

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data presented is data obtained through the results of research that has been carried out by distributing interviews, then the subjects taken by researchers are 8th grade junior high school students who have carried out English language learning, while the objects in this research are students and teachers.

1. Digital Literacy in Reading Comprehension

The researcher observed an eighth grade English class in SMP Nahdlatul Ulama Banjarmasin. During the observation, the researcher used an observation sheet to help the researcher record the characteristics or methods used by the teacher when learning took place using digital media to improve students' English language skills. These results will be used to answer the research questions above.

First, researchers observed English classes in eighth grade at Nahdlatul Ulama Banjarmasin Middle School which started on Wednesday 22 November 2023 at 08:00. On that day the teacher gave "Descriptive text" material.

The teacher begins the lesson by introducing the descriptive topic of the text through an interesting multimedia presentation. Lively images and videos that attract students' interest, make their eyes enthusiastic about learning. The application of digital literacy opens the door to a new world full of creativity.

In this story, the teacher gives the task of searching for information via the internet. Pupils use their digital literacy skills to find relevant online resources. Some students found the articles interesting, while others expressed their confusion about how to sort out valid information.

On the first day of observation, there was no significant discussion between students and each other, they focused on observing the material taught by their teacher that day.

At the end of the lesson, the teacher provides an article in the blog which is sent via their WhatsApp group to be discussed at the next meeting.

The researcher's second research was carried out a week after the first research, on Wednesday 29 November 2023. On that day the teacher used the same material, namely descriptive text, by continuing to discuss the article given by the teacher a week ago. The teacher asked the students, "have you read the article that you gave me a week ago?", then all the students answered "yes, ma'am, we have read it". And the

teacher asked if anyone wanted to read the article in front of the class? and one of the students raised his hand and then came to the front of the class. On the first day I researched, it was indeed the student who was the most enthusiastic and enthusiastic about the English class compared to other students.

When the student reads the text, the other students pay close attention but occasionally talk to the friend next to them. A few minutes later, the student finished reading and sat back down in his seat, the teacher then asked, "Did you also identify the text that I gave you?" and beyond my expectations, many students answered "yes ma'am, we have done it". When students were asked to share their research results via blogs and online forums, there was an explosion of creativity. They express their ideas with images, videos, and descriptive text that bring learning topics to life. Online discussions open up opportunities for them to provide input and learn from classmates.

Next, the third day of observation was carried out on Wednesday 3 December, on that day the same material was still discussed, but this time specifically working on the task was divided into several groups, then each group was given the task of searching for a text on the computer. is at their school. In the process of creating texts, between groups, they participate in giving ideas and suggestions to each other in the form of topic suggestions, or helping their friends think

about what kind of content would be good for the topic in the text they create.

20 minutes later, the teacher asked, "Have you finished? When you have finished, the results of your assignment are exchanged with the next group, and then the group identifies the other group's text that you got. At this point, are there any questions?". "Not yet, ma'am," said the student.

After 15 minutes, the students finished the assignment their teacher gave them. Teachers use the live comments feature on student work, providing feedback that can be immediately seen and responded to. Some students enjoy receiving praise, while others receive encouragement to improve the quality of their writing. This provides a positive atmosphere in the class.

At the end of the lesson, the students went home with joy on their faces. They have explored the world of descriptive text with the help of digital literacy. The teacher, with a smile, was satisfied to see the students' progress in integrating technology in learning.

Now, The class is not only a place where descriptive texts are written, but also a digital creativity laboratory that forms a deep understanding of the material. With each chapter of this story, the class becomes more open to the potential hidden within digital technology. Teachers and students come together to explore, learn and face

challenges in a collaborative spirit. Text descriptive learning is no longer limited to words in books, but involves personal expression and digital creativity.

This trip marked the beginning of an educational transformation in that class. With digital literacy as the main tool, teachers and students bridge the gap between the real world and the digital world. They prove that technology is not just an additional tool, but the main supporter in forming a generation that is ready to face future challenges with strong literacy, both in words and in the digital world.

The teacher shares the digital literacy strategies he implements. Through interactive apps, educational videos, and online platforms, he creates engaging learning experiences. It engages students in digital literacy adventures that are not only conceptually deep but also fun.

However, like every journey, there are challenges to be faced. The teacher described moments when the internet connection was suddenly lost or when some students experienced technical difficulties. However, with courage and cooperation, teachers and students together found a solution. This is a chapter that describes the spirit of togetherness in the classroom.

The teacher told a story about how the use of digital literacy significantly increased his students' involvement in learning English.

Through online assignments, online discussions, and instant feedback, they experience increased motivation and confidence in reading.

After conducting an in-depth interview with an English teacher who has implemented digital literacy in improving his students' reading skills, conclusions can be drawn that depict a comprehensive picture of the experience and positive impact of the integration of digital literacy.

a. Learning Transformation

The teacher emphasized that the use of digital literacy has changed the learning paradigm in English classes. From conventional methods to learning that is more dynamic, interactive, and relevant to the digital world that surrounds students.

b. Increased Engagement:

The interview results show that the application of digital literacy has provided a significant boost to student involvement in learning English. Interactive learning materials, online assignments and online discussion forums have made learning more interesting and triggered active student participation.

c. Personalized Learning:

Teachers realize that digital literacy enables more personalized learning. With a variety of digital tools, she can tailor learning materials to students' individual needs and interests, helping them develop a love of reading.

d. Deeper Understanding:

Teachers report that the use of technology has helped students understand the material more deeply. Multimedia, videos and other digital resources have become effective means to enrich content and explain English concepts in a more visual way.

e. Collaboration and Feedback

Teachers highlighted the importance of collaboration and feedback in the context of digital literacy. Through online platforms, students can collaborate with each other and receive instant feedback from teachers. This gives them the opportunity to learn through social interaction and get quick guidance.

f. Challenges and Solutions

In interviews, teachers acknowledged the existence of challenges, especially related to technical obstacles and gaps in digital access among students. However, he noted that these challenges can be overcome with joint efforts, creativity in problem solving, and support from the school.

The conclusion of this interview shows that the application of digital literacy not only provides benefits now but also prepares students for a future full of technology. They not only read words in books, but can also navigate the digital world with the skills they acquire.

With this conclusion, it can be concluded that the application of digital literacy in English learning has opened the door to a learning experience that is more interesting, interactive, and focuses on building strong reading skills.

2. Impact of digital literacy in reading comprehension on students in improving their English skills

After conducting observations in the eighth grade English class at SMP Nahdlatul Ulama Banjarmasin, researchers continued to conduct interviews with students. The students selected to be interviewed were the most active and their grades during learning using

digital literacy increased. To obtain the data, the researcher used an interview guide to assist in recording data or answers from the interview session.

In interviews, students described feelings of excitement when the teacher first introduced the use of technology in learning to read. Tablet and laptop screens become windows into an infinite world of words, piquing their curiosity and passion for learning. Students talked about using interactive English learning applications. They feel the sensation of wading through an ocean of words with the help of an application that combines text, images and audio. This not only makes reading more interesting, but also improves their understanding of vocabulary and sentence structure.

In the conversation, students shared their experiences in collaborating in groups via online platforms. They create reading groups together and discuss the texts they have read. Discussions through online forums help them understand different points of view and enrich their interpretation of the text.

The advantage of digital literacy also lies in the ability to get instant feedback. Students told how teachers provided live comments on their work via online platforms. It provides positive encouragement and constructive guidance to improve their reading skills.

The interview also revealed that not all journeys have been smooth sailing. Some students face technical challenges, such as internet connection problems or difficulty operating the app. However, they did not give up. They learn together, overcome technical obstacles, and find solutions together.

This is a valuable lesson about perseverance and collaboration in the digital era. Through conversations, students emphasized that digital literacy not only improves their reading ability, but also forms critical skills. They learn to assess the authenticity of sources, sort information, and organize their thoughts logically, skills that are invaluable in an information-saturated digital world.

This interview summarizes their journey in learning English using digital literacy. Students have taken their stories from the digital world to the real world, proving that technology can be an effective tool for opening the doors to a wide and deep world of reading.

With shining eyes, they expressed their hope to continue exploring digital libraries and engaging in English language learning that is full of innovation. As an interview narrator, I realized that digital literacy is not just about reading on a screen, but about expanding horizons, deepening understanding, and opening the door to unlimited reading adventures.

B. Discussion

In this discussion, we discuss the results of the discussion regarding the application of digital literacy theory in English learning, focusing on three main characteristics: operation skills, thinking skills, and collaboration skills.

1. Operation Skills: Operating Technology Effectively

In the discussion, we found that operation skills, namely the ability to operate technology, are the key to improving English learning. Students are faced with assignments that involve the use of applications, online platforms, and learning software. They learn to manage and utilize these digital tools smoothly. This is in accordance with digital literacy theory which emphasizes the need to have solid operational skills in dealing with modern technology.

According to the theory of John Seely Brown and Paul Duguid, operations skills involve the practical ability to operate with technology. In this discussion, we apply their view of "learning by doing". These experts emphasize that practical operations with technology, such as the use of applications and online platforms, can improve reading comprehension and skills.

Therefore, in the context of English learning, students are invited to actively operate digital tools to deepen their understanding of the text.

2. Thinking Skills: Encourage Critical and Creative Thinking

The discussion also highlighted the importance of thinking skills in learning English. Through interactive applications and online discussions, students are given the opportunity to develop critical and creative thinking skills. They not only read texts, but also analyze, conclude, and relate information to a broader context. The application of thinking skills is in accordance with digital literacy theory which emphasizes the development of deep and contextual thinking abilities.

In English learning, experts recommend using technology to stimulate these different types of intelligence. For example, by utilizing interactive applications and multimedia content, students can develop their critical thinking when reading and understanding texts in a more contextual and in-depth way.

3. Collaboration Skills: Learning Together and Improving Communication

In the context of collaboration, the discussion includes how collaboration skills contribute to English language learning. Through online forums and group projects, students learn to work together, share

ideas, and provide feedback to each other. This reflects digital literacy theory which emphasizes the importance of collaboration in improving communication and social skills in the digital era. Lev Vygotsky's theory about the Zone of Proximal Development is applied in the context of collaboration skills. Discussions suggest that English language learning can be enhanced by providing opportunities for students to collaborate through technology. Vygotsky emphasized the importance of social interaction in learning, and in English learning, online forums, group projects, and online discussions open up opportunities for collaboration. Students can support each other and share ideas, which in turn, improves their understanding of the reading material.