

**STUDENTS' PERCEPTION TOWARD DIGITAL LITERACY
IN LEARNING ENGLISH FOR SPECIFIC PURPOSES (ESP)
AT AKPER YPIB MAJALENGKA**

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Abstract: Digital literacy competence played an essential role in the growth of university students to achieve their goals of learning. This study was carried out to define the students' perception of the use of digital literacy in learning English Specific Purposes. The participant consists of the students of the AKPER YPIB Majalengka. 60 students were chosen by purposive sampling technique. The students had a distinctive response regarding the use of digital literacy competence and how they perceive it. This study was a qualitative case study. The data was gathered through open-ended questionnaires and classroom observation. The findings showed that the students had a positive voice regarding the use of digital literacy competence in learning English, they perceived that digital literacy needs willingness and critical thinking skills. Moreover, students' willingness played a role to find students' strengths and weaknesses, and students critical thinking skills played an essential to analyze the information and developing their competencies to achieve the learning goals.

Keywords: Digital Literacy, Students' Perception, English Specific Purposes

INTRODUCTION

Digital literacy nowadays is mostly concerned with the use of ICT (information, communication, and Technology), this is a necessity for educators and students. Especially for students at the university level who

require them to adapt more quickly to ICT advances because of the implementation of lectures. Lee, (2014) noted that integrating digital literacy into teaching enhanced engagement, communication, and interaction, and improved skills

beneficial for future careers. At Akademi Keperawatan YPIB Majalengka, one of the lectures held in online is English. The reason why English is held online is that the material consists of theoretical material and is not needed for any specific practice in the offline class. Therefore, the term digital literacy played an important role in teaching and learning activities. Despite the concern about the implementation of digital literacy in English lectures, the student's awareness of embedding digital literacy must increase, it is essentially needed for gaining their ability to master, finish the task and implement English in their daily life. The ideal classroom model for teaching digital literacy could possibly be used via digital devices. In this case, it is then expected that today's English classroom goes

beyond single literacy, yet diverse areas exist in literacies, such as technology, multimedia, relationship, and culture (Shoffner et al., 2010).

The lecturers use LMS or E-learning in delivering material. The use of ICT also greatly impacts student learning outcomes, students who successfully master ICT will tend to understand the material faster than students who do not master the use of ICT. Azmi (2017) stated that the use of information technology in the language classroom boosts autonomous learning, maximizes targeted outcomes, motivates learners, and helps them improve their performance in the EFL classroom. In line with ICT, digital literacy becomes an essential issue concerned with the growing trend of the internet which offers the ability to be digitally literate. Khan et al.,

(2022) state that digital literacy improves both academic performance and employability. In brief, digital literacy brings many benefits to learners.

The education ministry stated in Wijayati et al., (2019) that the latest independent learning curriculum requires students to be more creative, critical, and innovative. Students must be able to explore the concept of learning with digital content to make it more optimal and strengthen competence. On the other hand, some of these goals must be in line with the digital literacy skills possessed by students, in fact, many students in the class have a distinctive response to the use of digital literacy in learning English. They use digital tools for individual learning at home.

To do so, with the phenomenon, the researcher offers an idea to reveal students' perceptions of the use of digital literacy in learning English. Students' perceptions play a very important role in their needs to achieve learning goals. Digital literacy is defined as an ability that covers the skills and ability to use digital tools and applications to create communication using digital devices. Murtafi'ah & Setyo Putro (2019) stated that digital literacy covers the cognitive, socio-emotional, and technical abilities to use digital technologies. Digital literacy competence has many advantages in engaging students' abilities. Digital literacy competence must be developed and improved in higher education settings. Buckingham (2015); Pudjiati & Fitria (2022) argued that students should optimize

the use of digital literacy competence in their learning process, especially in the growth of their capability in using technology.

From the statement mentioned above, each competence has components to be mastered by the users, in this case, the students must have that competence in learning English. Many previous researchers had conducted research regarding the use of digital competence to assess learning sources, but then this research is more prioritized analyzing students' perceptions and challenges in the use of digital literacy competence in teaching and learning English, especially English Specific Purposes (ESP).

METHODOLOGY

This study employed qualitative research with a case

study design. Exploring a problem, developing a detailed understanding of a phenomenon, collecting data based on words, analyzing the data for description using text analysis form, and interpreting the more significant meaning of the findings are all characteristics of the qualitative method (Creswell, 2012) stated that a case study is defined as research that genuinely investigates a program, an event, an activity, a process, or one or more individuals in order to gain a thorough understanding of the action that we wish to investigate. Phelan & Phelan (2015) defined a case study as a method of doing a study on a phenomenon that occurs with a focus on a person's life experience or Real Life Context. Case study emphasizes a deeper understanding

of phenomena based on human experiences.

The participants consist of sixty students from AKPER YPIB Majalengka. The researcher chose these study programs because the researcher is a lecturer who directly teaches these 2 classes. Among the several classes being taught, the students in this class showed a special response to the use of digital literacy in class, this is evidenced by the observations that the researcher made while teaching in class.

The method used to collect the data was by using an open-ended questionnaire and students' observation. The open-ended questionnaire prompts to give the students free-from answers to gather their perceptions on the use of digital literacy in learning

English. Students' observation was used to observe their activities and responses during learning English by using digital literacy. The instrument used a list of structured questions and students' observation field notes, those due to collect an in-depth understanding of their perception of the use of digital literacy in learning English for Specific Purposes.

RESULT AND DISCUSSION

The result and discussion presented the data from the analysis of the questionnaire response and field note observation. Those to explain the student's perception of the use of digital literacy in learning English. The following are some exemplary responses that show their willingness to better understand in

their use of digital literacy to learn English.

“In my opinion, because the lecturer carried out virtual literacy which includes using media digital to supply the fabric, I am greater expertise and like to analyze English better.” (Student 10, 2023, questionnaire).

“The usage of digital literacy in studying English makes classes more fun and smoother to apprehend” (Student 15, 2023, questionnaire).

“Digital literacy calls for college students that allows you to apprehend the material properly, the lecturer provides appropriate commands on using digital media so that students can comply with it and understand it easily” (Student 20, 2023, questionnaire).

From the outline above, it could be concluded that the use of digital literacy influences positively the mastering of English for students. It is appropriate for the needs of students in the new technology. furthermore, English is simpler to learn individually

through their perception of digital devices, so they can repeat to examine data and recognize it progressively through repeating material that has been uploaded using digital media.

In class, it was shown that after the lecturer explained the usage of the Zoom meeting and requested the students to do a few tasks with the use of the digital platform, the students were passionate about responding and finishing the assignment, the students were additionally willing to repeat if their ratings have been no longer optimum, at first they had a problem because they have been now not used to it but ultimately, they can use it to finish the assignment in English. (Classroom observation, 2023).

The two instruments' outcomes above show students' perceptions of using digital literacy carried out in the class. The students show their hobby in learning English, they might discover their strengths and weaknesses with the aid of exploring their willingness in the use of virtual literacy in mastering English, they also share their voice that digital literacy is needed and becomes a bridge to know-how English.

The following are some exemplary responses that show students' critical thinking in their use of digital literacy to learn English.

"In the use of digital literacy to get data, particularly in learning English, I feel compelled to apply my important wondering in the procedure of receiving and knowing the material". (Student 9, 2023, questionnaire)

"I sense that my critical thinking competencies have to be raised to recognize all cloth using digital literacy". (Student 24, 2023, questionnaire).

"Critical thinking competencies when the use of digital literacy is needed to recognize net use and understand the information supplied" (Student 2, 2023, questionnaire).

"In class, the students reply and ask the lecturer approximately the material provided on digital media, then they discuss each other in doing the assignment". (Classroom observation, 2023).

From the results of questionnaires and Classroom observations, using digital literacy requires students' critical thinking abilities, because in it there is a process for analyzing, understanding, and evaluating related to the studying process in English, so the ability to think critically is a need in the use of digital literacy.

CONCLUSION

It shows that the students handle the skills and ability to use digital tools and applications; the capacity to critically understand digital media tools and content. The knowledge and expertise to create and communicate with digital technology. The findings have indicated that students had a positive voice in the use of digital literacy in learning English. based on the questionnaire and observation results, there are elements that impact the students' using digital literacy in learning English. First, students' willingness may be the primary factor to assist students in studying English, especially in finding the strength and weaknesses of the students. second, college students' critical thinking abilities as their

want to apply digital literacy in studying English specifically in studying statistics. Consequently, this study had limitations, in the end, the result no longer statistically represented the population, and the need for destiny research may give an explanation for other elements that have an impact on the scholars to apply their important thinking skills in fixing the issues in the use of digital literacy in English.

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