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THE ATTITUDE TOWARD TEACHER DIGITAL MEDIA IN ENGLISH LANGUAGE TEACHING

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ABSTRACT
The increasing integration of digital media in education has opened new pathways for enhancing student engagement, particularly in English reading classes. This study aims to explore students' attitudes toward using digital media in reading lessons, focusing on its impact on motivation and accessibility in English language learning. Utilizing a descriptive qualitative approach, this research was conducted in a State Junior High School in Sleman, with data collected from ten students through interviews, observations, and questionnaires. The data were analyzed using thematic analysis to uncover recurring patterns related to student experiences with digital media. The findings reveal that students generally respond positively to digital media, appreciating its flexibility and access to diverse reading resources. Digital media facilitates engaging, interactive learning and enables students to study independently outside the classroom, breaking the limitations of time and space. The study concludes that digital media has significant potential to enhance motivation and foster a more inclusive, accessible learning environment. However, challenges remain regarding digital literacy and consistent technology access. Future research could explore the long-term impact of digital media on reading proficiency and strategies to support broader implementation in under-resourced schools.

Keywords: digital media, learning English, reading class, STEAM

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INTRODUCTION

Reading is one of the receptive written English skills (Bao, 2015). Reading skills can be developed separately, apart from listening and speaking skills. However, in societies with a developed literacy tradition, reading skills are often integrated with listening and speaking skills. Reading is an activity that people engage in to learn new knowledge. We can learn things we didn't know by reading, giving us a broad perspective on our knowledge. Although reading has many advantages, it is challenging to incorporate this activity into a daily schedule. Reading plays a substantial social significance in every aspect of human life, which the reader uses to get the information the writer wants through words or written language (Clorion et al., 2024; Georgiou et al., 2023; Luo & Li, 2024; Pov et al., 2024; Soeharto et al., 2024).

Using only the printed elements they need, proficient readers form hypotheses about the text they are about to read based on what they have read, their knowledge of the subject matter, and their familiarity with the language (Asprone et al., 2018; Balletti et al., 2017). Moreover, Islamic Senior High School Sunan Pandanaran students should have mastered these skills better than Junior High School Students. However, most of them still have low reading skills. Some factors affect students' reading skills, such as reading material, low motivation, environment, and technology development. Therefore, nowadays, reading materials are the most critical factor in school (Sulistri et al., 2020; J. Wang et al., 2021).

In the school, the teacher, as one of the essential aspects that influence student motivation in learning English, especially reading, should manage creative reading material through digital material (Admiraal et al., 2017). Most senior high schools or even junior high schools, both state and private schools in Yogyakarta, are no strangers to technology, so teachers, as learning

intermediaries, must be able to create or provide digital-based teaching materials that are by 21st-century learning (Luo & Li, 2024; Soeharto et al., 2024; Zhi & Wang, 2024).

The Industrial Revolution Era 4.0 promotes knowledge as the central spear and is central to the 21st century. To achieve the Era of the Industrial Revolution 4.0, knowledge is necessary. Still, knowledge and skills must also be balanced because they serve as the foundation for qualified human resources in the modern world. To hone skills through habituation and fulfilling life's needs in various ways based on knowledge (Peters et al., 2017; Teo, 2019). Learning in the 21st century is expected to open up wider employment opportunities and expand employment opportunities for Indonesian people as quality and superior human resources**.**

Moreover, the study by Chitat (2019) demonstrates the opportunities afforded by digital storytelling and media in teaching reading, establishing a novel approach where teachers can integrate multimedia elements to enhance engagement. This research provides a significant contribution by enabling face-to-face and online reading lessons through digital media, which enriches student interaction with text via activities like video retelling and image editing. Given its innovative applications in educational settings, this study underscores the urgency for educators to adapt these tools to promote students' reading fluency, thereby supporting the goal of increasing students' reading motivation through interactive learning resources.

Additionally, Natalia & Rosie (2020) highlight the essential role of digital industries in developing interactive reading materials suited for the 21st-century classroom. Their work introduces a novel framework for integrating digital reading tools, emphasizing the implementation of practical designs for reading instruction (Siddiq et al., 2017). The study's contribution lies in its ability to aid teachers in creating tailored educational content, addressing the urgency for updated learning resources that align with digital literacy goals. This aligns with the broader objective of fostering a learning environment that stimulates student engagement and improves reading comprehension (J. Wang et al., 2022).

Likewise, Rosina, Pim, Isabel, and Jacqueline (2022) illustrate how technology-enhanced STEAM education, which includes digital media, supports new competencies in educational settings. Their study presents a novel combination of Responsible Research and Innovation (RRI) competencies and Community-Based Research (CBR) within STEAM learning, providing a unique instructional model that emphasizes collaborative and democratic educational practices. The implementation of such a model is particularly urgent in addressing the contemporary educational need for interactive and student-centered learning tools. This approach also aims to support educators in creating adaptive instructional media to enhance students' learning experiences (Kakosimos, 2015; Xie et al., 2019).

Furthermore, Ermias & Taye (2022) discuss the pedagogical benefits of introducing digital reading materials, such as digital comics, newspapers, and magazines, in secondary schools. This research contributes a fresh perspective by showing how multimedia resources can foster a love for reading, thus supporting students' motivation. The urgency of this approach is apparent as it calls on educational stakeholders to provide teachers with training on digital tools, addressing the objective of equipping students with reading skills through diverse and engaging media (Brunetti et al., 2020; Choudhury & Pattnaik, 2020). This reflects the broader goal of enriching the educational landscape to meet the needs of a digitally oriented student population.

This study aims to implement digital media in English reading classes to enhance student engagement and motivation by integrating interactive resources such as videos, e-books, and multimedia elements, thereby offering a flexible platform for skill development. Moreover, the rapid evolution of digital technologies underscores the urgency for schools to adapt educational methods to meet 21st-century literacy needs so that students are equipped with relevant skills for the modern world. Additionally, addressing this need within reading instruction can help counteract declining interest by providing engaging and accessible resources. Therefore, the objectives of this research are to assess the impact of digital media on students' reading motivation, to evaluate how digital tools improve comprehension and engagement, and to provide practical guidelines for educators on

effectively integrating these resources. Ultimately, this study seeks to enrich reading experiences and foster a lasting interest in learning.

METHOD

This study employs a descriptive qualitative approach to explore students' attitudes toward digital media in English language teaching, utilizing an exploratory qualitative framework that supports flexibility and depth in data collection (Unsworth & Mills, 2020). This approach, distinguished by a "loosely defined" design category, enables the researcher to gather data from diverse sources—such as audio, film, documents, and photos—capturing verbal, auditory, observational, tactile, gustatory, and olfactory cues (Muir et al., 2022). This choice allows for the rich, first-hand experiences essential to understanding subjective student responses. The study was conducted at a State Junior High School in Sleman, where ten students were selected based on their experience using digital media in learning, particularly in reading classes integrated with the STEAM approach.

Prior to participation, all subjects gave their complete ethical approval for the study. Each participant received detailed information about the study and provided written consent, with the assurance that they could withdraw at any time. Additionally, the questionnaire responses were anonymized, and all data was securely stored on a password-protected, encrypted computer to maintain confidentiality.

In terms of data collection, a combination of methods was used to capture the students' varied experiences with digital media. Semi-structured interviews were conducted based on each participant’s schedule, allowing them to freely share thoughts and enabling the researcher to delve deeply into personal perspectives. Classroom observations were conducted to document interactions between students and digital media tools to support contextual understanding. The questionnaire data collection was facilitated through individual tablets, allowing students to complete the questionnaire online from home, which enhanced efficiency and convenience. Each student received a Google form link on their device, enabling them to provide responses based on real-life experiences with digital media in the classroom. Additionally, an analysis of supplementary materials—including educational videos, photos, and other digital resources—provided context for understanding the students' overall digital learning experiences.

For data analysis, thematic analysis was employed by Braun and Clarke (2024) to identify recurring themes in the data. This process involved several steps: familiarization with data, coding, theme development, and interpretation. The researcher first reviewed all data sources, including interview transcripts and observation notes, to understand the context and research objectives fully. Then, key ideas and responses were systematically coded, organizing the data around central themes. These codes were further refined and grouped into coherent themes that captured the core attitudes of students toward digital media. Each theme was carefully analyzed to reveal the meanings and connections to the research objectives, with direct quotes from the questionnaire responses included to support the findings.

This methodological approach was chosen for its flexibility, which accommodates the use of diverse data sources while allowing the study to remain open to unexpected insights. Such an approach avoids overly structured constraints, helping to capture authentic responses from participants and providing a comprehensive view of their complex interactions with digital media in learning. Combining varied data sources, a flexible design, and thematic analysis enhances the study’s credibility and replicability. Therefore, this exploratory framework is a valuable model that

could be adapted in similar educational contexts to investigate student attitudes toward digital media.

RESULT AND DISCUSSION

Motivation: Increase motivation in learning English in the class, especially in reading class

Almost all students gave the same answer (A. I. Wang, 2015). They benefit from the digital media teachers use in English language learning, especially reading, which is more motivated to learn to improve their reading. They feel digital media makes them more comfortable learning English than printed books. Digital media allows students to access different types of reading materials in English. They can find articles, short stories, e-books, blogs, or websites in English on topics that interest them. This diversity can help students find materials that suit their interests and needs, increasing their motivation to read.

One participant answered:

I can select and find my reading using the digital resources used by teachers so that I won't feel pressured. I start to enjoy learning, especially English. In particular, reading class, where I am learning English, is enjoyable.

Other student answered:

I am thrilled with the English teacher's use of digital media, which allows me to find reading material according to the teacher's topic. I am delighted and enjoy learning English in class, unlike learning limited to printed books.

Participants recognized that digital media gives them a new and fun way to learn English, which keeps them motivated to learn English. Learning no longer makes them feel bored and even lazy to improve their English skills.

Reading with digital media, in particular, gives us a new way to study English more easily, using digital media from various sources. However, using digital media also makes learning English dull and uninteresting.

Participants recognized that Digital media allows students to search for visual, audio-visual, digital books, and other exciting learning resources that make learning more enjoyable.

I may look for educational resources on many educational websites, watch videos, and read engaging digital books to find reading content that meets my needs and is unquestionably relevant. Digital media drives me to learn to read using engaging and attractive resources.

Interactivity: Digital media frequently includes interactive elements that can make reading more fascinating and pleasurable

Another point that participants stressed was that digital media is an interactive medium that enables learners to learn with various interactive reading resources so they feel engaged and enjoy the reading-learning process.

One participant answered:

The digital books we read make learning to read more engaging and entertaining than printed books. Thus, the learning media is more interactive as a result. Consequently, I no longer shy away from reading, especially in English.

Another participant also answered:

Yes, Digital media enhances the interactivity, engagement, and fun of reading educational materials. The learning tools are varied, and some digital books I have access to offer various navigation options, including the ability to read while viewing animated drawings that appear alive and as though they could be interacted with.

The participant found that digital media integrates with various features to find out the pronunciation of a word or make the image move. There is even a chat feature to exchange book info with friends in or outside the class. This makes using digital media for learning interesting.

The "click to reveal" function in digital books I use for learning makes reading more engaging. I can click on specific words or images for more details or in-depth explanations. It also makes it

simpler for me to learn pronunciation while reading because I can quickly click to learn how to pronounce a word.

Multimedia content: Reading materials can now include multimedia elements through digital media. Students have access to music, video, graphics, and animations alongside access to text to assist with their reading and comprehension.

Most participants agreed that digital media can include audio recordings of native speakers when teaching a language, allowing pupils to practice their listening skills and improve their knowledge of pronunciation and intonation (Pinto-Llorente et al., 2017; Sohrabi & Iraj, 2016).

One participant stated:

Including multimedia content in digital media enhances my reading experience by appealing to various senses and accommodating multiple learning styles. It also increases my comprehension and engagement with the subject matter.

Another two participants also stated:

Because digital books come with audio and even video functions, I can learn to listen in addition to reading to be interested. I like learning using digital media because there are so many resources available to me as ideas for learning by the subject matter provided by the teacher. While reading, I can also make pronunciation corrections. Other participant stated:

I enjoy learning with digital media used by teachers. I can easily find learning resources that suit my needs. In addition, when learning to read, the digital book I use provides a feature to find the correct pronunciation so that I don't mispronounce when I am confused about pronouncing a word.

Collaboration and sharing: Students can communicate with classmates or English language learners abroad using digital media. They can work together to read and share materials, write critiques or debates about readings, and provide each other with feedback.

The participant highlighted that with the continued advancement of technology, the possibilities for digital learning resources are expanding rapidly. The learner noticed that digital media can be accessed on various devices, making learning more flexible and accessible. Whether it's online courses, educational apps, or interactive e-books, digital media has transformed education, making it more interactive, personalized, and engaging.

One participant stated:

To make learning more enjoyable, I have a tool to collaborate with friends outside of class or school. My friends and I can connect through this function and exchange ideas and feedback. Learning without being constrained by time or place is enjoyable. Learning English has become more enjoyable and exciting.

Others also responded that:

I can share with my friends outside my school or even my native friends. I can collaborate and correct each other when learning to read. Collaborating with my friends in different schools or classes can be very effective and exciting, and learning to read can be more exciting.

Although applying digital technology has some obstacles, digital media benefits students learning English. Digital media motivates students to improve their English skills. Students can utilize various learning resources according to their needs, such as video, audio, digital books, quizzes, and learning games.

Digital media has become very interesting for students because it offers two-way learning that allows students to use interactive media, so learning is no longer limited by space and time (Lacka et al., 2021). Various learning resources can be accessed according to the topic given by the teacher and according to the needs of the students themselves (Lau et al., 2018). For students, digital media motivates them to learn and makes it easier to find resources that suit their needs. Hence, teachers' digital media provides many benefits to teachers and students.

CONCLUSION

This study reveals that students respond positively to the use of digital media in English language classes, particularly in reading activities. The integration of digital media not only enhances students' motivation but also provides access to a wide range of digital resources that they can use to improve their language skills independently. By facilitating learning outside the physical classroom and beyond traditional printed materials, digital media enables students to engage with English in ways that are interactive and aligned with their everyday digital experiences.

However, this study has certain limitations that should be considered when interpreting the results. First, the small sample size, consisting of only ten students from a single school, restricts the generalizability of the findings. Future studies could include a larger and more diverse sample from multiple schools to capture a broader range of student experiences and attitudes. Additionally, the data collection relied primarily on student self-reports and observational methods, which may introduce subjectivity. Future research might benefit from incorporating quantitative measures, such as pre-and post-tests of reading skills, to provide a more objective assessment of digital media's impact on learning outcomes.

Further research could also explore the long-term effects of digital media on students' reading development and engagement in EFL contexts. Comparative studies examining different types of digital media or instructional methods across age groups or proficiency levels would deepen understanding of how digital media best supports language learning. Finally, examining the potential challenges or biases introduced by digital tools, such as accessibility issues or teacher proficiency with technology, could offer insights into maximizing the effectiveness of digital media in diverse educational environments. These recommendations would help build a more comprehensive understanding of the role of digital media in language education and guide future efforts to integrate technology effectively in the classroom.

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