

**DIGITAL LITERACY AND EFL WRITING: EXPLORING  
STUDENTS' INTERACTION WITH THE DIGITAL  
ENVIRONMENT  
THESIS**

Presented as fulfillment for the requirement to obtain a  
recommendation to generate Bachelor Final Project in English  
Education Program



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## THESIS STATEMENT

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## ABSTRACT

Title : Digital Literacy and EFL Writing: Exploring Students' Interaction with The Digital Environment  
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This study aims to explore how EFL students interact with digital environments to support their English writing development, identify the challenges and opportunities they face, and analyze how digital literacy shapes their perceptions of writing improvement using a qualitative case study approach involved sixth-semester EFL students who engaged in digital writing tasks. Data were collected through interviews, document analysis, and then analyzed using Braun and Clarke's (2006) thematic analysis. The findings revealed three major themes. First, students demonstrated strong digital literacy through the strategic use of digital platforms to support writing. Second, while digital tools enhanced creativity, efficiency, and self-confidence, students also faced technical barriers such as internet instability, paid features, and over-reliance on AI tools. Third, students perceived that digital tools significantly improved their writing structure, motivation, and ability to express ideas clearly.

**Keywords:** *digital environment, digital literacy, EFL writing*

## **MOTTO**

“Allah does not burden a person but according to ability.”  
(Q.S Al-Baqarah: 286)

“Sufficient is Allah for us and Allah is the best of protectors.”  
(Q.S Ali Imran: 173)

“Success does not belong to the smart, but to those who  
keep trying.”  
(B.J. Habibie)

“All our dreams will come true if we dare to realize them.”  
(Walt Disney)

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The Researcher



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# CHAPTER I

## INTRODUCTION

### **I. Background of Research**

In the digital era, the integration of technology into education has significantly reshaped the way students learn and communicate, particularly in English as a Foreign Language (EFL) contexts. Writing is no longer confined to pen and paper but involves various digital tools that assist in generating, revising, and presenting ideas. As a result, digital literacy has become an essential skill for students to engage in academic writing effectively. However, how students interact with digital environments and utilize them remains a challenge. This study addresses that gap by examining students' digital literacy practices in supporting their writing development.

The development of digital technology has brought significant changes in various aspects of life, including in the field of foreign language education. In the context of learning English as a foreign language (EFL), digital technology opens up new opportunities in writing activities, both in terms of the process and the results of writing. Therefore, digital literacy is a key competency for students to participate effectively in digital-based writing tasks. Despite the increasing number of studies exploring the role of digital tools in EFL writing, there remains a notable research gap. Most existing studies tend to



focus on specific digital platforms or tools such as Grammarly, Wattpad, or blogs. They are often conducted using quantitative approaches that measure the correlation between digital literacy and writing performance. While these studies have contributed valuable insights, they rarely explore how students holistically engage with multiple digital tools throughout the actual writing process, from idea generation and drafting to revision and publication.

Moreover, little is known about how EFL learners in Indonesian higher education settings perceive and navigate the challenges of using artificial intelligence (AI)-based technologies, such as ChatGPT or Quillbot, in their academic writing tasks. The lived experiences, strategies, and reflections of students as they interact with the digital environment remain underexplored. Therefore, this study aims to address these gaps by employing a qualitative approach to investigate the digital literacy practices of sixth-semester EFL students in writing, focusing not only on the tools they use but also on how these tools shape their writing development, autonomy, and critical engagement.

Digital literacy is defined as the ability to use digital tools to read, write, evaluate, and communicate information effectively. In the context of EFL learning, digital literacy not only includes mastery of technological tools, but also involves critical thinking skills in navigating digital information,

collaborating online, and using various platforms for academic purposes.

In this context, “digital literacy” refers to students' ability to use digital technologies to search, evaluate, synthesize, create, and communicate information ethically and legally. Digital literacy has become a very important skill, especially in the context of learning English as a Foreign Language (EFL). Digital literacy refers to an individual's ability to use digital technologies and communication tools to access, manage, analyze, and critically evaluate information. Digital literacy can help students improve their ability to communicate through digital technologies, such as using social media, mobile applications, and websites. Against this background, it should be recognized that the use of digital technology in EFL is still limited and not always effective in improving it encompasses a wide range of skills.

In the EFL context, digital literacy can help students improve their ability to communicate through digital technologies, such as using social media, mobile applications, and websites. Against this background, it should be recognized that the use of digital technology in EFL is still limited and not always effective in improving students' skills. Digital literacy is presented as an option that allows students to advance their cultural and media literacy as well as their English language skills (Lin et al., 2020).

Many students frequently engage with various digital tools to support their academic writing. However, limited research has explored how these students interact with the tools they use, what strategies they develop in digital environments, and how their digital literacy influences the quality and development of their writing. Most existing studies are tool, lacking an in-depth understanding of students' real experiences and perceptions. Particularly in the Indonesian higher education context, there is a lack of qualitative research that captures the voices of EFL students in navigating digital writing tasks using platforms such as Google Docs, Grammarly, or AI-based tools like ChatGPT. This gap in understanding necessitates further exploration to provide richer insights into how digital literacy supports or challenges students' writing development.

According to Villamizar (2018) more research needs to be done to find out how EFL students use digital technology in writing. The current study modified the affective variables and replicated the methodological procedure of Lee and Hsieh's study. Additional information is available at the end of the article on learner affective variables (i.e., self-confidence, anxiety, motivation, and grit) and their willingness to communicate in three different environments (i.e., in-class, out-of-class, and digital environment). This stems from the need to understand the extent to which

students' digital literacy improves their writing in the digital environment. By navigating the digital environment through digital literacy, EFL students can be more confident in producing relevant and quality writing. In addition, integrating digital literacy in EFL learning can also encourage pedagogical innovation and create more meaningful learning experiences.

While digital literacy has been shown to provide significant benefits in improving students' skills, its implementation in English learning materials. Previous research has shown that while most students are familiar with technology, their digital literacy skills are often at a lower-middle level. This suggests the need for a more comprehensive integration of digital literacy in learning materials, both to support the achievement of better learning outcomes and to prepare students for challenges and special attention should be paid to aspects of digital safety and ethical awareness to prevent students' misuse of digital technology and examines students' digital literacy skills in the context of learning English as a foreign language (EFL) and how these skills are used in digital writing. The study focuses on students' understanding of navigating the digital environment and utilizing their digital literacy skills to write in English. This is important because digital writing involves not only traditional language skills but also the ability to use a variety

of digital tools and platforms to express ideas and information. Presenting research facilitated by a multinational technology provider that incorporates mobile network technology used in everyday life, the project also involves a technology community space that includes students, teachers, parents, and friends. (McDougall et al., 2018)

According to Levi & Inbar-lourie (2019) Existing knowledge can be enriched by examining teachers' perspectives through the language assessment products they created following the assessment literacy course. The interplay between language learning and digital literacy has emerged as a pivotal area of inquiry and innovation in the dynamic modern education scene. Today's students learning English as a foreign language (EFL) in particular, learn the language while utilizing the power of digital tools and resources.

This approach acknowledges students' diverse needs and backgrounds, who are increasingly interacting with the university online, even if they are enrolled in face-to-face programs. Integrating digital literacy skills into the curriculum is critical for EFL students, as it enables them to develop the necessary skills to navigate the digital environment effectively. This includes understanding how to access and evaluate online resources, use digital tools for research and

communication, and maintain digital citizenship (Hardy & McKenzie, 2020).

Technology should be integrated into writing pedagogy to provide authentic learning opportunities in academic writing classes. The benefits of foreign language training have been found for affective, linguistic, sociocultural, and cognitive development in a review of empirical and system-descriptive studies. The majority of studies focused on vocabulary learning, while the least amount addressed writing abilities, according to the research.

EFL education is faced with new challenges and opportunities as technology advances. The integration of technology in language learning has become a commonly discussed issue, but research on digital literacy in the context of language learning is limited. Previous research shows that EFL students have a high awareness of the importance of digital literacy in their learning process. However, although their level of digital literacy is considered good, there are still shortcomings in aspects such as critical thinking and creativity. An extensive description of efficient ways to incorporate in EFL teaching and its possible influence on EFL students' learning experience (Lee et al., 2016).

According to Kılıçkaya (2020) the integration of digital technology into the classroom has opened up new and inventive avenues for students to enhance skills in an effort to

improve their writing ability, for example. This study aims to find out how students can perform digital writing. The importance of digital literacy lies not only in technical ability but also in the application of those skills in a learning context. How students approach writing and digital literacy within the framework of EFL classroom instruction in this preliminary study. Language learners' paths to linguistic proficiency and digital fluency are shaped by their interactions with digital technologies. We make an effort to comprehend the intricacies, challenges, and possibilities that arise in this setting. By addressing these issues, the research hopes to provide a nuanced understanding of students' methods, the digital resources they employ, and the opportunities and difficulties they face during their educational journey provide insightful information about the developing field of EFL education where writing and technology intersect. With the increasing popularity of digital technology, students must be able to use these resources safely and efficiently. It is important to equip students with the necessary skills to handle and complete digital tasks in the modern era, especially with the increasing presence of social media in everyday life (Sadaf & Gezer, 2020).

The theoretical understanding of digital literacy in the context of language learning, particularly in EFL (English as a Foreign Language) writing. By examining how students

interact with digital tools during writing tasks, the research offers insights into how digital literacy shapes students' cognitive and linguistic development. It deepens existing models of digital literacy by adding dimensions such as motivation, autonomy, and creativity in academic writing settings. Furthermore, it provides empirical evidence that supports the integration of 21st-century skills (4Cs: Critical Thinking, Creativity, Collaboration, Communication) into the EFL curriculum. On the other hand, the presence of technology also requires students to have a higher level of learning independence. The ability to manage time, choose appropriate tools, evaluate the quality of information sources, and manage the writing process independently is an important part of the digital literacy needed in the current era. In this context, students are expected to utilize technology to learn independently-for example, by searching for additional materials, correcting errors with the help of applications, or exploring certain writing styles. However, not all students are able to demonstrate such independence. Factors such as motivation, access to technology, as well as each individual's digital capabilities greatly influence the extent to which they can optimally utilize the digital environment (Hapsari & Prasetyarini, 2021).



From an educational perspective, this study provides valuable input for language teachers and curriculum developers in understanding the role of digital tools in facilitating student writing. It highlights effective strategies and digital platforms that can be used in the classroom to enhance student engagement, collaboration, and writing outcomes. By identifying the challenges students face such as limited access, lack of training, or digital distraction, educators can design more inclusive and supportive learning environments. Practically, this research can guide institutions in developing digital literacy programs and training workshops that specifically target writing skills. It can inform the design of learning materials and assessment tools that utilize digital platforms effectively.

The implications of this research suggest that integrating digital literacy into EFL writing instruction can bring transformative changes to the teaching and learning process. Digital literacy fosters students' confidence and competence in producing academic texts, as it equips them with the necessary tools to express their ideas clearly and accurately in a second language. Moreover, it encourages both independent and collaborative learning by enabling students to engage with real-world digital platforms that support writing development, such as online word processors, discussion forums, and collaborative editing tools. This shift necessitates institutions

to reassess the availability and equity of digital access among students, ensuring that all learners, regardless of their socioeconomic background, can fully participate in digitally enhanced learning environments. Additionally, the study highlights the urgent need for ongoing digital training for both students and educators to keep pace with technological advancements and pedagogical practices. And the findings underline the importance of nurturing critical thinking and ethical awareness in students, enabling them to evaluate digital content responsibly and apply it appropriately in academic writing contexts.

Development of digital technology has changed the way students access, manage and produce information, including in the context of learning English as a foreign language (EFL). In writing activities, especially in the digital environment, students are not only required to be able to use English well, but also to have adequate digital literacy skills. Digital literacy includes the ability to navigate information, think critically about digital sources, and communicate effectively through digital media. These skills are particularly important in EFL writing because students often interact with various online sources, use digital tools, and write in a variety of formats such as blogs, forums, or online documents (Pertiwi, 2022).

However, not all students have sufficient digital literacy skills. Many have difficulties in evaluating information, understanding digital writing conventions, or organizing ideas effectively in online media. This gap can affect the quality of their writing in English. Therefore, it is important to examine how university students utilize digital literacy in the EFL writing process. This study aims to explore students' experiences and challenges in using digital environments for writing, as well as provide an overview of the role of digital literacy in supporting their writing skills.

Despite the growing recognition of digital literacy's importance in EFL education, existing studies have not sufficiently explored how students strategically engage with digital tools in the actual writing process. Moreover, there is limited research focusing on students' experiences and challenges when integrating AI-assisted technologies in academic writing tasks, particularly in the Indonesian EFL context. Therefore, this study aims to fill that gap by examining the ways sixth-semester students utilize digital literacy to enhance their EFL writing practices.

## **II. Research Questions**

This study seeks to answer the following research questions:

1. How do EFL students interact with digital environments to support their English writing development?
2. What challenges and opportunities do students experience when writing in digital environments?
3. How are digital literacy students' perceptions of their writing development?

## **III. Research Objectives**

1. To explain how EFL students perceive and utilize digital tools for language and writing learning to seek to understand students' attitudes towards and use of digital technologies in improving their language and writing skills.
2. To describe the challenges EFL students face in developing digital literacy skills for writing in digital environments, this objective focuses on identifying the barriers students face when navigating and utilizing digital technologies to improve their writing, providing insight into areas that require support or improvement.
3. To describe how digital literacy influences EFL students' perceptions of their writing development, with particular attention to their use of various digital platforms and

tools such as word processors, online collaborative platforms, grammar checkers, and academic writing websites.

#### **IV. Research Significance**

1. Theoretically

This research draws on theoretical understandings of digital literacy and language learning in the context of English as a Foreign Language (EFL). To expand knowledge by exploring how digital literacy affects language acquisition, particularly in writing skills.

2. Pedagogically

This research will use digital tools to improve students' writing skills. In addition, the research will also address the challenges that students face in a digital environment, providing educators with insights into better ways to support students in overcoming these barriers.

3. Practically

This research to provide direct benefits in the use of the most effective digital platforms and tools to improve writing skills can inform the creation of digital resources and learning materials tailored to the specific needs of EFL learners and can influence the design of support systems that improve students' ability to

effectively navigate the use of digital technologies for learning and communication.

## **V. Limitation of the Study**

The research primarily focuses on students' digital literacy in the context of writing, which may not comprehensively represent all aspects of digital literacy. Digital literacy encompasses various skills, including reading, communication, and critical evaluation of digital content. However, this study emphasizes students' writing abilities, which means that findings may not fully reflect their proficiency in other digital literacy competencies. Future studies could explore a more holistic approach by incorporating multiple digital literacy dimensions.

The study is limited to a specific group of students, potentially restricting the generalizability of the results. The participants' level of exposure to digital tools, access to technology, and prior digital literacy training may vary, affecting their ability to navigate the digital environment effectively. Therefore, the conclusions drawn from this research might not be entirely applicable to students from different educational backgrounds or regions with different technological infrastructures.

This research relies on qualitative methods, such as student writing analysis and observations, which may

introduce subjective interpretations. While qualitative data provides rich insights into students' digital literacy, incorporating measures such as digital proficiency could offer a more comprehensive understanding of their skills.

The rapid evolution of digital tools and technologies. The digital environment constantly changes, and new applications, platforms, and writing tools emerge frequently. This study captures digital literacy at a specific time, but the relevance of certain digital tools and platforms may change soon. Therefore, the findings should be interpreted within the context of current technological advancements, and future research should consider longitudinal studies to track changes over time.

And the external factors such as internet accessibility, institutional support, and students' motivation in using digital tools could impact the findings. Some students may have limited access to digital devices or reliable internet connections, which could influence their digital literacy development. Institutional policies, availability of digital literacy training programs, and teachers' digital competence also play crucial roles in shaping students' digital literacy skills. These external variables should be taken into account when interpreting the results. Despite these limitations, this study contributes valuable insights into the role of digital literacy in EFL writing and provides a foundation for future

research. By recognizing these limitations, future studies can address these gaps and offer more comprehensive perspectives on the integration of digital literacy in EFL education.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **I. Previous Research**

This chapter presents a review of related literature that underpins the present study. It includes previous research on digital literacy and EFL writing, relevant theoretical concepts, and the conceptual framework that guides the analysis. These discussions aim to provide a solid foundation for understanding the role of digital literacy in students' academic writing development within digital environments.

According to Hamouma & Menezes (2020) Using a digital literacy and a writing performance test, the results showed a significant positive correlation between digital literacy and students' academic writing ability. In recent times, the digital technological tools influence each facet of life, including education. Writing as the main instrument, and found that the higher the students' digital literacy, the better their academic writing skills.

Previous studies have acknowledged the role of digital platforms in EFL writing; however, notable gaps still exist, particularly regarding the integration of collaborative tools such as Google Docs in supporting process-based writing. While many learners express positive experiences using features like real-time editing and commenting, there is a lack

of in-depth qualitative research that explores students' perceptions, especially in the context of higher education in Indonesia. Addressing this gap is essential to better understand how digital tools shape writing behavior, collaboration, and learner autonomy in EFL environments (Agustin, 2019).

Additionally, the concept of technology-enhanced feedback has gained attention in recent years. Tools such as Grammarly and Google Docs' suggestion features have shown to improve the accuracy and structure of writing. However, most studies evaluating such feedback are experimental or use standardized tests, leaving out students' reflective narratives on how feedback shapes their writing development. Therefore, if individuals are to function in today's society, it is essential for them to be digitally literate, because digital literacy affects the educational, personal, social, and economic aspects of one's life digital literacy is fundamentally contributing to the individual's knowledge in the sense that it helps to enhance the personal, collaborative, active and autonomous construction of learning throughout the utilization of digital tools. It is considered one of the key factors for success in learning, profession, and other domains of modern society, especially for students and instructors who ought to be digitally literate in this digital age.

According to Septania et al., (2021) compared the effectiveness of using Wattpad and Blog platforms in improving students' English writing skills. The results show that students who use Wattpad have higher writing scores compared to those who use Blog, suggesting that Wattpad can be a more effective tool in writing learning. In this era of globalization, the use of technology can help the learning process. There are various kinds of technology, one of which is social media. Given that people today cannot be separated from social media, especially among teenagers. Therefore, this social media technology can be utilized in the learning process of writing, including Wattpad and Blogs. In a number of studies have proven that this social media technology can help in the learning process.

According to Asipi (2022) this research in Indonesia examines the relationship between digital literacy and English learning achievement based on learning independence. The results show that digital literacy and learning independence significantly affect students' English learning achievement. Digital literacy is common and widely known by academics and non-academics with this digital literacy makes it very easy for readers to access the information needed without being hindered by space and time through the help of digital literacy. Digital literacy is a life skill that not only involves the ability to use technology, information and communication devices. to

use technology, information, and communication devices, but also the ability to socialize, ability in learning, and having an attitude, thinking critically, creatively, and inspiring as digital competence.

Other positive impacts of digital literacy can help the learning process, students can distinguish learning resources that are correct and useful and motivate teachers to and motivate teachers to be productive in creating digital teaching media. activities driven by the motivation to master the learning process driven by motivation to master a predetermined competency.

In their systematic review, Angraini et al., (2024) analyzed the integration of technology in EFL writing instruction through various journal articles. They concluded that technology can improve student engagement, writing ability, and the quality of feedback students receive. However, they also highlighted the challenges faced, such as digital literacy inequality, unequal access to technology, and lack of teacher training in utilizing technology optimally. This study shows the importance of comprehensive institutional support and the need for sustainable pedagogical strategies to maximize the potential of technology in learning to write.

According to Villamizar (2018) study shows that more research is needed on how EFL students use digital technologies in writing activities. She emphasized the

importance of understanding the interrelationship between visual and digital literacy in the context of higher education. This research opens a discourse on the need for in-depth exploration of students' interactions with digital environments, especially in producing meaningful and relevant writing. The findings are in line with the focus of this study, which aims to explore how sixth-semester students make strategic use of digital technology in their English academic writing process, as well as the challenges and perceptions they experience.

These studies collectively underscore the growing relevance of digital literacy in EFL education. There remains a gap in understanding how students actually apply digital literacy in writing tasks, how they navigate challenges, and how they perceive the impact of digital tools and AI on their academic writing development, especially in the Indonesian higher education context. This study addresses those gaps by qualitatively exploring sixth-semester EFL students' real experiences with digital tools in the writing process.

Equally important is the area of multimodal composing and digital identity. With platforms allowing integration of text, images, links, and multimedia elements, students are increasingly expressing themselves beyond traditional written formats. However, little research has investigated how students construct their identities or engage creatively in these

digital writing spaces. Methodologically, most previous studies have relied on experimental designs, correlation analysis, or large-scale surveys. There is a lack of narrative, exploratory, or case study-based research that captures the lived experiences of EFL students in engaging with digital tools. This creates a methodological gap, where students' voices and personal strategies remain underrepresented. Therefore, a qualitative, exploratory approach—as used in the current study—is essential to offer deeper insights into the interplay between digital literacy and academic writing development.

## **II. Literature Review**

### **1. Digital Literacy in EFL Context**

Perceptions and competencies of digital literacy in prospective teachers in the context of EFL academic writing. The study found that prospective teachers tend to perceive digital literacy as the ability to use online tools and technological devices, without prioritizing critical thinking. Nonetheless, they demonstrated competence in information retrieval, communication and functional skills. These findings emphasize the importance of developing a digital literacy framework in EFL academic writing. (Nabhan, 2021). English writing classroom through synchronous and asynchronous

electronic review and feedback, and it allowed the learners to work collaboratively in their writing classroom activities through computer supported collaborative writing tools. However, some factors or challenges also contributed to the successful learning activities such as students' qualification, learning facilities, motivation, and time.

Furthermore, Pertiwi (2022) highlighted university students' perspectives on digital literacy in EFL learning. The research revealed that students generally had positive views and demonstrated competence in both digital and media literacy. They acknowledged the importance of being able to critically evaluate and utilize digital information effectively.

The findings suggest that students are becoming increasingly aware of the significance of digital literacy in their educational journey and are motivated to enhance these skills in line with the demands of modern academic and professional environments. From a broader perspective, digital literacy also includes affective and behavioral competencies, such as willingness to explore digital tools and collaborate online (Asipi, 2022). Collectively, the literature suggests that digital literacy in language education must be framed as a multifaceted construct. Educational institutions need to develop

frameworks that incorporate not only operational skills but also critical, ethical, and collaborative dimensions of digital literacy to better support students' development in EFL writing and other communicative practices.

## **2. The Role of the Digital Environment in EFL Writing**

The integration of technology into English as a Foreign Language (EFL) writing instruction has transformed traditional teaching methods into more interactive, engaging, and personalized learning experiences. The use of digital tools not only enhances the writing process but also provides diverse opportunities for feedback, collaboration, and creative expression.

According to Angraini et al., (2024) conducted a systematic review of technology integration in EFL writing instruction. The analysis shows that technology improves student engagement, writing ability, and feedback quality, making the learning process more interactive. However, challenges such as varying levels of digital literacy, uneven access to technology, and the need for comprehensive teacher training need to be addressed to maximize the benefits of technology in EFL writing instruction. The integration of technology in EFL writing instruction holds great potential to enhance language learning by creating more interactive,



personalized, and effective environments; however, it also presents challenges such as digital literacy issues, limited access to technology, and the need for comprehensive teacher training. Despite these challenges, this review underscores the importance of leveraging digital tools to improve educational outcomes globally.

Digital technology has opened up new opportunities in learning to write as it allows students to write collaboratively and revise continuously. For example, through Google Docs, students can write together in one document, comment directly, and organize texts more efficiently. In this context, digital platforms not only serve as technical aids, but also become social learning spaces where students can actively build ideas and text structures with each other. (Patty et al., 2023)

### **3. Students' Interaction with Digital Tools for Writing**

Students reflected on their perspectives on digital literacy in EFL learning into several main aspects. The aspects include information literacy, media literacy; as a result, the participants had a positive perspective on digital literacy in EFL learning. This can be obtained from the data, which shows that the participants showed

good literacy skills in digital, media and based on their digital, media.

In addition, the participants felt that digital literacy is important as it relates to the ability to access information, evaluate and use it critically and effectively to suit their needs. The participants seemed to have done quite well in addressing this issue. In addition, in media literacy and media literacy, they have a good ability in utilizing those things. From their perspectives on digital literacy in EFL learning most of them would say that they enjoy and feel comfortable, are aware of digital types, willing to learn, and even suggest that digital technology can be integrated into EFL learning even suggest that digital technology can be integrated into every aspect of education, especially in EFL learning.

According to Pertiwi (2022), examining digital literacy skills and students' perspectives on digital literacy in EFL learning. The results show that students are encouraged to apply digital literacy as almost all learning components are integrated with digital technology. They show high awareness of keeping up with the development of digital literacy in their EFL learning. Collaborative writing in a digital environment tends to produce texts with better structure, more precise language use, and more developed ideas. Collaborative

writing encourages negotiation of meaning, discussion of word choice, and more effective sentence construction, which in turn improves students' writing competence. Furthermore, the use of digital resources such as online dictionaries, academic websites, and learning videos are also part of student interaction in the writing process. Students can search for references, check examples of language use, and study text structures from various sources independently. Interaction with these resources allows students to develop deeper linguistic and textual understanding in the context of academic or functional writing.

#### **4. Challenges and Considerations**

The use of digital technology in teaching EFL writing brings a lot of potential, but it is also not free from challenges. One of the main challenges identified is the limited access to digital technology and infrastructure, such as computer devices, internet connections, and supportive learning environments. This condition becomes an obstacle in the implementation of digital-based writing lessons, especially in areas with inadequate infrastructure. that this limitation not only affects students but also teachers who have difficulty in integrating technology to the fullest in the writing classroom. In this context, digital access is a prerequisite

that cannot be ignored in designing digital literacy-based learning activities.

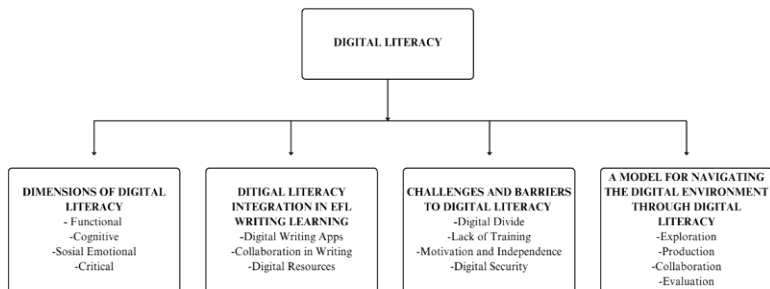
According to Angraini et al., (2024) In addition, the variation in digital literacy skills between teachers and students is also an important consideration. Students may demonstrate expertise in the use of social media or popular apps but may not necessarily have deep digital literacy skills such as the ability to evaluate sources, think critically or adapt written language to academic contexts. On the other hand, teachers may experience digital competency gaps that lead to minimal or inappropriate use of technology that without adequate training and mentoring, teachers tend to use technology only as a presentation tool, not as an interactive medium that can improve the quality of student writing. This reinforces the importance of continuous professional development for educators in order to optimize digital integration in EFL writing learning.

Equally important are the ethical and pedagogical challenges that arise from the use of artificial intelligence-based digital tools, such as Grammarly or ChatGPT. While these tools can assist students in constructing sentences and improving grammar, their uncontrolled use can lead to dependency, decreased creativity, and even plagiarism warns that unsupervised

use of AI can undermine critical and reflective thinking processes in writing, which should be at the core of academic literacy. (In et al., 2024)

Furthermore, challenges also arise from the lack of availability of digital teaching materials that suit students' needs and learning objectives. that many institutions have not provided digital teaching materials that are contextualized and oriented towards skill development. Thus, these challenges and considerations need to be seriously taken into account in designing effective and sustainable digital-based pedagogical interventions. (Shuha Cornelia & Siti Drivoka Sulistyaningrum, 2023)

### III. Conceptual Framework



**Figure 1.** *a conceptual framework that consider both technical and communicative competencies (e.g., Warschauer, 2006).*

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **I. Research Design**

This chapter outlines the research methodology used in this study. It explains the research design, data collection techniques, participants, instruments, data analysis procedures, and strategies to ensure trustworthiness. The chosen methods aim to explore students' digital literacy practices in EFL writing through a qualitative lens.

This study employs a qualitative research design to explore the role of digital literacy in enhancing students' writing skills in an English as a Foreign Language (EFL) context. Specifically, it adopts a case study approach to gain an in-depth understanding of how students navigate the digital environment to improve their writing abilities.

Qualitative research is chosen as it allows for a detailed exploration of students' experiences, perceptions, and challenges in utilizing digital tools for writing. The case study method is particularly suitable as it facilitates an in-depth investigation of a specific group of EFL students within a particular educational setting (Yin, 2018). Data collection methods include semi-structured interviews, and document

analysis of students' written work produced using digital platforms.

Semi-structured interviews provide flexibility in exploring students' perspectives on digital literacy and writing, while classroom observations help capture their engagement with digital tools in real-time. Document analysis further supports the study by examining actual writing outputs and how digital literacy manifests in students' work. The data was analyzed thematically, which involves identifying, analyzing, and reporting patterns within the data. To ensure credibility and reliability, triangulation will be applied by comparing data from multiple sources. Ethical considerations will be strictly adhered to, ensuring informed consent, confidentiality, and anonymity of participants. By employing this research design, the study aims to provide valuable insights into how digital literacy influences EFL students' writing practices and their ability to navigate the digital environment effectively.

### 1. Research Approach

This study employs a qualitative research approach with a case study design to explore how students navigate the digital environment through digital literacy writing in an EFL (English as a Foreign Language) context. A qualitative approach is chosen to provide in-depth insights into students' experiences,

perceptions, and challenges in digital literacy within academic writing.

## 2. Research Setting and Participants

The research will be conducted in an EFL learning environment, such as a high school or university setting, where English is taught as a foreign language. The participants will consist of EFL students who engage in digital writing activities. A purposive sampling technique will be used to select participants who demonstrate varying levels of digital literacy skills to ensure diverse perspectives.

## II. Techniques of Collecting Data and Instrument

To gain comprehensive insights, multiple data collection methods will be employed:

1. **Interviews** – Semi-structured interviews will be conducted with students to understand their perceptions and experiences regarding digital literacy in writing.
2. **Document Analysis** – Students' digital writings, such as blog posts, online discussions, and academic essays, will be analyzed to identify their digital literacy competencies.



**Table 1.** *interview instrument with participants*

| No. | Research Questions | Researched Aspects      | Interview Questions                                                                                                 | Instrument                 |
|-----|--------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1   | RQ1                | Digital Platforms       | What are the digital platforms you usually use when doing English writing assignments?                              | Semi-structured interviews |
| 2   | RQ1                | Effect on Quality       | How much do you think these digital tools can improve the quality of your writing?                                  | Semi-structured interviews |
| 3   | RQ1                | Text Creation Processes | How do you utilize digital technology and how do students draft, revise, and format text digitally?                 | Semi-structured interviews |
| 4   | RQ2                | Technical Barriers      | What are some of the challenges or difficulties you experience when using digital technology in your writing?       | Semi-structured interviews |
| 5   | RQ2                | Creativity Limitations  | Can you describe a moment when technology helped or digital technology has ever limited your creativity in writing? | Semi-structured interviews |

|   |     |                             |                                                                                                      |                            |
|---|-----|-----------------------------|------------------------------------------------------------------------------------------------------|----------------------------|
| 6 | RQ3 | Expression of Ideas         | Do you find it easier to express ideas in your writing with the help of digital tools?               | Semi-structured interviews |
| 7 | RQ3 | Before and After Comparison | How do you feel about the writing process before and after you get used to using digital technology? | Document Analysis          |

### III. Data Analysis Technique

Its flexibility in identifying patterns and themes in qualitative data, thematic analysis, which was created by Braun & Clarke (2006) will be utilized to examine the data gathered for this study. Finding trends and difficulties in the way feedback is applied to student learning outcomes through the use of thematic analysis. The researcher can organize the analytical procedure into multiple stages using this method. According to Braun & Clarke (2006), each stage of thematic analysis aids in the identification, arrangement, and interpretation of data.

Thematic analysis provides a structured framework for making sense of large volumes of data and systematically exploring how students engage with digital tools and platforms in their writing practices. The analysis follows Braun and Clarke's six-phase model, which includes:

familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report.

The following sub-sections elaborate on each analytical step undertaken in this study:

### 1. Data Reduction

To gain comprehensive insights, multiple data collection methods will be employed:

- Interviews – Semi-structured interviews will be conducted with students to understand their perceptions and experiences regarding digital literacy in writing.
- Document Analysis – Students' digital writings, such as blog posts, online discussions, and academic essays, will be analyzed to identify their digital literacy competencies.

### 2. Thematic Analysis

- The data will be analyzed using a thematic approach to understand how students use digital literacy in writing in English.
- Themes identified could include the utilization of technology, understanding digital information, and challenges students face in writing digitally.

- The results of this analysis will provide insights into how digital literacy affects EFL students' writing skills.

### 3. Data Triangulation

- To increase data validity, triangulation was conducted by comparing various data sources, such as student interviews, digital writing analysis, and classroom observations.
- Theoretical triangulation was also applied by comparing the findings with theories of digital literacy and foreign language learning.

### 4. Conclusion Drawing

- After all the data is analyzed, conclusions are drawn to answer how students navigate the digital environment in writing.
- These conclusions will provide implications for the development of digital literacy in EFL learning.

## IV. Trustworthiness

In this study, Trustworthiness is a crucial aspect to ensure the accuracy and credibility of the findings. In this study can be strengthened through several strategies, such as

triangulation, member checking, and researcher involvement in the data analysis process.

Triangulation is carried out by comparing data from various sources, such as students' writings, interviews, and observations of their digital literacy process in learning English as a foreign language (EFL). This approach ensures that the findings do not only rely on one type of data, but are validated through diverse perspectives. In addition, member checking is used by asking participants to review the data or interpretations made by the researcher. This aims to confirm that the research results are in accordance with their experiences and views.

Credibility is also enhanced through in-depth researcher involvement in the data collection and analysis process. Researchers must record their personal reflections and involvement to reduce the potential for subjective bias. With this combination of methods, the validity of data in research on students' digital literacy in an EFL environment can be maintained, so that the research results are more reliable and used as a basis for developing digital literacy in the context of language learning.

This study used Braun & Clarke's (2006) thematic analysis method to process the interview data. By going through six stages of analysis, the researcher was able to identify important patterns related to writing practices in

English language learning for university students. This process helped us to understand the impact that students receive and process. The results of this analysis become the basis for the discussion of findings in the next chapter.

## 1. Familiarization with the Data

In this process, the researcher re-reads in depth the transcript of the interview results, then from in-depth interviews with students and their experiences when using digital writing applications, what impacts the use of digital literacy on English language students.

**Table 2.** *familiarization with the data*

| Theme                                          | Sub-theme                          | Code | Question       | Source             |
|------------------------------------------------|------------------------------------|------|----------------|--------------------|
| Digital Literacy Demonstrated in Writing Tasks | Platform Utilization               | UDP  | SI-Q1          | Students Interview |
|                                                | Writing Process & Revision         | WP   | SI-Q2, Q3.     | Students Interview |
|                                                | AI Support & Assistance            | ASP  | SI-Q1, Q2, Q7. | Students Interview |
| Challenges and Opportunities                   | Technical Barriers and Limitations | TBR  | SI-Q4, Q5.     | Students Interview |

|                                              |                                       |     |                |                    |
|----------------------------------------------|---------------------------------------|-----|----------------|--------------------|
|                                              | Opportunities for Creative Expression | CRE | SI-Q3, Q6, Q7. | Students Interview |
| Students' Perceptions on Writing Development | Transition and Efficiency Improvement | TEI | SI-Q3, Q5, Q7. | Students Interview |
|                                              | Confidence and Structure Enchantment  | CSE | SI-Q3, Q6.     | Student Interview  |

This research explains what applications are used by students, the challenges experienced by students, students' perceptions of writing activities in these digital applications. UDP (Utilization Digital Platform), WP (Writing Process), ASP (AI Support), TBR (Technical Barriers), CRE (Creative Expression), TEI (Transition and Efficiency Improvement), CSE (Confidence and Structure Enchantment). Data was obtained from SI (Students Interview) from Q1-7 (Question1-7).

## 2. Thematizing and Coding

**Table 3.** *thematizing and coding*

| <b>Theme</b>                                   | <b>Sub-theme</b>                      | <b>Code</b> | <b>Total Trend</b> |
|------------------------------------------------|---------------------------------------|-------------|--------------------|
| Digital Literacy Demonstrated in Writing tasks | Platform Utilization                  | UDP         | 1                  |
|                                                | Writing Process & Revision            | WP          | 2                  |
|                                                | AI Support & Assistance               | ASP         | 3                  |
| Challenges and Opportunities                   | Technical Barriers and Limitations    | TBR         | 2                  |
|                                                | Opportunities for Creative Expression | CRE         | 3                  |
| Students' Perceptions on Writing Development   | Transition and Efficiency Improvement | TEI         | 3                  |
|                                                | Confidence and Structure Enchantment  | CSE         | 2                  |



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings based on data obtained through interviews with 10 sixth-semester students about their experiences in using digital technologies in the English writing process. The research aims to understand how digital platforms are used, the extent to which these technologies affect the quality of writing, and the challenges and impacts on the expression of ideas and creativity.

The themes examined include the use of digital platforms, the impact on writing quality, the process of text creation, technical barriers, limitations and support for creativity, ease of conveying ideas, and perceived changes before and after the use of digital technology in the writing process. These results will be further reviewed and discussed to provide a comprehensive picture of the role of digital technology in improving students' writing skills, as well as to see language the implications for English learning practices more broadly.

#### **I. Findings**

##### **1. Digital Literacy Demonstrated in Writing Task**

The results of this study drawn from sixth-semester students have demonstrated various forms of digital literacy in their academic writing practices.

Through the interviews, it was identified that the students not only use technology functionally, but also strategically to support the writing process, from planning, drafting, revising, to publishing the writing. The digital literacy they demonstrate includes the ability to operate various digital platforms, utilize artificial intelligence (AI)-based tools, and manage the writing process systematically.

These forms of literacy are visible in the way they select and combine various digital applications to meet their academic needs. The findings reflect that digital literacy in the context of learning English as a foreign language (EFL) is not just a technical mastery of digital tools, but also includes cognitive and metacognitive dimensions related to critical, creative and reflective thinking processes in writing.

**Table 4.** *digital literacy according to students*

| <b>Code</b>  | <b>Category</b>      | <b>Quote</b>                                                         |
|--------------|----------------------|----------------------------------------------------------------------|
| UDP-SI<br>Q1 | Platform Utilization | “I use Google sites, Microsoft word, Google Docs, Ebook, Canva, PPT” |

|             |                               |                                                                                                                                                                                                                                                                              |
|-------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WP-SI<br>Q2 | Writing Process &<br>Revision | “In my opinion, the effect is quite large for me, with google sites the assignment notes are more structured and then with the ability to edit colors etc. it becomes more interesting so when writing you want to make the writing even better so that it is easy to read.” |
| WP-SI<br>Q3 | Writing Process &<br>Revision | “I usually start by creating an outline in Google Docs to plan the main idea and structure of my writing. Once the first draft is complete, I use Grammarly to                                                                                                               |

|           |                          |                                                                                                                                                                                                                                                                                                           |
|-----------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |                          | <p>check grammar and vocabulary. Then, I revise based on the feedback or the results of the check. For formatting, I use features in Microsoft Word such as title styles, citation managers (e.g. Mendeley), and plagiarism checking features to ensure the writing is more structured and academic.”</p> |
| ASP-SI Q1 | AI Supports & Assistance | <p>“I use AI but usually only chatgpt”</p>                                                                                                                                                                                                                                                                |
| ASP-SI Q2 | AI Supports & Assistance | <p>“In my opinion, these digital platforms are very helpful in improving the</p>                                                                                                                                                                                                                          |

|              |                             |                                                                                                                                                                                                                                                                                                                                                               |
|--------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                             | <p>quality of my writing. With the help of Grammarly, for example, I can immediately find out the sentence structure errors that I make and can be automatically corrected from Grammarly, so that my writing is neater and more structured. In addition, the application I use can also be directly edited in such a way that my writing is attractive.”</p> |
| ASP-SI<br>Q7 | AI Supports &<br>Assistance | <p>“From the app used initially the vocab</p>                                                                                                                                                                                                                                                                                                                 |

|  |  |                                                                                                                                                                                                                           |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>was messy or limited and I couldn't interpret it myself so had to look for a good app tool from this AI it's easier and I can learn a lot of vocabulary to translate, etc. There are also many new and good apps.”</p> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### **a. Platform Utilization**

From the quote UDP-SI Q1,  
*“I use Google sites, Microsoft word, Google Docs, Ebook, Canva, PPT”*

The use of digital platforms is evident that students utilize various applications and media to support their writing assignments. The respondent mentioned the use of “Google Sites, Microsoft Word, Google Docs, Ebook Creator, Canva, and PowerPoint” in their academic activities. This shows that students are not only familiar with various digital tools but also able to choose

platforms that suit their writing needs. This ability reflects good digital literacy in the context of utilizing technology as a means of supporting productivity and creativity in writing.

**b. Writing Process & Revision**

From the quote WP-SI Q3,

*“I usually start by creating an outline in Google Docs to plan the main idea and structure of my writing. Once the first draft is complete, I use Grammarly to check grammar and vocabulary. Then, I revise based on the feedback or the results of the check. For formatting, I use features in Microsoft Word such as title styles, citation managers (e.g. Mendeley), and plagiarism checking features to ensure the writing is more structured and academic.”*

Students demonstrated a good understanding of the writing and revision process through the use of technology. In the excerpts, they explained how to start “with an outline in Google Docs or Microsoft Word and revise using Grammarly, and perfect the format using features in Microsoft Word, such as title styles, citation managers like Mendeley, and plagiarism checking

features.” In addition, the use of Google Sites also helps to organize assignment notes in a more structured and visually appealing manner, which in turn encourages students to improve the quality of their writing to make it more readable. This reflects high digital literacy skills in managing the writing process systematically and professionally.

**c. AI Supports & Assistance**

From the quote ASP-SI Q2,

*“In my opinion, these digital platforms are very helpful in improving the quality of my writing. With the help of Grammarly, for example, I can immediately find out the sentence structure errors that I make and can be automatically corrected from Grammarly, so that my writing is neater and more structured. In addition, the application I use can also be directly edited in such a way that my writing is attractive.”*

The role of artificial intelligence (AI) technology is strongly felt in supporting students' writing process. Several respondents mentioned the use of ChatGPT and Grammarly as the main tools. AI helps students identify grammatical errors, improve sentence structure, and improve



writing neatness automatically. AI also plays a role in enriching vocabulary and assisting translation, especially when students find it difficult to understand or compose sentences in foreign languages. The presence of various AI applications not only makes writing easier but also contributes to the self-learning process and significantly improves the quality of academic writing.

## **2. Challenges and Opportunities of Digital Literacy in Writing Task**

The results of this study show that in the process of applying digital literacy in academic writing, students not only experience convenience and benefits, but also face various challenges that affect the effectiveness of technology use. The findings of this study reveal that the use of digital technology in the context of EFL writing has two complementary sides.

Some students mentioned technical barriers such as unstable internet connections, limited features on free apps, and a dependence on digital tools that can reduce critical thinking. However, they also recognized that the presence of technology-especially through interactive platforms and AI support-provides a new space to write more flexibly, expressively, and professionally.

**Table 5.** *challenges and opportunities  
according to students*

| <b>Code</b>  | <b>Category</b>                       | <b>Quote</b>                                                                                                                                                                             |
|--------------|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TBR-SI<br>Q4 | Technical Barriers<br>and Limitations | “Difficulty with internet signal, the use of digital tools makes dependence, and think casually because there is already help from applications, the applications used are mostly paid.” |
| TBR-SI<br>Q5 | Technical Barriers<br>and Limitations | “Google Sites helps because there are many advantages. we can save the results of the task there so we can just open it again if there are questions. The features on                    |

|              |                                       |                                                                                                                                                                                                                                                     |
|--------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                       | <p>Google Sites are also straightforward</p> <p>But limitations if the design wants to be more attractive, the average feature is not available or paid, and some features cannot be combined with other applications.</p>                          |
| CRE-SI<br>Q3 | Opportunities for Creative Expression | <p>“I collect the data that I want to make (draft or point) and then ask AI after AI paraphrase and writes in Google Docs to be tidied up again and then updated to Google Sites (the application used) so that I can enter images, links, etc.</p> |

|              |                                       |                                                                                                                                                                       |
|--------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                       | Making the writing results on Google Sites itself must be more interesting, there are several features that can be used.”                                             |
| CRE-SI<br>Q6 | Opportunities for Creative Expression | “It is easier and faster to finish, the idea is freer and can be developed with AI, can edit easily, and the writing can be more interesting.”                        |
| CRE-SI<br>Q7 | Opportunities for Creative Expression | “Once I got used to using platforms like Google Sites, writing felt more flexible, more interactive, and the end result could be shared or presented professionally.” |

**a. Technical Barriers and Limitations**

From the quote TBR-SI Q4,

*“Difficulty with internet signal, the use of digital tools makes dependence, and think casually because there is already help from applications, the applications used are mostly paid.”*

While the use of digital technology brings many conveniences, some students face technical challenges that hinder the writing process. Respondent mentioned was the “limited internet signal, which impacted the smooth access and use of digital platforms.” In addition, students also felt a dependency on digital applications, which can make the thinking process less critical due to the automatic assistance of various technological features. Some of the applications used also have limited features because they are paid, so access to certain functions is hampered. Although Google Sites is considered helpful due to its storage features and ease of use, there are still limitations in terms of visual design and integration between applications, which reduces the flexibility and attractiveness of writing displays.

## **b. Opportunities for Creative Expression**

From the quote CRE-SI Q3,

*“I collect the data that I want to make (draft or point) and then ask AI after AI paraphrase and writes in Google Docs to be tidied up again and then updated to Google Sites (the application used) so that I can enter images, links, etc. Making the writing results on Google Sites itself must be more interesting, there are several features that can be used.”*

On the other hand, digital technology opens up great opportunities for creative expression in writing. Students claimed that the use of AI helped in the process of idea generation, paraphrasing, and writing development. This process is then followed by reorganization in Google Docs, before finally being published on Google Sites, which allows the integration of images, links, and other interactive elements. Platforms like Google Sites make writing feel more flexible and engaging, and easy to share professionally. Students also feel that with the help of AI, the writing process becomes faster, freer in expressing ideas, and easy to edit. This gives students the space to explore their

creativity and present their writing more engagingly and communicatively.

### 3. Students' Perceptions Context on Writing

#### Development using Digital Literacy

Students' views on the development of their writing skills are an important aspect in understanding the real impact of using digital technology in the context of academic writing. Based on the interview results, the majority of students recognized positive changes in the way they write after getting used to using various digital tools. Technology not only makes the writing process easier, but also helps improve efficiency, structure, and confidence in expressing ideas in a more organized and engaging manner.

**Table 6.** *students' perceptions  
on writing development*

| Code         | Category                                    | Quote                                                                                                                                                |
|--------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEI-SI<br>Q3 | Transition and<br>Efficiency<br>Improvement | "I usually start looking for ideas related to the topic to be written with Chat GPT to create an initial outline. After the initial outline, I start |

|              |                                             |                                                                                                                                                                                                                                                      |
|--------------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                             | <p>searching and reading journal/book references related to the topic.</p> <p>After all the writing is done, I use grammarly to help revise the wrong sentence structure and quillbot to paraphrase the sentences I wrote to reduce plagiarism.”</p> |
| TEI-SI<br>Q5 | Transition and<br>Efficiency<br>Improvement | <p>“Once I had an assignment to write a paper, I didn't know what to write in the paper. Then I used ChatGPT to help me develop ideas and create an outline of the paper topic, and it really helped me.”</p>                                        |
| TEI-SI<br>Q7 | Transition and<br>Efficiency<br>Improvement | <p>“Before using digital technology, I felt that writing was more complicated and time-</p>                                                                                                                                                          |



|              |                                        |                                                                                                                                                                                                                                                                                               |
|--------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                        | <p>consuming because I had to do it manually. Once I got used to using platforms like Google Sites, writing felt more flexible, more interactive, and the end result could be shared or presented professionally.”</p>                                                                        |
| CSE-SI<br>Q3 | Confidence and Structure<br>Enchanment | <p>“I usually start by creating a draft in Google Docs. After that, I revise it many times, with the help of the spelling &amp; grammar checker feature. When it's ready, I copy it or develop it on Google Sites, while improving formatting such as heading, subheading, adding images,</p> |

|              |                                           |                                                                                                                                                                                             |
|--------------|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                           | hyperlinks, and layout to make it look attractive”                                                                                                                                          |
| CSE-SI<br>Q6 | Confidence<br>and Structure<br>Enchanment | “I find it easier. With digital tools like Google Sites, I can combine text with images, videos, and external links, so my ideas can be expressed more thoroughly, not just through words.” |

#### a. Transition and Efficiency Improvement

From the quote TEI-SI Q3,

*“I usually start looking for ideas related to the topic to be written with Chat GPT to create an initial outline. After the initial outline, I start searching and reading journal/book references related to the topic. After all the writing is done, I use grammarly to help revise the wrong sentence structure and quillbot to paraphrase the sentences I wrote to reduce plagiarism.”*

The use of digital technology has brought significant changes in the way students go through the academic writing process. Many of them

experience a positive transition from manual to digital methods, which makes the writing process more efficient, flexible, and structured. Before the introduction of digital technology, writing felt more complicated and time-consuming. However, after becoming familiar with platforms such as Google Sites, students found writing to be more interactive and easy to share in a professional manner. I use “Tools such as ChatGPT help with initial outlining and developing ideas, while Grammarly and Quillbot are used to edit and paraphrase sentences, which not only improves structure, but also reduces the risk of plagiarism.” The combination of these tools shows how technology accelerates and simplifies the entire writing process.

**b. Confidence and Structure Enchantment**

From the quote CSE-SI Q3,

*“I usually start by creating a draft in Google Docs. After that, I revise it many times, with the help of the spelling & grammar checker feature. When it's ready, I copy it or develop it on Google Sites, while improving formatting such as*

*heading, subheading, adding images, hyperlinks, and layout to make it look attractive”*

In addition to providing efficiency, technology also contributes greatly to increasing students' confidence in writing and composing more structured and expressive writing. Students feel more confident when writing because they have access to various tools that support the quality of writing. For example, with AI, they can start from basic structures such as outlines, then supplement with academic references. Furthermore, the use of Grammarly for revision and Quillbot for paraphrasing helps to ensure that writing is neater and error-free. On the other hand, the ability to insert images, videos and external links on platforms such as Google Sites also strengthens the way they convey ideas more thoroughly and engagingly. All of this contributes to improved writing structure and confidence in the writing process.

## **II. Discussion**

This chapter discusses the results of the research based on data obtained from interviews with sixth-semester students regarding the use of digital literacy in writing English

academic assignments. This discussion links the research findings with theories and previous studies as reviewed in the literature review. The focus of the discussion consists of three main themes: Digital Literacy Demonstrated in Writing Assignments, Challenges and Opportunities in Digital Writing, and Students' Perceptions of the Development of Writing Skills.

### **1. Digital Literacy Demonstrated in Writing Tasks**

Based on the results of the study, students demonstrated strong digital literacy skills in completing academic writing tasks. Their digital literacy includes three main aspects: utilization of digital platforms, understanding the writing and revision process, and the use of artificial intelligence (AI)-based tools.

Students use various platforms such as Google Docs, Microsoft Word, Google Sites, Canva, and Ebook Creator to organize their writing. This shows that they are not only technically proficient in using technology, but are also able to choose tools that suit their academic needs. This reinforces the findings of McDougall et al. (2018) who stated that the ability to navigate and utilize digital environments effectively is key in improving literacy skills in the modern era. In the writing process, students generally start by creating an outline, compiling an initial draft, revising with the help of Grammarly, and

formatting academic writing with tools such as Mendeley and style features in Word. This process reflects a deep understanding of the stages of academic writing, which according to Nabhan (2021) is an important part of digital literacy competence in EFL contexts.

So the results of the interviews show that students have shown a fairly good level of digital literacy in the process of writing their academic assignments. Digital literacy here includes the ability to strategically select, use and combine various digital platforms and applications to support a more effective, efficient and academic writing process. One of the most obvious aspects of digital literacy that emerged was the utilization of various writing and visual support platforms. Students use tools such as Google Sites, Google Docs, Microsoft Word, E-books, Canva, and PowerPoint (UDP-SI Q1).

This shows that they not only use basic writing applications, but also utilize design and presentation tools to strengthen the visual aspects and readability of their writing. Correspondingly, one of the participants revealed that the use of Google Sites made the assignment notes more structured and interesting, which motivated them to write better for readers to understand (WP-SI Q2). This statement reflects students' ability to integrate aesthetic aspects and structure in writing, which

is part of advanced digital literacy the use of AI such as ChatGPT, Grammarly, and Quillbot has become an integral part of students' writing practice. These tools are used to develop ideas, improve sentence structure, and help paraphrase to avoid plagiarism. This finding is in line with the opinion of Hamouma & Menezla (2020) who mentioned that proficiency in using digital technology - especially in academic writing - directly contributes to improving the quality of student writing.

Furthermore, students also demonstrated an understanding of the stages of a structured writing process integrated with digital technology. One participant explained that his writing process started from creating an outline in Google Docs, followed by grammar checking through Grammarly, revision based on the results of the check, and the use of academic features in Microsoft Word such as citation management and plagiarism checking (WP-SI Q3). This shows that students not only write to complete assignments, but also pay attention to the academic quality of writing through the functional use of digital technology. This ability demonstrates a high level of digital literacy skills, as it involves understanding the function of tools, evaluating text quality, and editing based on technological feedback.

In addition to conventional tools, students also began to integrate artificial intelligence (AI) in the writing process. Some participants admitted to using ChatGPT to help them understand concepts, expand vocabulary, and improve writing (ASP-SI Q1, Q2, Q7). For example, one student admitted that AI such as Grammarly was very helpful in improving sentence structure, making writing neater and more attractive (ASP-SI Q2). On the other hand, there are also students who use AI applications to increase their vocabulary and ability to understand the meaning of English words, which was previously difficult to do independently (ASP-SI Q7).

On the other hand, there are also students who use AI applications to increase their vocabulary and ability to understand the meaning of English words, which was previously difficult to do independently (ASP-SI Q7). This shows that students utilize AI support not only as an automated tool, but also as a learning resource that enriches their linguistic knowledge. This, it can be concluded that EFL students' digital literacy is not only technical, but also includes strategic and reflective abilities in planning and composing academic texts.



## **2. Challenges and Opportunities of Digital Literacy in Writing Task**

Although the use of digital technology in writing provides many conveniences, students also face some challenges that hinder the effectiveness of the writing process. The two main themes found in this aspect are technical barriers and limitations, and opportunities for creative expression.

In terms of barriers, students mentioned several obstacles such as limited internet access, dependence on technology, and limited features of free applications. Dependence on automated features such as grammar checkers and AI paraphrasing can lead to a decrease in critical thinking skills, as students tend to accept the results without further analysis. This finding supports Asipi's (2022) opinion which emphasizes that access to technology and the digital divide are important factors in the development of students' digital literacy.

However, students also realize that there are great opportunities in creative writing through digital technology. They are able to structure their writing more expressively through platforms such as Google Sites that allow the integration of text, images, links and videos. With AI support, the writing process not only becomes faster and easier, but also more open to the exploration of

ideas and interesting presentation styles. As stated by Pertiwi (2022), EFL students now show a high awareness of the importance of being able to evaluate and use digital information to support their learning. Some participants expressed technical obstacles that interfered with the smoothness of the writing process.

One of them was the unstable internet network, as well as over-reliance on digital applications (TBR-SI Q4). One respondent stated that because they were too used to the help of apps, they tended to “think casually” or less critically in the writing process. This suggests that while digital tools can make the writing process easier, they can also weaken cognitive effort if not used wisely. In addition, most apps that are considered helpful-such as the premium version of Grammarly, ChatGPT Plus, or advanced features on Google Sites-are often paid, which is a barrier for students (TBR-SI Q4 & Q5). This reflects the access gap that is an important challenge in digital literacy. Feature limitations are also a concern, for example with Google Sites, which, although it has many advantages such as easy storage and re-access to assignments, still lacks support in terms of visual design and integration with other applications (TBR-SI Q5). This reinforces the view that digital literacy involves not

only the ability to use technology, but also understanding its limitations and how to work around them critically.

In addition, technology-integrated EFL learning enables students to develop multimodal communication skills. In this case, digital literacy not only improves writing skills but also broadens the scope of students' academic expression and communication. This is also supported by the study of Angraini et al. (2024) which states that technology can increase student engagement, accelerate feedback, and create a more collaborative learning environment.

Despite these challenges, the interviews also showed that the digital environment provides great opportunities for creative expression in writing. Students utilize tools such as Google Docs, Google Sites, and AI (such as ChatGPT) to design, rewrite, beautify, and present their writing in an engaging way (CRE-SI Q3). This process involves a combination of activities such as drafting, paraphrasing, adding images and links, and publishing to online platforms. This way, they are not only writing to fulfill an assignment, but also to create visually and content-wise. Students also feel that digital technology helps them complete their writing more quickly, efficiently and flexibly, and makes their ideas develop more freely with the help of AI (CRE-SI Q6).

That digital literacy involves the ability to utilize technology to produce meaningful work that is appropriate to the respondent even mentioned that the more accustomed they became to using platforms such as Google Sites, the more they felt that writing became more interactive and professional (CRE-SI Q7). This suggests that students are not only developing technical skills, but also developing an awareness of audience and a more mature form of written presentation, which are important aspects of modern digital literacy.

### **3. Students' Perceptions Context on Writing Development using Digital Literacy**

Students' views on the development of their writing skills show the positive impact of integrating digital literacy in the writing process. These perceptions fall into two main themes: increased efficiency and digital transition, and increased confidence and writing structure.

Most students reported that prior to using technology, writing was a laborious and unstructured process. But after using digital platforms such as ChatGPT to organize ideas, Grammarly for revision, and Quillbot for paraphrasing, they felt that writing became more efficient, purposeful, and doable in less time. This

finding supports Hardy & McKenzie's (2020) study which highlights that technology integration in the EFL curriculum helps students navigate the digital environment effectively and efficiently. Many students revealed that the use of digital technology has transformed their writing experience from previously complicated and time-consuming to more efficient and structured. For example, one respondent explained how the writing process starts from finding ideas with the help of ChatGPT, then searching for journal or book references, revising sentence structure with Grammarly, and paraphrasing with Quillbot to avoid plagiarism (TEI-SI Q3). This shows that students have developed digital-based writing strategies that utilize various tools gradually and purposefully so digital literacy is not only about technical ability, but also about how individuals can organize and integrate digital tools in their academic practice. In this context, students showed a positive transition from manual to digital writing, which improved the efficiency and effectiveness of the writing process. As expressed by another respondent, before using digital technology, writing felt complicated and tiring, but after getting used to using platforms such as Google Sites, writing became more flexible, interactive,

and the end result could be presented professionally (TEI-SI Q7).

In addition to efficiency, students also showed increased confidence in composing their writing. They feel more confident in conveying their ideas because of the visual and interactive support such as images, hyperlinks, and videos that can be incorporated into their writing through platforms such as Google Sites. With these tools, the structure of the writing becomes clearer and the final presentation becomes more attractive. This is in line with the opinion of Lin et al. (2020) who mentioned that digital literacy not only supports linguistic aspects, but also expressive skills and visual representation of meaning in foreign language learning. In addition to efficiency, students also noticed an improvement in their writing structure and confidence when writing. One participant shared that she started the writing process by creating a draft in Google Docs and revised it repeatedly using the spelling and grammar checking features, and then developed the result in Google Sites by adding visual elements such as images, hyperlinks, and heading formats to enhance the appearance (CSE-SI Q3). This shows that students have an awareness of the importance of text organization and visual aesthetics in writing, which is part of advanced

digital literacy. In addition, the ability to combine text with other media such as images, videos, and external links, provides opportunities for students to express their ideas more fully (CSE-SI Q6). ability to communicate meaning through various forms of media and symbols. By utilizing these features, students feel more confident because their writing becomes more interesting, communicative, and professional.

In addition to efficiency, students also felt an improvement in their writing structure and confidence when writing. One of the participants said that she started the writing process by making a draft on Google Docs It is also important to note that this improvement in confidence and writing structure has an impact on students' learning motivation. The more they feel capable of completing writing tasks well, the higher their level of participation and enthusiasm in learning English. This indicates that digital literacy supports affective aspects of learning, such as self-confidence, ownership of the learning process and learning autonomy.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

In this chapter, the research present the conclusion and suggestions based on the study's findings:

#### **I. Conclusion**

Based on the findings, this study concludes that EFL students interact with digital environments in a strategic and purposeful manner to support their writing development. They utilize various digital platforms such as Google Docs, Grammarly, ChatGPT, and Google Sites not only for drafting and revising, but also for formatting, organizing content, and enhancing the visual appeal of their academic writing. This indicates that students' digital literacy is not limited to technical usage but also involves critical and metacognitive skills, such as evaluating content, integrating sources, and presenting their work in professional formats.

Despite these advantages, students also face several challenges when engaging with digital tools. Technical issues like limited internet access, feature restrictions in free applications, and overreliance on AI tools were commonly reported. Some students noted that this dependency on automated assistance could hinder critical thinking and originality. Nevertheless, digital environments also presented numerous opportunities for students, such as more creative



expression, increased efficiency, flexibility in the writing process, and the ability to publish their work in interactive and engaging formats.

Furthermore, digital literacy significantly influenced students' perceptions of their writing development. Most students reported feeling more confident and motivated when using digital tools. They found that these tools helped them express ideas more clearly, structure their writing more effectively, and reduce anxiety about language accuracy through features like grammar checkers and paraphrasers. This shift in perception highlights the importance of integrating digital literacy into writing instruction, as it supports both linguistic competence and learner autonomy.

Digital literacy plays a vital role in enhancing EFL students' academic writing. It fosters a more efficient, creative, and independent writing process while also contributing to students' confidence and engagement. However, to ensure these benefits are fully realized, educational institutions must provide equitable access to technology, training in digital tool usage, and guidance on ethical and critical engagement with digital resources. By doing so, digital literacy can become a transformative element in EFL writing education.

## **II. Suggestions**

After conducting research that explores digital literacy and its role in EFL writing among sixth-semester students, the researcher provides the following suggestions:

### **1. For Students**

For students, it is recommended to use digital technology wisely, not only as a technical tool, but also as a means of self-learning. Students need to develop critical and creative thinking skills when using digital platforms, and maintain originality and academic ethics in writing. And for students, it is important to use digital technology wisely and responsibly. Students are expected not only to rely on AI such as ChatGPT and Grammarly passively, but also actively evaluate, reflect, and develop writing based on their own understanding so do not make AI a substitute for the thinking process but as a learning guide. And students must have critical thinking skills, creativity, and digital ethics must be an integral part of the writing process so that students can maintain originality and academic integrity.

### **2. For Educational Institutions**

For educational institutions, it is recommended to provide equitable access to digital facilities and training for all students and faculty. Institutions also need to regularly evaluate and adjust the writing learning

curriculum to match technological developments and skill needs. The availability of free platforms, digital literacy training, and technical support are important factors in supporting inclusive and meaningful learning processes and should also provide equitable access to technology facilities, digital literacy training, and technical support for all students. This is important to reduce the access gap and ensure that all students, regardless of their socio-economic background, have equal opportunities to develop digital writing skills. In addition, regular curriculum evaluations need to be conducted to keep it relevant to technological developments and the needs of the future workforce.

### 3. For Further Research

For future research, it is recommended that a longitudinal study be conducted to observe the development of students' digital literacy in the long term. Research can also use a mixed approach (qualitative and quantitative) to get more comprehensive results and involve participants from diverse backgrounds and institutions to broaden the scope of research results. This is important to enrich the understanding of digital literacy in the EFL context in a more in-depth and applicable way. The research can also be extended to other levels of education or institutions to see how digital literacy skills

vary across contexts. Longitudinal studies are also needed to monitor the development of students' digital literacy over a longer period of time and its impact on overall academic quality.

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## APPENDICES

### Appendix 1: Interview Guidelines for Students and Student Interview Questions

#### STUDENT INTERVIEW QUESTIONS

##### A. Participant Information

| No | Name | Grade |
|----|------|-------|
| 1  |      |       |
| 2  |      |       |
| 3  |      |       |

##### B. List of Questions

| No. | Research Questions | Researched Aspects      | Interview Questions                                                                                 |
|-----|--------------------|-------------------------|-----------------------------------------------------------------------------------------------------|
| 1.  | RQ1                | Digital Platforms       | What are the digital platforms you usually use when doing English writing assignments?              |
| 2.  | RQ1                | Effect on Quality       | How much do you think these digital tools can improve the quality of your writing?                  |
| 3.  | RQ1                | Text Creation Processes | How do you utilize digital technology and how do students draft, revise, and format text digitally? |



|    |     |                             |                                                                                                                     |
|----|-----|-----------------------------|---------------------------------------------------------------------------------------------------------------------|
| 4. | RQ2 | Technical Barriers          | What are some of the challenges or difficulties you experience when using digital technology in your writing?       |
| 5. | RQ2 | Creativity Limitations      | Can you describe a moment when technology helped or digital technology has ever limited your creativity in writing? |
| 6. | RQ3 | Expression of Ideas         | Do you find it easier to express ideas in your writing with the help of digital tools?                              |
| 7. | RQ3 | Before and After Comparison | How do you feel about the writing process before and after you get used to using digital technology?                |

### Interview Participants

| Student Code | Name | Grade                    |
|--------------|------|--------------------------|
| S01          | HHS  | 6 <sup>th</sup> semester |
| S02          | AL   | 6 <sup>th</sup> semester |
| S03          | ZNR  | 6 <sup>th</sup> semester |
| S04          | MFA  | 6 <sup>th</sup> semester |
| S05          | EZU  | 6 <sup>th</sup> semester |
| S06          | MNH  | 6 <sup>th</sup> semester |
| S07          | AHF  | 6 <sup>th</sup> semester |
| S08          | DSP  | 6 <sup>th</sup> semester |
| S09          | TAW  | 6 <sup>th</sup> semester |

|     |     |                          |
|-----|-----|--------------------------|
| S10 | MIM | 6 <sup>th</sup> semester |
|-----|-----|--------------------------|

### Interview Transcript

| <b>RQ1/Q1</b> | <b>What are the digital platforms you usually use when doing English writing assignments?</b>                                                                                                                                                        |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S01           | Microsoft Word, Google sites, PPT, Canva                                                                                                                                                                                                             |
| S02           | Microsoft Word, Google sites, PPT, AI, Grammarly, Google docs                                                                                                                                                                                        |
| S03           | Microsoft Word, Canva, PPT, Docs, Grammarly, Ebook                                                                                                                                                                                                   |
| S04           | Google Docs, Microsoft Word, Grammarly, and sometimes Hemingway Editor to check the readability of the text. In addition, I also utilize apps like Google Scholar to find academic references that support my writing                                |
| S05           | Google sites, Microsoft word, Google document, AI chatgpt, Ebook, Canva                                                                                                                                                                              |
| S06           | I use Google Docs for writing and revising, then for projects that are more structured or need to be published, I use Google Sites. Sometimes I also use Grammarly to check my grammar and Google Translate to find additional vocabulary references |
| S07           | Grammarly, Ebook, Microsoft Word, Canva, DeepL translator                                                                                                                                                                                            |
| S08           | I usually use digital apps like Microsoft Word, Grammarly, DeepL, Quillbot or sometimes ChatGPT to help me find ideas.                                                                                                                               |
| S09           | Microsoft Word, Google docs                                                                                                                                                                                                                          |
| S10           | Google Sites. I use it to create writing assignments that take the form of projects or portfolios                                                                                                                                                    |

| <b>RQ1/Q2</b> | <b>How much do you think these digital tools can improve the quality of your writing?</b>        |
|---------------|--------------------------------------------------------------------------------------------------|
| S01           | I think is very big, because it is easy to use, can do it directly on your laptop and copy paste |

|     |                                                                                                                                                                                                                                                                                                                                      |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S02 | Quite big, because it's easy we can just edit it if it's wrong just delete it                                                                                                                                                                                                                                                        |
| S03 | It greatly improves the quality of my writing, because now there are many applications assistance, one of which I use Grammarly so there is auto correct because it has been combined with Microsoft word                                                                                                                            |
| S04 | In my opinion, digital tools are very influential in improving the quality of my writing. Features such as grammar check, spelling correction, and thesaurus help me avoid common mistakes and enrich my vocabulary. In addition, collaboration through Google Docs allows me to get feedback from lecturers or friends in real-time |
| S05 | In my opinion, the effect is quite large for me, with google sites the assignment notes are more structured and then with the ability to edit colors etc. it becomes more interesting so when writing you want to make the writing even better so that it is easy to read                                                            |
| S06 | It's huge. With Google Sites, I can organize the appearance, writing structure, and additional links more neatly. Google Docs also helps me because it has automatic commenting and revision features, so I can see the changes in my writing. This makes the quality of my writing more mature before publication                   |
| S07 | Quite helpful to improve writing skills, such as Grammarly helps to check grammar, deepl helps translate, ebook creator to increase creativity so that it is interesting when reading, for previous edits using Microsoft Word and Canva                                                                                             |
| S08 | In my opinion, these digital platforms are very helpful in improving the quality of my writing. With the help of Grammarly, for example, I can immediately know the mistakes of the sentence structure that I made and can automatically be                                                                                          |

|     |                                                                                                                                                                                                                                   |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | corrected from Grammarly, so my writing is more neat and structured. In addition, apk like quillbot can help paraphrase sentences easily so that the writing I make is not detected plagiarism                                    |
| S09 | The results are quite an improvement, as digital tools can greatly improve the quality of my writing                                                                                                                              |
| S10 | I find Google Sites quite helpful in improving the quality of my writing, especially in terms of appearance and content organization. I can customize the layout, add supporting images or videos, and add other sources directly |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>RQ1/Q3</b> | How do you utilize digital technology and how do students draft, revise, and format text digitally?                                                                                                                                                                                                                                                                                                                                                            |
| S01           | I fiind a journal and read, copy and paste, paraphrase, rewrite or format (Tandfonline, Sinta, scholar local journal)                                                                                                                                                                                                                                                                                                                                          |
| S02           | I search for journals and read, copy and paste, paraphrase, check vocab from Grammarly, rewrite or clean up (Tandfonline, Science direct, scholar)                                                                                                                                                                                                                                                                                                             |
| S03           | I usually write directly in Microsoft word, because if a typo can be directly edited, it can be tidied up directly, to use the format there are many choices with this digital tool                                                                                                                                                                                                                                                                            |
| S04           | I usually start by creating an outline in Google Docs to plan the main idea and structure of my writing. Once the first draft is complete, I use Grammarly to check grammar and vocabulary. Then, I revise based on the feedback or the results of the check. For formatting, I use features in Microsoft Word such as title styles, citation managers (e.g. Mendeley), and plagiarism checking features to ensure the writing is more structured and academic |
| S05           | I collect the data that I want to make (draft or point) and then ask AI after AI paraphrases and                                                                                                                                                                                                                                                                                                                                                               |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | writes in google docs to be tidied up again and then updates to google sites so that I can include images. links etc. Because I use google sites in editing must use a laptop so I have to use a laptop everywhere, making google sites itself must be more interesting, the same signal also likes to be slow, and AI sometimes doesn't fit the answer, for ebooks the features must be more interesting, links etc |
| S06 | I usually start by creating a draft in Google Docs. After that, I revise it many times, with the help of the spelling & grammar checker feature. When it's ready, I copy it or develop it on Google Sites, while improving formatting such as heading, subheading, adding images, hyperlinks, and layout to make it look attractive. Google Sites also allows me to edit the appearance of my writing without coding |
| S07 | Make an initial design in Microsoft word, then ask for help from grammar to check the grammar for typos, if the vocab doesn't understand the meaning from deepl, then tidying up from start to finish                                                                                                                                                                                                                |
| S08 | I usually start looking for ideas related to the topic to be written with Chat GPT to create an initial outline. After the initial outline, I start searching and reading journal/book references related to the topic. After all the writing is done, I use grammarly to help revise the wrong sentence structure and quillbot to paraphrase the sentences I wrote to reduce plagiarism                             |
| S09 | I usually use a note application like Microsoft Word. The process starts with writing basic ideas in the document. After that, I re-read and correct mistakes. For formatting, I use simple formatting features such as font selection and text size to make the writing look neat                                                                                                                                   |

|     |                                                                                                                                                                                                                                      |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S10 | I usually write the first draft in Google Docs first to facilitate the revision process with the comment feature or grammar check. After that, I copy it to Google Sites and start formatting it by adding titles, images, and links |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|               |                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>RQ2/Q4</b> | <b>What are some of the challenges or difficulties you experience when using digital technology in your writing?</b>                                                                                                                                                                                                                                                             |
| S01           | It isn't easy with the signal if it's slow, and some applications for the features are paid                                                                                                                                                                                                                                                                                      |
| S02           | Difficulties with slow internet signals, some applications for paid features, laptops like to suddenly slow down, auto correct is sometimes not right so keep repeating correct                                                                                                                                                                                                  |
| S03           | The difficulty is with a slow internet signal, if sharing group assignments is difficult, journals for paid references                                                                                                                                                                                                                                                           |
| S04           | Some of the challenges I experienced were the dependency on internet connection as some apps require online access, such as Google Docs and Grammarly. In addition, sometimes there are too many features that make me confused about which one to use most effectively. There are also distractions from other app notifications that can take away from my focus while writing |
| S05           | Google sites (main), Microsoft word, Google document,<br>Because I use google sites in editing must use a laptop so I have to use a laptop everywhere, making google sites themselves must be more interesting, the same signal also likes to be slow, and AI sometimes doesn't fit the answer, for ebooks the features are a bit difficult to edit if                           |

|     |                                                                                                                                                                                                                                                                    |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | canva features are easy and have memorized but are paid                                                                                                                                                                                                            |
| S06 | The main challenge is sometimes an unstable internet connection, as all platforms are online-based. Also, too many features sometimes distract me. For example, taking too long to choose a template or format can distract me from focusing on the content itself |
| S07 | Difficulty with internet signal, the use of digital tools makes dependence, and think casually because there is already help from applications, the applications used are mostly paid                                                                              |
| S08 | There are still many digital technologies that are expensive or have a maximum limit of use so it is difficult if students want to use them. In addition, poor internet connection is also very annoying                                                           |
| S09 | Sometimes I feel that relying too much on tools can stifle my creativity                                                                                                                                                                                           |
| S10 | One of the challenges is when the internet connection is unstable, so the editing process is hampered. In addition, sometimes I have trouble choosing a suitable design or layout because there are too many options, so it takes longer to complete the writing.  |

|               |                                                                                                                                                                                                                               |
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| <b>RQ2/Q5</b> | <b>Can you describe a moment when technology helped or digital technology has ever limited your creativity in writing?</b>                                                                                                    |
| S01           | Helps: Easy to access, can directly use files so editing is easy<br>Limiting: Some features are paid, because everything is easy so we can just copy and usually work on deadlines, ideas are not directly from our own minds |
| S02           | Helps: With the existence of AI, it is very helpful, so if there are no ideas, ask AI and then                                                                                                                                |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | <p>paraphrase again, searching in journals is very inspiring too, so for references later you can directly link</p> <p>Limiting: Slow, the average application is paid, and lazy from ourselves, the intention is awaited so we always meet the deadline</p>                                                                                                                                                                                |
| S03 | <p>Helps: Because there is already an AI</p> <p>Limiting: Bad signal, Confused to channel ideas, Because of the help of AI, it makes us not think much sometimes lazy</p>                                                                                                                                                                                                                                                                   |
| S04 | <p>Help: One of the times when technology was helpful was when I used Grammarly to check for grammar mistakes. This makes me more confident in my writing as errors are minimized</p> <p>Limiting: on the other hand, sometimes the use of apps like grammar checker limits creativity as I focus too much on grammar rules leaving spontaneous ideas less explored</p>                                                                     |
| S05 | <p>Helps: Google sites really helps because there are many advantages, we can save the results of the task there so we can just open it again if there are questions, the features on google sites are also very easy</p> <p>Limiting: If the design wants to be more attractive, the average feature is not available or paid, some features cannot be combined with other applications</p>                                                |
| S06 | <p>There was one moment when I had to create a website project for my English for Specific Purposes class. At first I had a hard time imagining "writing on a website", but with Google Sites, I became more creative: I could insert images, videos, and even create subpages that supported my writing ideas. But on the other hand, sometimes I feel that too many design options make me spend more time on aesthetics than content</p> |



|     |                                                                                                                                                                                                                                                                                      |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S07 | Helpful: Can be faster with existing applications<br>Limiting: Bad signal, paid applications, because of the help of applications, it makes us not think much sometimes lazy too                                                                                                     |
| S08 | Once I had an assignment to write a paper, I didn't know what to write in the paper. Then I used ChatGPT to help me develop ideas and create an outline of the paper topic, and it really helped me                                                                                  |
| S09 | I once wrote an essay for journalistic purposes and I used Microsoft Word tools, it made it very easy for me to organize the paragraphs, then I felt that I became too attached to the suggested structure, making it difficult for me to innovate                                   |
| S10 | Technology helps me when I need to create a writing portfolio project. With Google Sites, I can display my writing in a more interesting form, so it's not just plain text. However, sometimes I feel like my creativity is limited when I have to adjust to the templates available |

|               |                                                                                                                                                                                                              |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>RQ3/Q6</b> | <b>Do you find it easier to express ideas in your writing with the help of digital tools?</b>                                                                                                                |
| S01           | Yes, it is easier because we can organize everything as creatively as possible                                                                                                                               |
| S02           | Yes, it is easier because now there is a lot of access and can find new ideas                                                                                                                                |
| S03           | Yes, it is easier because we can find many new ideas, and can use various applications                                                                                                                       |
| S04           | Yes, I find it easier to express ideas with digital tools because of features such as auto-save, which allows me to write without worrying about losing data. In addition, the ability to edit easily allows |

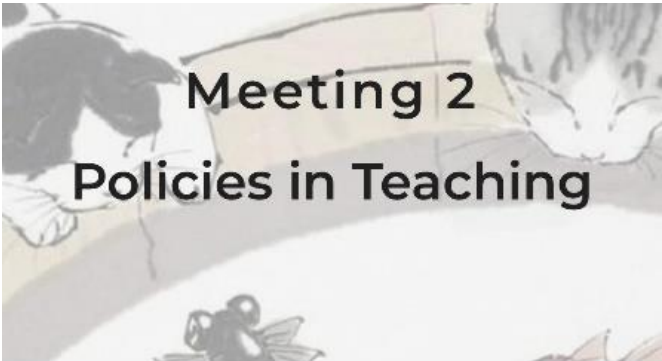
|     |                                                                                                                                                                                                                                                                 |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | me to develop ideas more flexibly without the fear of making mistakes that are difficult to correct                                                                                                                                                             |
| S05 | Yes, it is easier and faster to finish, the idea is more free and can be developed with AI, can edit easily and the writing can be more interesting<br>Source: Publish or Perish                                                                                |
| S06 | Yes, I find it easier. Because tools like Google Docs and Google Sites allow me to write, delete, and organize ideas quickly. I can also directly search for references online without having to open many separate applications, everything is more integrated |
| S07 | Yes, it is easier because we can write more freely, and later if it is not good enough, we can ask for help from AI applications etc. For sources via scholar, concensus, and journal links from lecturers                                                      |
| S08 | Yes. With digital tools, I can quickly express my ideas without fear of grammar or word mistakes, because I can correct them later. It gives me more courage to put down my initial ideas without too much self-editing while writing                           |
| S09 | Yes, I find it easier to express ideas because digital tools help me organize my thoughts and visualize information better, so I can convey it more clearly                                                                                                     |
| S10 | Yes, I find it easier. With digital tools like Google Sites, I can combine text with images, videos, and external links, so my ideas can be expressed more thoroughly, not just through words                                                                   |

|               |                                                                                                                                                                                                                                                                                                          |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>RQ3/Q7</b> | <b>How do you feel about the writing process before and after you get used to using digital technology?</b>                                                                                                                                                                                              |
| S01           | Before: Had to read books and write manually<br>After: Just use a laptop, many references from online, can use or ask for help from AI (chatgpt)                                                                                                                                                         |
| S02           | Before: Having to write manually in a book, if something is wrong, it has to be typed in, sometimes something has to be repeated so it makes me tired of writing<br>After: Just edit, there are many sources to find, if you make a mistake, you can easily delete and edit it.                          |
| S03           | Before: Had to write in a limited way using paper, tired when handwriting<br>After: Easier, tidier, structured writing, funnier and more expressive when read                                                                                                                                            |
| S04           | One of the moments when technology really helped was getting used to using digital technology, the writing process became more efficient, structured, and minimized errors. I also feel more motivated as the revision and formatting process becomes easier                                             |
| S05           | Before: In the past, if you wrote manually, you had to bring a book with a pen, if you made notes or interesting writing, you had to use more colorful pens, if you made a mistake, you had to use tipex<br>After: If you write wrong, just edit it, it's more practical, you don't need to bring a book |
| S06           | Before: Before using digital technology, I felt that writing was more awkward and complicated, especially when I had to type in Word and then switch devices.                                                                                                                                            |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | After: After getting used to using platforms like Google Sites, writing feels more flexible, more interactive, and the end result can be shared or presented professionally                                                                                                                                                                                                                                                                                                                                     |
| S07 | Before: Having to write manually, then the writing is not neat, the vocab is messy or limited and you can't interpret it yourself so you have to look for a good application tool<br>After: It's easier and I can learn a lot of vocab to interpret etc. There are also many new and good applications                                                                                                                                                                                                          |
| S08 | Before: Before digital technology, I found the writing process very difficult and this made me feel lazy to start writing. Especially when I didn't know what to write because there was no outline, had to translate into English manually, had to check the grammar and structure of the writing manually. It can take a long time<br>After a while: After getting used to it, I feel that the writing process is much more efficient, flexible, and less daunting, because there is a lot of help to rely on |
| S09 | Before: Before using digital technology, the writing process was more challenging and time-consuming.<br>After: After getting used to it, I feel more efficient and confident in expressing my ideas                                                                                                                                                                                                                                                                                                            |
| S10 | Before: using digital technology, I found the writing process quite laborious and limited to text only.<br>After using technology, I feel that the writing process has become easier and more interesting.                                                                                                                                                                                                                                                                                                      |

## Appendix 2: Result of Digital Writing

Link Result of Digital Writing

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S01 | <p data-bbox="300 244 845 311"><a href="https://sites.google.com/view/hawwin-hilda-s-108/meeting-5">https://sites.google.com/view/hawwin-hilda-s-108/meeting-5</a></p>  <p data-bbox="348 815 919 959">There are 6 guiding principles in teaching EAC (refer to slide 5). List the consequence of each principle on teachers' policies of teaching</p> <ul data-bbox="430 983 919 1347" style="list-style-type: none"><li>• Conversational vs. Academic Language<ul style="list-style-type: none"><li>◦ Policy: Balance teaching casual conversation and academic language.</li><li>◦ Teachers should provide practice for daily communication and formal speaking/writing (e.g., presentations, exams).</li></ul></li></ul> <p data-bbox="456 1355 919 1386">• <u>Comprehensible and Meaningful</u></p> |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

[https://www.canva.com/design/DAGl7jz9YLs/d\\_QAC6d12Op6gxtkdPXPgQ/edit](https://www.canva.com/design/DAGl7jz9YLs/d_QAC6d12Op6gxtkdPXPgQ/edit)



## Task 3 - Content and Language Objective

### Learning Objective 1:

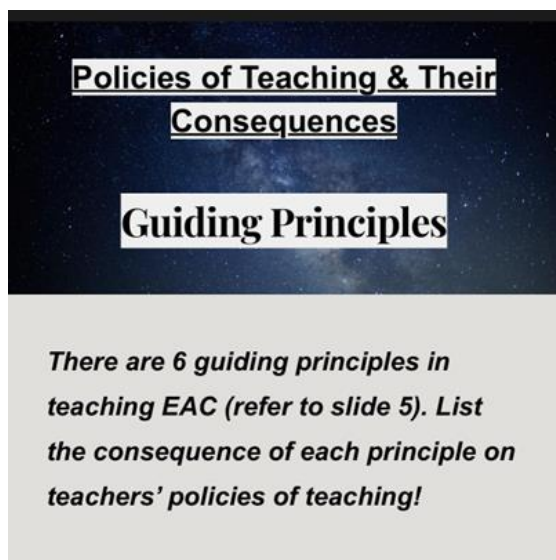
"After receiving instruction on the levels of government in Canada (**Condition - C**), students (**Audience - A**) will be able to identify the three levels and their areas of responsibility (**Behavior - B**) with at least 80% accuracy (**Degree - D**), using appropriate vocabulary and language structures."

A (Audience): Students

B (Behavior): Identify the three levels of government and their areas of responsibility

S03

<https://sites.google.com/view/zahranabilar-2203046096/meeting-5-lesson-plan-density>



**Policies of Teaching & Their Consequences**

**Guiding Principles**

*There are 6 guiding principles in teaching EAC (refer to slide 5). List the consequence of each principle on teachers' policies of teaching!*

## **Policies of Teaching & Their Consequences**

**1. Conversational language proficiency is fundamentally different from academic language proficiency**

**Policy:** Differentiate between everyday language (BICS) and academic language (CALP) in teaching.

sites.google.com

[https://www.canva.com/design/DAGkJTfAv2Q/5Eq97YQjLJxq4MOBmCRwkw/edit?utm\\_content=DA](https://www.canva.com/design/DAGkJTfAv2Q/5Eq97YQjLJxq4MOBmCRwkw/edit?utm_content=DA)



[GkJTfAv2Q&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAF0jTfAv2Q/campaign=designshare&utm_medium=link2&utm_source=sharebutton)





Questions for Cathy and The Crab :

- Remembering : Where did Cathy go on vacation?
- Understanding : Why does cathy ask her grandfather to take her out every evening?

 Applying : Change the word "spend" into form of verb 2!

S05

<https://sites.google.com/view/elma-eac/halaman-muka>



The image shows a presentation slide titled "CLIL" in a large, handwritten-style font. Below the title is a decorative horizontal bar with segments of orange, red, and teal. Underneath this bar, the text "My notes" is followed by a pencil icon. The slide contains three numbered sections: 1. "What is Differentiated Learning?" with a paragraph explaining it as an approach for diverse needs; 2. "Meaningful, Mindful, Joyful Learning in Indonesia" with a paragraph about learning characteristics; and 3. "CLIL: Content and Language Integrated Learning" which is partially visible. An information icon (i in a circle) is located to the left of the third section.

# CLIL

My notes 🖋️

- 1. What is Differentiated Learning?**  
Differentiated learning is an approach that tailors instruction to meet students' diverse needs, abilities, and learning styles. It ensures that all students can access and engage with the material at their own pace and level.
- 2. Meaningful, Mindful, Joyful Learning in Indonesia**  
Indonesia promotes learning that is **meaningful** (connected to real life), **mindful** (encouraging critical thinking), and **joyful** (engaging and enjoyable for students).
- 3. CLIL: Content and Language Integrated Learning**

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| S06 | <p data-bbox="300 204 968 268"><a href="https://sites.google.com/student.walisongo.ac.id/englisha/crosscurriculum/home">https://sites.google.com/student.walisongo.ac.id/englisha/crosscurriculum/home</a></p> <div data-bbox="374 325 589 383"> <h1>MEETING 9</h1> </div> <p data-bbox="374 437 743 469">Revise Individual Lesson Plam</p> <div data-bbox="362 564 904 976">  <p data-bbox="385 922 878 954"> EAC-Meeting 10- Observation Results...</p> </div> <div data-bbox="374 1075 611 1133"> <h1>MEETING 10</h1> </div> <div data-bbox="331 1279 936 1331"> <p data-bbox="560 1299 707 1324">sites.google.com</p> </div> |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

S07

<https://read.bookcreator.com/qT3ZEefVdiWjgEQAOZbEiZk7XFh1/gDumAeQ1RuWiNz4vhPZMqA/adNp9sAqQtyWf5YVr2uS9w>





# Content Language Integrated Learning (CLIL)



## Definition

CLIL is a learning approach that integrates foreign language into non-language learning. e.g. science, history, math etc. In CLIL at the same time students learn academic content while developing their language skills.

Navigation bar:  sites.google.com 

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S09 | <p><a href="https://docs.google.com/document/d/19AMaIA0Eo1dtqcyttKrJErFE4Rtdbn_/edit?usp=drivesdk&amp;oid=117028833873068941917&amp;rtpof=true&amp;sd=true">https://docs.google.com/document/d/19AMaIA0Eo1dtqcyttKrJErFE4Rtdbn_/edit?usp=drivesdk&amp;oid=117028833873068941917&amp;rtpof=true&amp;sd=true</a></p> <div>  Essay         </div> <p>Teguh Arif Wibowo<br/> <a href="#">2203046116</a></p> <p><b>Improving Students' Vocabulary and Speaking Skill Through English Movies</b></p> <p><b>Introduction</b><br/>         In today's globalized world, proficiency in English is increasingly vital. One effective method to enhance English skills, particularly vocabulary and speaking, is through movies. This essay examines how learning English through films impacts students' vocabulary and speaking skills, and outlines the methodology for this approach.</p> <p><b>Impact on Vocabulary Enhancement</b><br/>         Movies provide exposure to diverse vocabulary within context, aiding retention and understanding. MacIntyre et al. (2020) emphasize that contextual learning helps students grasp new words more effectively than traditional methods. Additionally, films introduce colloquial language and idiomatic expressions often absent in textbooks. Zareva (2021) argues that authentic materials like movies foster a practical understanding of English, enriching learners' lexical knowledge.</p> <p><b>Enhancement of Speaking Skills</b><br/>         Films also play a significant role in improving speaking skills. Exposure to native speakers and various accents enhances listening comprehension, which is crucial for speaking. According to Baker et al. (2019), auditory exposure helps develop pronunciation and fluency.</p> <div>  docs.google.com  </div> |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

S10

<https://sites.google.com/view/language-instructional-design/halaman-muka>



1. where does catty usually spend her time?
2. "she had forgotten her tennis" What is the type of the sentence?
3. "she grabbed her flash light" change the sentence into simple present?
4. when does the story take time?
5. Is Caty's action in the story righteous?
6. please create some conclusion from the story?





### Appendix 3: Documentation of Interviews



## **CURRICULUM VITAE**

### **I. Personal Data**

Name : Nur Shabrina Mahfudzah  
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### **II. Education Background**

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2. SD Islam Al-Husna Bekasi
3. MTsN 1 Kota Bekasi
4. MAN 1 Kota Bekasi
5. Universitas Islam Negeri Walisongo Semarang

Semarang, June 12, 2025

The Researcher



**Nur Shabrina Mahfudzah**

2103046176