through this project, students not only practice English language skills, but also apply visual design elements, choose relevant images, compose promotional words, and package information in an attractive and communicative manner. This activity provides a space for students to create digitally and show their understanding in the form of informative visual content. The presentation of pamphlets in front of the class is also a means for students to express their learning results digitally and communicatively. Thus, this learning has integrated technology optimally and encouraged students to actively contribute to technology-based creative projects.

## **Discussion**

The results of this study show that the use of digital literacy media in English learning has a positive impact on students' motivation and involvement in the learning process. The four informants interviewed said that digital media, such as YouTube, Canva, Duolingo, Elsa Speak, and translation applications, are effective tools in improving their language skills, especially in speaking and listening aspects. One of the most notable things is how students feel more motivated to learn when using digital tools compared to conventional methods such as textbooks. They said that learning with digital media feels more varied, interactive, and fun. In addition, digital media also provides flexibility for students to learn anytime and anywhere according to their needs.

Some students also show that they are able to utilize digital media not only as consumers of information, but also as producers. This can be seen from the creation of digital pamphlets using Canva and the presentation of materials in the form of presentations. This shows that digital media not only supports the understanding of the material, but also encourages students' creativity and communication skills in English. However, there were also several obstacles experienced by students, including unstable internet connections and focus disturbances due to the temptation to access social media while learning to use digital devices. This shows that although digital media is very helpful, its use still requires supervision and guidance so that learning continues to run effectively.

Overall, the results of the interviews show that digital literacy media has become an important part of the English learning process for students. Not only do they feel more confident in using English actively in their daily lives. Support from teachers, school facilities, and students' understanding in using technology wisely plays a very important role in supporting the success of the learning process.

## **Conclusion**

Based on the results of research that has been conducted through interviews, classroom observations, and document analysis, it can be concluded that the use of digital literacy media in English learning has a significant role in improving the quality and effectiveness of students' learning processes. First, from the results of interviews with four students who were selected based on suitability with the research focus, it is known that digital media not only helps them in understanding the subject matter, but also encourages higher motivation to learn. Students feel more enthusiastic and engaged when learning is delivered through interactive and modern media, such as language learning applications, online videos, digital quizzes, and digital projects such as pamphlets.

Second, the results of class observations show that teachers have tried to take a fairly adaptive and communicative approach in delivering material. The use of technology such as digital presentations, quiz games, and collaborative activities based on digital applications shows the integration of technology in the

learning process. This reinforces the finding that technology is not only a complement, but an integral part of English teaching methods.

Third, from the analysis of documents such as teaching modules and student assignment results, it can be seen that learning has been designed to encourage students' active involvement in technology-based projects. The use of Canva for the creation of pamphlets and Kahoot as an evaluation tool shows that learning objectives have been geared towards the development of students' digital literacy, particularly in the context of text comprehension, design skills, and message delivery in English.

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