

Student's Respons on Digital Literacy Technology as English Learning Media

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Introduction

Background of The Study

- Technological advances have had a major impact on our lives, such as in obtaining various information easily and quickly. In this digital era, technology allows access to various types of data and knowledge that were previously difficult to reach.
- 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 [3]. 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.

Introduction

Background of The Study

- 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 engange with their surroundings through the extensive use of media and technologies [9]

Research Gap

Data collection Gap

Previous Research	This Research
<ul style="list-style-type: none">• (Pertiwi, 2022) This study discusses how the importance of literacy digital in learning English as a foreign language from the perspective of university students.• (Kasriyati, 2024) This study discusses how students perspevtive 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.	<p>This research differs from Pertiwi's and Kasriyati's studies in focus and methods. While both highlight the importance of digital literacy and related skills, Pertiwi used interviews and questionnaires, Kasriyati relied only on questionnaires. Both articles focus on discussing skills in digital literacy. While this study focuses only on students' perceptions of the use of digital literacy-based media in English language learning. Using class observation, interviews and documentation as instruments that support data collection.</p>

Novelty

1. Focus on High School Students

This study explores the perspectives of high school students on the integration of digital literacy technology in English learning. Unlike previous research that predominantly focuses on university-level learners or educators, this study provides valuable insights into a less-explored demographic.

2. Comprehensive Methodology

Employing a qualitative approach, the research utilizes a combination of classroom observations, student interviews, and document analysis. This triangulated method ensures a more holistic understanding of students' experiences and perceptions, distinguishing it from prior studies that rely on singular data collection techniques such as surveys or interviews alone.

Research Question

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

Methods

- **Design**

This research will use qualitative descriptive method.

- **Setting**

This research conduct at SMA Muhammadiyah 4 Porong, that implement digital literacy as the English learning media, and take 12th students in second semester to be observed and interviewed, this research will conduct for one month, January to February.

- **Research participant**

students who have been taught using digital literacy as their English learning media.

Data Collection

1. Class observation

To capture real-time interactions and activities involving digital literacy tools in English learning.

2. Interview

Open-ended questions were used to explore students' experiences, perceptions, and challenges with digital literacy technology.

3. Documentation analysis

Examined lesson plans, student assignments, and supplementary materials to understand how digital tools are integrated into learning processes.

Research Instrument

Aspek observasi	Indikator	Diamati (✓)
Penggunaan Teknologi Digital (Nadila, 2024), (Masarroh et al., 2024), (Faturrokhman, 2024)	- Frekuensi penggunaan perangkat digital (laptop, smartphone, tablet).	
	- Jenis teknologi atau aplikasi yang digunakan (e.g., e-learning, media sosial).	
	- Interaksi siswa dengan alat digital dalam aktivitas pembelajaran.	
Keterlibatan Siswa (Algasari & Pendahuluan, 2024), (Sihombing et al., 2024)	- Respon siswa terhadap materi yang disampaikan melalui teknologi digital.	
	- Partisipasi siswa dalam diskusi berbasis digital.	
	- Kemampuan siswa untuk menemukan, mengevaluasi, dan menggunakan sumber informasi.	
Peran Guru (Andi Sadriani et al., 2023)	- Cara guru memfasilitasi penggunaan alat digital di kelas.	
	- Pendekatan adaptif guru dalam menjawab pertanyaan siswa.	
	- Upaya guru mengintegrasikan teknologi ke dalam rencana pelajaran.	
Tantangan dan hambatan (Nur Miyazaki et al., 2024),	- Kendala teknis (misalnya koneksi internet, perangkat yang kurang memadai).	
	- Pemahaman siswa dalam mengevaluasi kredibilitas informasi.	
	- Efektivitas teknologi dalam membantu siswa mencapai tujuan pembelajaran.	

Research Instrument

The interview questions will be designed and adapt based on Pertiwi et, al

1. Apa pendapat Anda tentang penggunaan media digital dan teknologi dalam pembelajaran bahasa?
2. Seberapa sering Anda menggunakan alat atau aplikasi digital dalam kegiatan belajar?
3. Apakah Anda merasa lebih termotivasi belajar menggunakan alat digital dibandingkan metode tradisional? Mengapa?
4. Apa kesulitan terbesar yang Anda alami saat menggunakan teknologi digital untuk belajar?
5. "Bagaimana cara Anda menggunakan teknologi, seperti komputer atau ponsel, untuk membantu belajar?"

Findings

➤ Positive Student Perceptions

1. Digital media is seen as interactive, flexible, and enjoyable.
2. Improves motivation and engagement in learning.

Findings

➤ Improved Language Skills & Creativity

1. Tools like Canva, Duolingo, Elsa Speak, YouTube, Quizizz are helpful
2. Supports speaking, listening, and creative thinking.

Findings

➤ Challenges Encountered

1. Unstable internet connection.
2. Distractions from social media and unrelated content.
3. Difficulty in evaluating digital information.

Findings

➤ Teachers' Active Role

1. Teachers guide students in using digital tools
2. Technology is well-integrated into lesson plans and strategies

Findings

➤ Students as Digital Consumers and Producers

1. Create digital flyers, presentations, and participate in quizzes.
2. Learning becomes more engaging and aligned with real-world needs

Discussion

The use of digital media has proven to significantly enhance students' motivation in learning. Students perceive the lessons as more engaging and enjoyable, particularly when using platforms like Canva, Kahoot, and Duolingo. Moreover, students become more active and confident, not only in understanding the content but also in producing digital outputs such as pamphlets and presentations, which contribute to the improvement of their speaking skills and creativity.

Discussion

Teachers play a crucial role in this process by guiding students in using technology effectively and integrating digital tools into lesson planning. This integration ensures that technology use is purposeful and supports learning goals.

Discussion

Despite these benefits, some challenges persist. Students face technical issues like unstable internet connections and distractions from social media during digital learning activities. Therefore, consistent teacher supervision is essential to help students stay focused and use digital tools responsibly.

Conclusion

Based on interviews, classroom observations, and document analysis, it can be concluded that the use of digital literacy-based media has a positive impact on students' English language learning. First, digital tools such as YouTube, Canva, Duolingo, and Quizizz effectively increase students' motivation, engagement, and creativity. Second, students feel more confident and are able to access materials flexibly while expressing their understanding through digital projects. Third, teachers play a crucial role by guiding students and integrating digital tools into lesson plans, making technology a core component of teaching strategies rather than just a supplement.

Conclusion

However, challenges such as unstable internet connections and distractions from irrelevant digital content remain. Therefore, the success of digital media integration relies heavily on consistent teacher guidance and well-planned instruction. Overall, digital literacy-based media has proven to enhance the quality and effectiveness of English language learning, while equipping students with essential 21st-century skills.

