



OPTIMIZING STUDENTS' DIGITAL COMPETENCE THROUGH DIGITAL LITERATURE-BASED ELT CLASSROOM

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Abstract

This article aimed at studying the use of discourse digital (DL) literature in the English teaching context. Qualitative method with a library research approach was used in this work. To study the discourse, several papers from scholarly journals were downloaded, highlighted, interpreted, and analyzed. To analyze them, this article utilized Braun & Clarke's (2012) thematic analysis. After studying it, the results demonstrated that DL increased students' learning performance and digital competence especially when the teachers applied four components in their classroom: 1) Providing literary theory, 2) Providing games and movies, 3) Inserting cultural value, and 4) Suggesting the popular platform.

Keywords: *Digital Literature, English Teaching, Technology, Teaching Learning Activity.*

INTRODUCTION

Nowadays, every human activity is supported through a digital device because it is efficient and practical for many purposes such as playing games, reading information, socializing with relatives, and even giving instruction in the English language teaching (ELT) field. Teaching a subject with a digital device is a different model with the conventional teaching model. Because, it requires an understanding and the ability to operate digital media oriented to support the digital learning.

This condition forces both educators and learners to master how to incorporate digital devices in their subject, so that teachers can design and transfer the lesson material and guide students to follow and enjoy the material instructed by the teachers (Ruecker, 2022). Zhao et al. (2021) enhance that if both teachers and students frequently utilize the digital device in their learning program, they both will be identified as persons who own digital competence.

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Zhao et al. furthermore state that digital competence is one of crucial factors that must be possessed in an industrial 4.0 era. Because, by having this competence, people are provided with a special ability (i.e., the ability to utilize, obtain, evaluate the information, create and share the information through digital instrument (Argawati & Suryani, 2020)) to compete with others in every human life sector such as business (e-commerce), politics (when doing digital survey of the presidential and legislative election), education (when applying scholarship on particular web) and even searching for jobs (that surely requires email for the job registration). Hence, those who do not have this competence find it difficult to reach their goal and explore their potential as a digital human (Skinner, 2018).

Zhao et al. more specifically state that education (whether in the secondary school and higher education level) is an appropriate way to train and maintain both teacher and students' digital competence because in the current situation, teachers and students are accustomed to use digital devices integrated in their learning constituents. The digital device used by teachers to teach can be like a computer, laptop, smartphone and tablet. Afterwards, the learning material is shown through an LCD projector whether in the classroom or in the virtual room.

From the above statement, it can be stated that this learning model can equip teachers with digital competence. The more teachers use digital devices in their teaching model, both teaching preparation and teaching method, the more they own digital competence. In another term, this circumstance designates them to be digital instructors. In fact, when this digital instructor delivers their ELT material (using a digital device), it definitely influences their learners to be digital students.

In order to educate students to become familiar with digital devices, Davy Tsz Kit et al. (2022) recommend the educators to adapt artificial intelligence (AI) or digital applications that can support the virtual learning space. Familiarizing the AI can assist students to learn and follow the material. Moreover, with the proper AI, it helps them to elaborate the content and even confront the material they read. For instance, a teacher may instruct his/her students to read Dickens' *A Tale of Two Cities* digitally. Students, of course, might access the digital literary story in several book digital applications called Play Book that can be downloaded in their Play Store. While reading the source, students can also note, write, and highlight the general and specific idea of the information using

their AI technology (e.g., tablet, smartphone, laptop). Finally, if students perceive that the information is interesting and insightful for any readers who are interested to read the same topic, students can share the informative link also through AI technology on social chat (WAG or email) or on social media platforms (Facebook, Instagram, Twitter, etc.).

Besides, if the teacher challenges students to analyze the story, students then can access some literary thoughts (to help students develop and color their perspective towards the story) on AI Academic Writing & Research. Through this AI, students are able to elaborate, compare, and assess the literary text with other text. Hence, it can be argued that the academic world's everyday life is supported by AI technology and it means that both teachers and students who do not have digital consciousness will be left behind. In this case the literary text that is read by students digitally using their devices and accessed on the internet to get the portable document format (PDF) file is called varied such as digital literature, e-literature, and cyberliterature (Bouchardon, 2015; Ertem, 2013; Koskimaa, 2000; Laeli et al., 2020; Unsworth, 2006). To ease the readers, I use the digital literature (DL) term in this article.

Laeli et al. (2020) also states that integrating DL trains students' reading skills, provides insights for the students and develops their digital literacy. To be known, digital literacy is an ability of using technology that enables readers to find, evaluate, create, and communicate information (U.S. Department of Education, 2015). By having this digital literacy, students are able to find information that they need, able to evaluate any information (to avoid hate speech and hoax news/information), able to create appropriate information which (based on the actual, factual, and contextual evidence) and able to communicate/share the information on digital devices.

Therefore, in this article we're diving into the use of digital literature in ELT classrooms to observe its benefits for the English as foreign language (EFL) young learners. To study it, I focus on several discourses such as digital-based instruction (DBI), digital literature and its advantages in ELT classroom, and learning strategy digital literature in ELT context. Hence, to have in depth analysis on these discourses, I construct three research questions (RQs) that would be discussed, elaborated, and analyzed in the result part. The RQs are: What are the benefits of incorporating digital-based instruction (DBI) in the current situation? Why shall DL and DBI be integrated into the ELT

classroom? What kind of DL can advisably be used in an ELT classroom? How is DL applied in the ELT classroom?

RESEARCH METHOD

This article was designed using the library research approach of qualitative research methods. As library research, the researchers gathered all information that was relevant to the discourse of digital literature and its use, issue, and benefits in DBI and ELT classrooms. The information, of course, was collected through some references such as books, articles, conference papers, and etc. These references, afterwards, were read, noted, categorized (which references that could study the first or second RQs) and analyzed by us (as the researchers of this article). Hence, the role of the researchers in library research is indispensable. Endraswara (2003) clarified that in library and literary research, the researcher was the one who read, studied, interpreted, thematized, and summed up the data. Thus, in order to clarify the data used in this article, the researchers classified the types of data below.

The data in this article consisted of two data i.e., the primary and supporting data. The former data were the information that was related to the discourse of research objects i.e., digital literature and its use in ELT classrooms. On the other side, the later data were the sources that could support, enhance, and strengthen this analysis in studying the research object. Both of these data were collected digitally in several sources such as google scholar, science direct, library genesis, pdf drive, etc. Apart from these digital sources, the researchers also collected some information (whether classified as a primary or secondary data) in the campus' library which was located at Universtias Sawerigading Makassar.

Before collecting and classifying the data, the researchers firstly printed all digital sources into printed documents/text. After having the printed text, the researchers then utilized techniques that assisted us to collect data. The techniques that the researchers used were highlighting and noting. Both of these techniques required tools. For the highlighting technique tool, the researchers utilized highlighters with different colors (i.e., red, green, and yellow). The red highlighter was used to highlight the reasons and benefits of integrating DL into ELT classrooms. The green one is used to collect the information related to the teacher's strategy in applying DL into the ELT classroom. The last color of

highlighter was employed to enhance the information that was related to DL and ELT discourses. Furthermore, for the noting technique tool, the researchers use color paper (pink and blue) and pencil to note every related discourse that has been highlighted. The primary data was noted in the pink paper where blue paper was for the supporting data notes.

After collecting and classifying the data, the researchers then analyzed the data using Braun & Clarke's (2012) thematic analysis (TA) approach. TA was a process for detecting, interpreting, and summarizing data patterns (themes). An analyzed theme should reflect phenomena or important aspects of the data that are relevant to the study problems. This statement also was in line with Maguire & Delahunt's (2017) perspective that the goal of TA was finding themes to be analyzed. According to Braun and Clarke, the researchers independently could label the theme as long as it connected to the RQs. Braun and Clarke furthermore stated that in doing thematic analysis, there should be six procedural steps before jumping to the conclusion of the analysis. All the six steps can be seen in the table below:

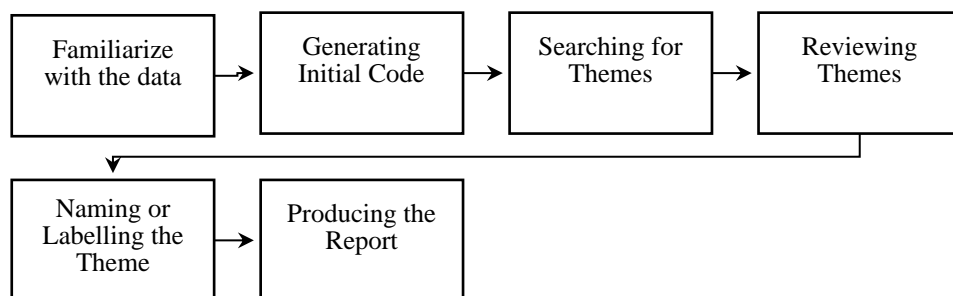


Figure 1: The Thematic Analysis Steps

FINDINGS AND DISCUSSION

Finding

What are the benefits of incorporating digital-based instruction in the current situation?

In this point, the researchers would like to elucidate the explanation of digital teaching and learning activities that had been studied by many scholars (Argawati & Suryani, 2020; Hassel & Hassel, 2012; Hutchison & Woodward, 2014; Lin & Chen, 2017). Several scholars have named this kind of instruction variedly such as internet-

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based training, web-based teaching, network-based teaching model, e-teaching and et cetera. But in common terms, this teaching model has widely been known as a digital-based instruction (DBI). For developing the discourse of DBI and its benefits in the ELT context, the researchers classify several points.

Effective and Efficient

Conducting teaching and learning activity in the classroom must be effective and efficient. Effective, here, can be assessed if the material (provided by the teacher) impacts students' learning performance where efficiency is perceived as the way the teacher optimizes his/her potential to reach the learning target quickly and precisely. Therefore, in order to know how DBI works effectively and efficiently in the learning activities, Lin and Chen has separated several components into three parts as follow:

1. Digital teaching material: It refers to the source of learning curriculum such as e-books, articles published in open journal system (OJS), digital content data, et cetera.
2. Digital tool: This can be like a computer, notebook, laptop smartphone, LCD projector, et cetera.
3. Digital delivery: It is related to the learning activity that requires the internet or other digital satellite to connect into a virtual room (e.g., zoom, google meet, google classroom, YouTube and other types of virtual learning environments).

Lin and Chen presume that these three parts are fundamental to be known for those who want to employ DBI effectively and efficiently in their teaching activities (Lin & Chen, 2017, p. 3555). It is because with the development of technological devices that requires digitalization in every sector of human life, teachers are currently facilitated to plan, deliver, and evaluate the material digitally.

They do not need to buy the printed text in the bookshop market or borrow the books in the conventional library. Instead of spending money for having the printed material, the teacher can directly access the material by downloading an open journal/books system that many of them are free. Moreover, when the material is about to be delivered, the teacher may utilize their device (laptop or computer) and connect it to some digital platform that can easily be used such as google meet. Lin & Chen draw an essential conclusion that applying DBI with the above categorizations increase teachers' teaching performance and being adapted to the digital teaching environment. This is why DBI is efficient and effective to be applied in the current situation.

Sharpening Digital Literacy

Hassel & Hassel (2012) emphasize that DBI cannot effectively be done if the teachers do not have digital literacy skill/digital competence to operate the digital tool. This indicates that digital tools require good teachers and the professional teachers need a sophisticated digital instrument in their teaching program (these both need one another). That is why, if teachers are not equipped themselves with digital literacy skills, they will not be hired in the future. Susskind & Susskind (2015) predict that this situation might be a terrible situation for the average teachers' career. Because, their strategic position as educators might be replaced by AI robotic technology.

Hassel & Hassel study that this prediction might not occur if all public educators are classified as digital teachers. The role of teachers is crucial and they cannot just be replaced by anything. It is because teachers have something that AI robotic technology does not have i.e., emotional engagement that persuasively encourages students to reach the learning goal. Thus, it can be inferred that teachers must collaborate with digital technology and their collaboration will support both educational systems and educational curriculum.

Furthermore, Hassel & Hassel stress the discussion that by being digital teachers, they are not just expected to deliver the subject to students but it is more than that such as 1) enhancing students' digital literacy, emotional and social intelligence, 2) mentoring and modeling students to be critical and creative in adapting the industrial 4.0 era, and 3) motivating students to take proper challenges and guide them to solve the challenge, 4) helping students with the time management, so that students can set and follow the schedule they have made.

Digital Ethics

Digital ethics is crucial to be taught for students (Beever et al., 2020) because if they are sufficiently equipped with digital competence, but lack of ethics in operating digital instrument, they might be constructing a hate speech discourse on social media interaction, hoax, and even accessing the illegal sites that ruin their morality. By having digital ethics, it controls students' will to access forbidden sites on the internet.

To provide detailed information about the digital ethics of educational instruction, this research utilizes literary discourse in digital instruction. As previously stated by literary experts, literature-based learning offers children numerous positive aspects.

Literature improves students' language skills as well as their moral sense, social ethics, cultural awareness, and even authors' ideologies. Therefore, in the next point of this chapter, the researcher elaborates on the relation between digital literature and its connection to the DBI in ELT context.

Why Should Teachers Integrate DL and DBI into ELT classroom?

The term DBI, as has previously been elaborated, is a must that every teacher must collaborate with it. Teachers who use digital tools in their instructional program seem trendy and modern in the current situation and could potentially increase their students' digital competence. In the digital literary context, teachers are enriched with numerous types of DL. The DL can be formed as digital literary works and electronic story books that are integrated in the CD-ROMs or facilitated on Website.

According to Unsworth (2006), DL can easily be found on the internet. Besides, these DL tools can also be utilized as the teaching material which are advantages for students in forms of 1) language skills, 2) imagination/fantasy, 3) digital ethics, 4) digital competence, 5) creativity, and 6) critical thinking. This is the reason why DL is needed to be applied in language instructional programs because it has many positive outputs for students (Golshan & Tafazoli, 2014).

What kind of DL can advisably be used in an ELT classroom?

Theorists who study and focus on developing literary teaching discourse (from conventional literature to digital literature) are varied such as Unsworth (2006), Koskimaa (2007), Ertem (2013), Liu et al. (2018), Parsazadeh et al. (2021), et cetera. I perceive that all of these digital literary theorists have different perspectives on digital literature but those have similar ideas when it is incorporated in DBI and ELT context

In order to be familiar with proper types of DL in the ELT context, Unsworth (2006) classifies types of e-literature into three main categories i.e., 1) electronically augmented literary text, 2) electronically re-contextualized literary text, 3) digitally originated literary text. The first category refers to the literature that has already been published in the printed transcript format. Nevertheless, the literary texts are augmented with online resources and it is oriented to extend the stories to the world.

In this case, the publisher facilitates the literary works with online resources (provided on the internet) to entice the readers' potential to comprehend the whole story. Readers may conduct research and learn about the story's characters, theme, ideology,

and socio-cultural background/artifacts. The researchers study that with online resource augmentation, readers can dig up more information not only about the literary text but also about the message and social discourse behind the story.

The second category of digital literature refers to the literature that have also been published in book format but the publisher initially repost/republish the literary work in the form of online or electronic format (e.g., digital text or CD-ROM). Unsworth perceives that recontextualizing old literature into the digital era helps readers to access the old story. Besides, most web publications republish the story on the internet because it is enjoyable to read due to its values, morality, messages, and historical knowledge.

This can be seen in the case of several classical manuscripts that have been digitized or scanned and are now available in online digital libraries because copyright restrictions are no longer applicable (because the story was written more than 50 or 70 years ago) (Unsworth, 2006, p. 2). The last category of digital literature refers to the literary story originally published in the digital format that can easily be accessed on the internet web or CD-ROM.

Koskimaa (2007) also separates three characteristics of DL, i.e., 1) digital publishing, 2) scholarly literary hypertext edition, and 3) writing for digital media. Koskimaa emphasizes that the first characteristic focuses on digital production and the market for literature. This digital literary product can be exemplified as an e-book story, an audiobook, an MP3 file, etc. Furthermore, this digital publishing is intended for digital distribution. Digital publishers, for example, provide internet links or digital objectified identifier (doi) that can be distributed and accessed through certain programs

The second characteristic is aimed at educational and research purposes. This second characteristic, at this point, is slightly in line with Unsworth's digital literary second category, which also enables public educators or researchers in educational sectors to investigate the values of literary classics through hypertext and other digital technologies. The final category of Koskimaa's digital literature examines the methods for creating literary works on cybermedia. Cybermedia is objectified as a medium for virtual communication in the digital era via various social media platforms.

The researchers also perceive that these cybermedia platforms encourage literary authors or those aspiring to be literary authors to create their own digital works. For instance, they can compose their own literary text (e.g., short story, poetry, novel, etc.)

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through Facebook, Twitter, Instagram, WordPress, BlogSpot, even make audio storytelling on YouTube. Because cybermedia is programmed to express thoughts, feelings, and experience of anybody who is interested to communicate creatively on various cybermedia.

How is DL Applied in the ELT classroom?

Applying DL in teaching and learning context is also studied by Ertem's (2013) who perceives that incorporating digital literature in teaching and learning context contributes many positive outputs. He states that there are three crucial parts of DL that must be known by teachers if they desire to apply DL in their teaching model.

Those crucial parts are interactive stories displayed on the CD-ROMs, web-based storybooks, and digital apps for sharing stories. Pupils who enjoy the illustrated story on CD-ROM get benefits from the software such as reading the story script as well as listening to the utterance of story characters, watching the story characters role the plot, and enjoy the colorful background provided on screen. This automatically helps students to recognize visual characters.

Besides, Ertem enhances that watching illustrated story on CD-ROMs easily educates students about real world simulation or human experience reflected through the comical characterization (e.g., cartoon, Disney, etc.). Because, the illustrated story on CD-ROMs are primarily made to incorporate literary script, animated picture/video, music, and other multimedia elements to complement the plot. So that learners can enjoy the watch, read & listen the story dialogue and finally understand the story content and message by following the digital story line.

This indicates, by instructing students to watch the story illustrated on CD-ROMs, it surely can train their receptive language skills (listening and reading skills). By listening to the story characters' dialogue or the story narrator's voice, it teaches them about the phonetics of words which guides them to be familiar with the word pronunciation. On the other side, by reading the story scripts, it facilitates them about morphology which assists them to build their vocabulary acquisition and the syntactical concept of sentence which trains them how words are patterned into sentences. Thus, from the Ertem's analysis, it can be interpreted that the illustrated story on CD-ROM effectively trains students' language skills.

Furthermore, the second crucial part of digital literature studied by Ertem is web-based storybooks that consist of three categories. Those categories are one-dimensional, multi-dimensional and hypermedia. One-dimensional literary stories refer to the use of literary text in hypertext on the internet. Hypertext means a text integrated on a digital or electronic device with a particular link that eases readers to access the source/reference.

Nowadays, the one-dimensional literary story can easily be accessed and read especially for those teachers and students with technological knowledge and skills. With the existence of technological development and the internet, students can search thousands of digital literary stories provided on books open access. Pupils can be guided to search the book they like through pdf drive, google scholar, play store from smartphone, and other bibliographic tools (Wu & Chen, 2014).

Afterwards, if teachers desire to enhance several variables that can make the teaching and learning material become interesting for students, the teacher might be able to mix the story with graphical model, audio, and even 3D animated illustration. This is what Ertem calls multimedia dimensional story books because it integrates various software to aesthetic the story appearance that can attract students' interest in learning foreign languages.

Through multimedia dimensional story books, teachers not only show a regular hyper-literary text, but teachers are suggested to show an interesting story which is audible, graphical, comical and animated. Thus, when students are watching the multi-dimensional story as the lesson material, they will be entertained, training their listening skills and triggering their fantasy. Bhatti et al. (2017) recommend that if teachers would like to make multimedia dimensional stories as their teaching material, they can utilize adobe premiere or a similar digital application that help teachers to create graphical model, audio, and 3D animation. Afterwards, the hypermedia, according to Ertem's thought, is more complex than both of the previous categories above. Because, a narrator, characters, a storyline, and other crucial elements of digital story reading and telling can all be found in hypermedia storybooks.

All the elements of digital literature as mentioned in the multimedia dimensional story, are tied together with the high level of graphical model, audio, 3D animation and interactivity. Ertem furthermore states that this final category is aimed to train students to imitate and even fabricate their own digital story. By creating digital stories which

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incorporate all these elements, they automatically train their digital competence i.e., the ability to utilize, create, and share the content through digital instruments.

The final crucial part of Ertem' analysis on digital literature is digital apps for sharing story. Story sharing application assists students to share their notion and experience related to story. The story sharing application also might be a good tool for students to compose and share their own story. For instance, when they would like to write and share their own story on a digital story sharing application, they can share it on cyber media such as BlogSpot, Facebook, Word-press, etc.

To apply this part digitally in ELT classroom context, teachers can instruct students to write and share their own stories on various cyber media platforms, it automatically teaches them to adapt from conventional text to hypertext. Moreover, in sharing video of digital literary stories with a graphical model, audio, and even 3D animated illustration, teachers might be instructing their students to share it on YouTube or TikTok. Students can be trained to 1) make their YouTube channel, then 2) post the video on their channel.

Besides, the researchers also perceive that story sharing applications have advantages because students are not only sharing their own story on particular platforms but other students also can give feedback or respond after reading the sharing story. The response could be in forms of critiques, comments and solutions. Therefore, instead of writing hate-speech content, sharing hoax news, and doing cyberbullying to other netizens (Aprin et al., 2021), students can utilize these platforms to share their notion, perspective, constructive critiques, through literary stories. So that they will be more ethical in using cyber media and social media platforms. Therefore, from the Ertem's analysis above, the researchers interpret and classify some advantages that students can gain if the teacher utilizes multimedia dimensional story sharing in their ELT classroom. The advantages are 1) language skills, 2) imagination/fantasy, 3) digital ethics, 4) digital competence, 5) creativity, and 6) critical thinking.

Discussion

As has been demonstrated in the findings, integrating DL in the ELT program has a positive implication for students' learning performance (whether for English proficiency and digital literacy). In digital literary teaching, educators might apply various models of DL – that have been variably explained by scholars. Nevertheless, it is

perceived that one of the significant ways for encouraging students' language performance is through digital storytelling. Because, through digital storytelling, students can practice both of their productive skills (i.e., writing skills and speaking skills) and digital literacy skills – due to operating digital devices that students must firstly require technological knowledge.

The use of storytelling necessitates students to compose the content of the story then express the story orally. This indicates that digital storytelling is a creative teaching model that definitely makes students familiar with the era of digitalization. This is also confirmed by Liu et al. (2018) that digital storytelling, as a language learning model, gives students the right to be creative and innovative to deliver their own story that is orientated to entertain and educate the class participants.

However, in applying digital storytelling, the teacher must firstly educate students about the intrinsic part of literature (plot, character, setting, and theme). Because if the teacher does not have a literary intrinsic understanding, it is worried that students might not be able to make their own story structurally. Moreover, if students are not facilitated with the theory of literary writing, their story might be not entertaining and educating as Horatius suggests – *dulce et utile*. The entertaining and educating is the crucial component in story writing. Because that is the only thing that engages people to enjoy the story.

This is what the researchers experienced when teaching English class using DL. In the researchers' experience, before instructing students to make their own story, the researchers have to make sure that all students have already known the basic structure of literary writing. If they do not have it yet, the researchers then facilitate on how to write the story, making character, plot and deciding the story theme as the main idea of the story.

To enhance students' ability in telling their story, teachers must secondly ensure that their students' pronunciation, articulation and intonation are audible. Because, the message might be misunderstood if these English story sentences (or even words) are mispronounced – this what term “phonetical issue” in expressing targeted language. To eliminate the phonetical issue, the researchers often train students in pronunciation, articulation, and intonation by providing two solutions. For practicing students' pronunciation and articulation, the researchers instruct them to practice tongue twister

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games. This game is classic but effective to train both students' pronunciation and articulation.

Afterwards, to train students' English intonation, the researchers often facilitate them to watch English-British movies that are interesting and educational for the EFL learners. The recommended movies to practice British movies are *Mind Your Language* and *Harry Potter*. With this way, the researchers positively sure that the students are able to sound the English words accurately. In fact, by practicing this, their English sounds as native speakers.

Furthermore, to make the story interesting, when it is told digitally, teachers must thirdly ensure that students insert valuable things in their students' story. In my teaching experience, the researchers always engage students to insert their own cultural values (in terms of morality, ethics, messages, and philosophy) in their story. Because it is a good way to promote students' local wisdom, customs, traditions to other people in different countries. With the cultural value, the watchers or listeners around the world, are not only enjoying the story but they also can learn something from the students' thoughts and compare the values into their reality. Thus, the storytelling provides insights for both the makers and watchers.

Definitely, to make the story telling being able to watch around the world, teachers must fourthly advise the recommended social media platform that is popular and used around the world. In this case, the researchers always suggest my students to share or post their digital story on TikTok platforms. Because these digital platforms are popular (not only in Indonesia but also in other countries). According to recent data, the users of TikTok reach 2 billion people and 75% of them are categorized as the active users (Hakim et al., 2021). Hence, if the researchers instruct my students to do digital storytelling and post their story on TikTok platform, it would potentially be watched by most people around the world.

From the above content (literary intrinsic theory), techniques of minimizing phonetical issues, engaging students to insert cultural value, and suggesting students to post the digital story in popular platforms, the researchers study what these previous scholars did not mention in the findings. Because, the previous scholars only focus on studying the types of DL and its advantages without providing the content and advising popular platforms that are available for students in Indonesian context. Focusing on

studying the appropriate types of DL (as studied by previous scholars) is definitely not challenging and might be useless if it is not followed with several applicable methods in language teaching context.

Therefore, to generate the advantages for the EFL learners who study English using DL, the researchers enhance the needs of integrating several components in digital literary teaching: 1) the teachers must provide theory of literature, 2) provides games and movies (that trains students' pronunciation, articulation, and intonation), 3) insert cultural value (as a way to promote and introduce their culture to people around the world), 4) suggest the popular platform that available for students. These four components should be done before instructing students to make their own story.

CONCLUSION

After demonstrating the finding and discussion point, the researchers conclude that in the era of technological development, digitalization touches every sector of human life – including in the ELT context. It indicates that educators must be adapted towards technological devices and must have technological knowledge and skill to conduct digital-based instruction. As mentioned in the previous point, one of the powerful materials that is applicable for ELT classrooms is DL. Because, DL can easily be accessed on the internet and readable – if it is read on students' android phones. Besides, previous scholars, such as Unsworth (2006), Koskimaa (2007), Ertem (2013), have studied types of DL that can be utilized in the teaching and learning activity. However, based on our analysis, the researchers perceive that these scholars just focus on the types without providing the content and advise popular platforms that are available for students in Indonesian context.

If the previous scholar only focused on types of DL, then the researchers critically perceive that it might be useless because they did not help the teacher to design the appropriate content, model, and advised digital tool for the ELT learning activity. That is why, to develop the discourse of DL and its use in ELT context, the researchers enhance four components i.e., 1) Providing theory of literature as a foundation for make student analyze the story, 2) Providing games and movies as way to trains students' pronunciation, articulation, and intonation), 3) Inserting cultural value as a way to

promote and introduce their culture to people around the world, and 4) Suggesting the popular platform that can potentially be watched by most people around the world.

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