

**DIGITAL LITERACY IMPLEMENTATION IN READING
COMPREHENSION BY ENGLISH TEACHER AT
NAHDLATUL ULAMA JUNIOR HIGH SCHOOL**

**BY
SOFWATINNISA**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 A.D. / 1445 A.H.**

**DIGITAL LITERACY IMPLEMENTATION IN READING
COMPREHENSION BY ENGLISH TEACHER AT NAHDLATUL ULAMA
JUNIOR HIGH SCHOOL**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
In partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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ABSTRACT

Sofwatinnisa. 2024. *Digital Literacy Implementation in Reading Comprehension By English Teacher at Nahdlatul Ulama Junior Highschool*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Dr. Ridha Fadillah, M. Ed.

Keywords: Digital Literacy; Reading Comprehension; English Teacher.

This study explores the integration of digital literacy strategies by English teachers to enhance reading comprehension skills among 8th-grade students in junior high school. The research aims to understand the methods employed by teachers, the challenges faced, and the impact of digital literacy on student engagement and learning outcomes. Utilizing a qualitative descriptive approach, data was collected through interviews with English teachers and classroom observations. The findings reveal transformative changes in teaching methods, increased student engagement, and a personalized learning experience through the use of digital tools. While challenges such as technical constraints were acknowledged, teachers demonstrated resilience and creativity in overcoming these hurdles. The study concludes that the implementation of digital literacy in reading comprehension not only enriches the learning experience but also prepares students for a technologically advanced future. This research contributes valuable insights for educators, curriculum developers, and policymakers seeking to optimize digital literacy integration in language education at the junior high school level. The findings highlight the positive correlation between the implementation of digital literacy and increased student engagement. The dynamic nature of digital tools captures students' interest, making the learning process more enjoyable and meaningful. The study acknowledges the presence of challenges, such as technical constraints and varying access to technology, but underscores the teachers' resilience in overcoming these obstacles. Strategies for adapting to these challenges are explored, showcasing the educators' commitment to ensuring equitable access to digital resources. In conclusion, this research emphasizes the crucial role of digital literacy in the enhancement of reading comprehension skills among 8th-grade students. The insights gained from the study contribute to the broader discourse on effective pedagogical practices in language education. As technology continues to evolve, English teachers at the junior high school level play a pivotal role in preparing students for a future where digital literacy is an integral aspect of communication and information processing.

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