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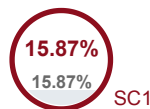
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Student's Respons on Digital Literacy Technolgy as English Learning Media

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Abstract. This study aims to explore students' perspectives on the use of digital literacy technology as a medium for learning English at the high school level. This study uses a qualitative approach with **data collection techniques in the form of classromm observation, student interviews, and**

documentation analysis. **The results** show that the integration of digital literacy technology in learning provides a more interactive learning experience, improves students' critical thinking skills, and expands their access to more diverse learning resources. However, there are challenges related to students' understanding in assessing the credibility of information and effective utilization of technology. The findings provide important insight for the development of technology-based learning media in the digital era.

Keywords - Digital Literacy, EFL learning, High School Students, Educational Technology

1. I. Introduction

Wulandari et, al said **Technological advances have had a major impact on our lives**, such as in obtaining various information easily and quickly [1]. According to Asbari et, al the way individuals connect, communicate, and obtain information has changed significantly as a result of digital media [2]. 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 [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. Quoted from Alakrahs et, 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 [4]. 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.

1. 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. Tanggur et, al affirms Digital literacy helps us think critically, creatively, innovatively, solve problems, communicate better, and work together with many people [5]. Therefore, mastering digital literacy is very important. In line with Bawden (2001) provides new knowledge about digital literacy, which focuses on computer and information literacy. This means that, according to Bawden's observations, digital literacy is more closely related to technological advances in accessing, retrieving, understanding, and disseminating information [6].

2. Initially, stated from Wulandari et, al digital literacy was defined as the technological skills used to operate hardware and software parallelograms [1]. 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 [7]. It was reaffirmed by Harianti et, al, **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 [8]. **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 [9]. 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. According to Lam Kieu et, al the internet will motivate students to learn [10]. With that Taufiq et, al said, forgoing technology and information that students face and experience both now and in the future, especially in the field of education [11].

Stated from Ervianti et, al [12] 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. We can use pictures, film, and music to combine with lessons to increase their intellectual awareness and their thinking abilities as Pahriah et, al [13] said 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. 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, 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 [14] people cannot become digitally literate if the learning environment is not engaging enough. 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 objectives 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.

The integration of technology and digital literacy in English language learning is very important in this digital era. Referring to Mujtahid et, al [15] a person's understanding of specific lesson content might be enhanced by having strong digital literacy since it fosters his attentiveness 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 [16] said the advantages of using digital technology to raise students' English proficiency have been demonstrated in several researches. 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 [17] to assist educators, researchers, and educational administrators understand the conflicting demands on schools and pupils in a digital culture, the term "digital literacy" has become crucial.

According to Pertiwi [18], there are three elements of digital literacy skills that a student must have in the learning process. The three elements are Information Literacy, Media Literacy, and Information and Communication Technology Literacy.

1. Information Literacy

Information literacy is an essential skill for student, requiring efficient access 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.

2. 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 a 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.

3. 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.

Referring 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 [18] this study discusses how the importance of literacy digital in learning English as a foreign language from the perspective of university students.

1. A similar study once has been done by Kasriyati [19] this study discusses how students perspective 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.

2. The similarity between this research and previous research conducted by Pertiwi [18] and Kasriyati [19] 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 as a form of data collection.

3. 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?

II. Method

1. 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 [20]. Data were collected through three primary techniques: class observation student interviews, and documentation analysis. The study was conducted in 12th-grade classroom during the second semester, focusing on students' interactions with digital literacy tools as part of their learning process. Class observation were conducted to capture real-time interactions and activities related to the implementation of digital literacy tools in the classroom. Interview with 10 students 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 thorough understanding of the research topic.

2. To document in the moment interactions and activities pertaining to the use of digital literacy technologies in English language instruction, 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, their reactions, and the teachers involvement 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 researcher 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.

3. 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.

4. To find out how digital literacy technology is incorporated into the English language learning process, a document analysis was done, lesson plans, student assignments, and other pertinent supplementary resources were among the items examined. 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.

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