

ENGLISH TEACHER COMPETENCE IN UTILIZING DIGITAL MEDIA IN THE CLASSROOM LEARNING PROCESS

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Abstract

This research delves into the critical role of digital literacy and ethical online behaviour in modern education, particularly among English language teachers in Pontianak City, Indonesia. It examines their proficiency in using digital media, awareness of digital policies, and willingness to engage responsibly online. The findings demonstrate adaptability to technology changes, a solid grasp of media formats, and a strong commitment to sharing educational media. However, the study highlights areas for improvement, such as active online content sharing and balancing online and offline learning. Continuous professional development is crucial. It underscores the importance of digital competence and ethical behaviour, emphasizing critical information assessment, policy adherence, and informed online discussions, echoing the need for responsible digital citizenship in today's educational landscape.

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INTRODUCTION

In this digital era (Industrial Revolution 5.0 era), the majority of people use technology in their daily lives, without exception, most of Indonesian school and institutions have begun to implement digital learning. Teachers are supposed to use digital technology as one of teaching media in the processes of teaching and learning in the classroom. The use of technology believed could give the students opportunity to increase their interest in learning and can be integrated for language learning, especially English study.

With the booming proliferation of media technology in all sections of society, 'digital literacy' (the ability to handle information by using digital tools) seems to be an inseparable part of students' day-to-day life at and outside school (Liton, 2015). Teachers must be aware that today's kids are digital natives who have grown up with technology (Ima, 2022). The English

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teachers have good chances to engage students in language learning by using digital teaching media in the classroom. Then, the teaching and learning processes do not the dual relationship between teachers and students but in three parts involving technological devices. The integration of technology and language learning can help the teaching and learning process, the teachers can design their teaching appropriately with the use of technology (Hamidah, 2021).

Nowadays using of information technology at the English lessons is also very crucial (Rodinadze & Zarbazoia, 2012). By using digital teaching media, students able to interact in the modern way so they do just need to be informal in learning English in the classroom. Each technological tool has its specific benefits and application with one of the four language skills (speaking, listening, reading, and writing) (Nomass, 2013). The process of teaching and learning English should be designed by the teacher in meaningful activities, especially in Junior High School. The teachers need to provide media as one of the tools to presenting material. By using teaching media will make teaching and learning process in the classroom be more interesting and the students will receive various activities to achieve the output of learning. Using media requires the teacher to step outside of the conventional teaching method and facilitate learning by encouraging students to learn by using the media (Wirawan, 2020).

The need for English teachers has competences in utilizing digital teaching media as part of digital literacy is not an option but an obligation for them because progress of education using various digital media is unavoidable. Based on the explanation, this study aims to find out from English teachers' responses which related to their competence in utilizing digital teaching media in the teaching and learning processes in the classroom.

LITERATURE REVIEW

English Skills

It is commonly believed that learning a new language is difficult because it requires practice in a variety of abilities, including speaking, writing, reading, and listening. Language acquisition is meant to be included while discussing the four language skills. The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message (Aydoğan & Akbarov, 2014). Listening comprehension is the receptive skill. When we talk about listening, what we truly mean is listening to what is being said and understanding it. Reading skill also the receptive skill in the written mode. Then, for productive skills are speaking and writing skills. Speaking is

the productive skill. Like the other skills, is more complicated than it seems at first and involves more than just pronouncing words (Aydoğan & Akbarov, 2014). Writing is the productive skill which is in the written mode.

Media for Teaching and Learning Process

Learning media is everything that can be used to channel messages (learning materials), so that it can stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals (Hikmah, 2019). Learning media are the usual aids as resources for facilitate the teacher and the students in conducting teaching and learning process in the inside or in the outside classroom. The teaching media have important roles as a tool to deliver the learning messages in different way. Hence, by using media, the teaching and learning processes expected be more effective. Moreover, the purposes of using media in teaching and learning process to attract the students' attention as of can improve the quality of teaching and learning process. Media is a tool that helps and supports the smoothness of a learning in class so that learning can run well and it can achieve the learning objectives in each of the material delivered (Sabata & Kantala, 2021).

Digital Literacy

Regarding digital literacy, there are various terms and definitions. Several terms such as ICT literacy, digital competence and digital literacy often generally refer to exchangeable technological use and ability even though they are sometimes utilized with different focus and scope (Kurniawati et al., 2018). Digital literacy is the ability to use digital media to successfully access, share, create, collaborate, and communicate. There are certain steps that need to be made to promote teachers' digital literacy. Teachers have their own roles when they decide to bring technology into classroom. The teachers are required to be the facilitator and motivators who help students to prepare in the next phase of the digital environment by employing digital literacy in the classroom (Hamidah, 2021). For example, the teacher and the students can utilize information and communication technology (ICT) in English teaching and learning process in the classroom. Then, the students' role is supposed to learn how to use technology to support their learning activities, especially in learning English.

The use of technology in foreign language instruction has an impact on how students' English skill improve. CALL (*Computer-Assisted Language Learning*) is an important example of teaching/learning modality (Liton, 2015). The student, the teacher, and the computer are the three essential components of a CALL (Computer-Assisted Language Learning) method in the classroom. Therefore, the teacher needs to take a leading position in the team effort and

urge other participants (students) in the team to do their best for the efficient use of CALL in the classroom.

METHODS

This research was a descriptive study using survey method to investigate the teachers' competence in utilizing digital media in the process of teaching and learning in the classroom. The researchers used online surveys as one of survey types. The population of this research consisted of English language teachers who taught at Junior High School in Pontianak City, West Kalimantan. The sample of this study was 10 teachers. This research used purposive sampling which used some criteria that are the teacher's final education at least a bachelor's degree, has taught English for at least five years and also know to utilizing digital media for education. The instrument used was a questionnaire in order to determine the competence and correspondent opinion regarding the use of digital learning in the process of teaching and learning in the classroom.

RESULTS

The results of this research are described based on some indicators. The indicators are the use of digital media, competence in using digital media and competence regarding policies in using digital media. The results of these research are described as follows:

The Use of Digital Media

The study's findings are intended to establish how English teacher in Pontianak who teach at the senior high school use digital media. The results as follows:

Table 1. The use of digital media by the English language teachers

No.	Statement	Always	Often	Sometimes	Never
1.	I primarily obtain my information from the internet.	60%	30%	10%	0%
2.	I obtain part of my teaching materials from the internet.	50%	40%	10%	0%
3.	I express my ideas on social media.	0%	30%	70%	0%
4.	I learned things from scientific publications I found using an academic search engine.	10%	50%	40%	0%

Based on the table above, the survey statements shed light on the use of digital media by the English language teachers for the respondents. The first statement indicates that a significant majority of respondents primarily rely on the internet as their primary source of information, with 60% stating that they always do so and an additional 30% often turning to the internet for information. Only 10% sometimes use the internet for information, and none of the respondents indicated never using the internet for information. This indicates a strong dependence on the internet for obtaining information. This underlines the central role of the internet as an information resource in their lives.

The second statement reveals that a substantial portion of respondents, 50% always and 40% often, use the internet to obtain teaching materials, emphasizing its significance in the educational domain. Only 10% sometimes obtain teaching materials from the internet, and none of the respondents reported never using the internet for this purpose. This suggests that the internet is a valuable resource for teaching materials. In terms of expressing ideas on social media, the survey results indicate that 70% of respondents sometimes do so, reflecting a prevalent habit of using social media platforms as a means of self-expression and 30% do so often. None of the respondents reported never expressing their ideas on social media. This reflects a moderate level of engagement with social media for sharing ideas.

Lastly, the fourth statement highlights that a majority, 50%, often learn from scientific publications discovered through academic search engines, demonstrating the value of these platforms for accessing scholarly knowledge. Another 40% sometimes use academic search engines for learning, and 10% always do so. None of the respondents reported never using academic search engines for this purpose. This indicates a strong reliance on academic search engines for accessing scientific publications and learning. These findings collectively illustrate the internet's pivotal role in information acquisition, educational support, self-expression through social media, and accessing scientific literature, showcasing the multifaceted impact of the digital age on individuals' information-seeking behaviour and learning habits. Overall, these statements reveal a pattern of heavy internet usage for information gathering, especially for teaching materials and accessing scientific publications. Social media is also moderately used for expressing ideas among the respondents.

The Use of Digital Media

The study's findings are intended to establish how English teacher in Pontianak who teach at the senior high school use digital media. The results as follows:

Table 2. The English language teacher competence in using digital media

No.	Statement	Always	Often	Sometimes	Never
1.	I am capable of adapting to changes in teaching and learning technology.	70%	30%	0%	0%
2.	I am knowledgeable with media file formats.	70%	30%	0%	0%
3.	I may give my pupils access to the personal media I produce for learning.	30%	40%	30%	0%
4.	I can publish my original works on websites, BlogSpot, or social media sharing platforms (such as instructional videos, designs, explanations of materials, short stories, etc). (e.g., YouTube, Instagram, Snap Chat, & TikTok).	20%	10%	50%	20%
5.	I can obtain movies from several websites for use in the classroom.	40%	40%	20%	0%
6.	I prefer to conduct online learning rather than offline (face-to-face) learning.	0%	20%	70%	10%
7.	I can choose different media devices based on their functions for learning process in the classroom.	30%	50%	20%	0%

The survey statements offer valuable insights into the digital competencies and preferences of English language teachers regarding the use of technology in education. First, the majority of respondents express their capability to adapt to changes in teaching and learning technology, emphasizing their openness to embrace new technological advancements in education. This adaptability is a crucial skill in the fast-paced digital landscape of modern education. The majority of respondents (70%) indicated that they are capable of adapting to changes in teaching and learning technology. This high percentage suggests that English language teachers are generally open to embracing technological advancements in education, which is essential in today's digital age. However, there is room for further exploration to understand the nature and extent of this adaptability.

Second, the survey reveals that many teachers are knowledgeable about media file formats, highlighting their ability to work with various types of digital content effectively. This knowledge is vital for creating and utilizing multimedia resources in their teaching practices. A significant portion (70%) of respondents reported being knowledgeable about media file formats, with

30% claiming to be knowledgeable often. This indicates that teachers possess the technical know-how required to handle various media file formats effectively. Such knowledge is crucial for utilizing digital media resources in their teaching practices.

Third, the willingness of teachers to give pupils access to their personally produced educational media demonstrates a commitment to enhancing the learning experience. This can foster a more engaging and personalized learning environment. The responses to this statement vary, with 30% of teachers always giving their pupils access to personal media, 40% doing so often, and another 30% sometimes. This suggests a range of willingness among teachers to share self-produced educational media with their students. Encouragingly, very few respondents (0%) indicated that they never provide such access.

Fourth, while some teachers actively publish their original works on websites and social media platforms, indicating a desire to share educational content, others may be more reserved in this regard. Encouraging more educators to share their expertise online could benefit a wider audience of learners. The survey revealed mixed responses to this statement, with 20% of teachers always publishing their original works online, 50% doing so sometimes, and 10% often. Another 20% reported never publishing their original educational content on websites or social media platforms. These findings suggest that while some teachers are active in sharing their work online, others may be less inclined to do so.

Fifth, the ability to obtain movies from websites for classroom use is a valuable skill, as multimedia resources can enrich teaching materials and engage students effectively. A significant number of respondents (40% always and 40% often) reported their ability to obtain movies from websites for classroom use. This indicates a strong capability to access multimedia resources for educational purposes, enhancing their teaching materials and methods.

Furthermore, the survey reflects that many teachers are open to conducting online learning, although a significant portion still prefers face-to-face interactions. This diversity in preferences highlights the importance of offering a balanced approach to instructional modalities. The survey results show that 70% of respondents sometimes prefer online learning over face-to-face teaching, indicating a degree of comfort with digital learning environments. However, it's worth noting that 20% often prefer offline learning, and 10% never do, showcasing a range of preferences among

teachers. This suggests that a balanced approach to instructional modalities may be necessary.

Lastly, the capability to choose different media devices based on their functions for classroom learning underscores the importance of educators' adaptability and resourcefulness in optimizing technology for teaching. The findings indicate that a substantial number of teachers (30% always and 50% often) can choose media devices based on their functions for the classroom learning process. This reflects a good understanding of how to use various devices effectively for teaching, enhancing the learning experience for students.

To be concluded, English language teachers possess a range of digital competencies and preferences, highlighting their readiness to harness technology's potential in education while acknowledging the importance of striking a balance between online and offline learning experiences. The survey results demonstrate that English language teachers generally possess competence in using digital media for teaching and learning. They display adaptability to technological changes, knowledge of media file formats, and a willingness to share personal educational media with students. Additionally, teachers are proficient in obtaining movies for classroom use and selecting media devices for effective teaching. However, there is room for improvement in terms of actively publishing original educational content online and promoting a balanced approach to online and offline learning. The findings underscore the importance of ongoing professional development to enhance digital media skills among English language teachers and leverage the full potential of digital resources in education.

Competence Regarding Policy in the Use of Digital Media

The second result is to determine the competence of policies in using digital media by correspondents from English language teachers in Pontianak city who teach at the junior high school. The results as follows.

Table 3. the English teacher competence regarding policy in the use of digital media

No.	Statement	Always	Often	Sometimes	Never
1.	I am able evaluate information found online for credibility.	10%	60%	30%	0%
2.	I am aware of any government or school policies regarding the downloading of digital materials.	30%	20%	40%	20%

3.	I am aware the terms of the user agreement for websites where I post content.	20%	20%	50%	10%
4.	I believe I can determine whether the report is credible	30%	40%	30%	0%
5.	I am capable of discussing moral issues on social media in a knowledgeable manner.	30%	40%	30%	0%
6.	I write the source of information that I get through any media.	40%	50%	10%	0%

Firstly, the statement "I am able to evaluate information found online for credibility" reflects a crucial skill in the digital age. Being able to discern credible sources from unreliable ones is essential for making informed decisions and guiding students in their own research. A majority of respondents (60%) reported that they often evaluate online information for credibility, while 30% do so sometimes. This indicates a good level of awareness regarding the importance of verifying the credibility of online sources. However, only 10% claimed to always perform this evaluation, suggesting room for improvement in consistently applying critical evaluation skills.

Second, the awareness of government or school policies regarding the downloading of digital materials indicates a commitment to ethical and legal practices. Educators, in particular, need to be cognizant of copyright and fair use policies to ensure compliance when using digital resources in the classroom. The survey reveals a mixed level of awareness regarding policies related to downloading digital materials. While 30% of respondents reported being always aware, 20% claimed to be often aware, and 40% said they are sometimes aware. It is essential for educators to consistently stay informed about these policies to ensure compliance and responsible use of digital resources.

Understanding the terms of user agreements for websites where content is posted is crucial for responsible online engagement. This awareness ensures that individuals are aware of their rights and responsibilities when using online platforms and sharing content. The findings indicate that 50% of respondents are sometimes aware of the terms of user agreements for websites where they post content. However, a significant proportion (20%) claimed to be often aware, and 20% always aware. Having a clear understanding of user agreements is vital for responsible online engagement, and there is room for improvement in this area for some respondents.

Believing in one's ability to determine the credibility of a report reflects confidence in critical thinking skills. This is especially valuable when assessing information in an era of rampant misinformation and fake news. A substantial number of respondents (40%) reported often believing in their ability to determine the credibility of a report, while 30% believed they could do so sometimes. However, 30% claimed they could always determine credibility. This suggests a generally positive level of self-confidence in assessing the trustworthiness of reports and information.

The capability to discuss moral issues on social media in a knowledgeable manner suggests a commitment to ethical online discourse. Engaging in thoughtful and informed discussions on moral topics can set a positive example for students and peers alike. The majority of respondents (40%) reported that they often feel capable of discussing moral issues on social media in a knowledgeable manner. Another 30% felt they could do so sometimes. This indicates a willingness to engage in ethical discussions online and a level of confidence in contributing to these conversations.

Lastly, the practice of citing sources for information obtained through any media is an essential aspect of academic integrity and responsible online behavior. Proper attribution not only acknowledges the original creators but also promotes transparency and credibility in online content. The survey results reveal a strong commitment to citing sources when obtaining information through any media. A majority (50%) claimed to often write the source of information, while 40% reported always doing so. This practice reflects responsible information sharing and academic integrity. In conclusion, the survey statements underscore the importance of digital literacy, ethical online conduct, and responsible information sharing. These qualities are vital in both educational and broader online contexts, emphasizing the need for individuals to be well-informed, ethical, and responsible digital citizens.

The survey findings suggest that the respondents generally possess a positive disposition toward digital literacy and responsible online behavior. They often evaluate online information for credibility, are aware of policies regarding digital material usage, and frequently write the sources of information they acquire. Moreover, they express confidence in their ability to determine the credibility of reports and are willing to engage in knowledgeable discussions on moral issues on social media. While there is room for improvement in consistently applying critical evaluation skills and being fully aware of user agreements, the overall findings emphasize a positive digital mindset and commitment to responsible online practices.

among the respondents. Continuous efforts to enhance digital literacy and awareness of policies can further strengthen these qualities, making them valuable contributors to responsible digital citizenship.

DISCUSSION

The results of the study highlight how crucial it is for people to be digitally literate, behave morally online, and share information responsibly in the modern digital world. These attributes are critical for people to have while navigating the wider internet environment in addition to being vital in the field of education. According to the survey's findings, people are depending more and more on the internet for a variety of purposes in their life, including accessing scientific research, social media for self-expression, and information gathering and educational assistance. These many functions of the internet highlight the significant influence it has on people's habits of learning and information-seeking behavior. One of the notable aspects of the survey findings is the prevalence of online information evaluation. A significant majority of respondents reported that they often evaluate online information for credibility. This practice is fundamental in a world where misinformation and fake news abound, highlighting the need for individuals to develop robust critical thinking skills when navigating the digital landscape. As a study by Wineburg & McGrew (2017) suggests, the ability to critically assess online information is an indispensable skill in the era of information abundance.

Moreover, the survey findings indicate that individuals are aware of policies regarding the downloading of digital materials. This knowledge demonstrates a dedication to moral and legal behaviour, which is especially important for teachers as they have to make sure that copyright and fair use laws are followed while utilising digital materials in the classroom. However, there remains room for improvement in consistently applying this awareness, emphasizing the importance of ongoing education on digital rights and responsibilities. Another significant finding is the willingness of respondents to engage in knowledgeable discussions on moral issues on social media. This highlights a positive aspect of social media use, as individuals use these platforms not only for personal expression but also for meaningful discourse (Pasquetto et al., 2020). Engaging in thoughtful and informed discussions on moral topics can set a positive example for others and contribute to a more informed and empathetic online community.

Furthermore, the consistent practice of citing sources when obtaining information through any media showcases a commitment to responsible information sharing and academic integrity. Proper attribution not only

acknowledges the original creators but also promotes transparency and credibility in online content (Pecorari & Philip, 2018). The survey findings underscore the multifaceted impact of the digital age on individuals' information-seeking behavior and learning habits. The internet's pivotal role in education, information acquisition, self-expression, and access to scientific literature is undeniable. The findings also reveal a generally positive disposition toward digital literacy and responsible online behavior among the respondents, emphasizing the need for individuals to be well-informed, ethical, and responsible digital citizens. However, ongoing efforts to enhance critical evaluation skills, raise awareness of digital rights and responsibilities, and promote ethical online conduct are essential for individuals to thrive in the digital era fully.

The survey findings shed light on the digital competencies and preferences of English language teachers, revealing a promising landscape that underscores their readiness to harness the potential of technology in education. These educators exhibit a range of digital skills and an openness to integrating technology into their teaching practices. In a quickly changing educational environment, where digital technologies may improve engagement, collaboration, and learning results, these kinds of abilities are essential. One noteworthy finding is that English language teachers demonstrate adaptability to technological changes, with 70% of respondents indicating their capability to adapt to shifts in teaching and learning technology. This adaptability is essential as technology continues to evolve, and educators must stay current with the latest tools and platforms (Ottenbreit-Leftwich et al., 2014). Moreover, the survey results highlight that these teachers are knowledgeable about media file formats, a crucial aspect of effective digital media utilization. Understanding file formats ensures that educational materials can be accessed and shared seamlessly.

English language teachers also express a willingness to share personal educational media with their students, indicating a commitment to leveraging digital resources to enhance the learning experience. This is consistent with learner-centered instruction's principles and the use of multimedia to accommodate a range of learning preferences. Academic information should be effectively organized and maybe taught utilizing a range of multimedia to accommodate to different learning styles in order to offer the stimulus in an effective manner (Wells & Smith, 2019). Additionally, teachers are proficient in obtaining movies for classroom use and selecting media devices tailored to the learning process. These proficiencies highlight how technology may enhance educational endeavors and captivate learners with interactive and visually stimulating materials. (Reich, 2018).

However, there are areas for growth. While teachers are adept at using digital media for consumption and classroom integration, there is room for improvement in actively publishing original educational content online. This feature gives teachers a chance to support the digital education ecosystem by disseminating their knowledge and resources to a larger audience. Through the introduction of new platforms that enable interaction and content generation among hundreds or even thousands of individuals globally, advanced social media programmes have provided unique characteristics.

Furthermore, the findings suggest the need to strike a balance between online and offline learning experiences. Even though technology has numerous benefits, it's important to understand that a well-rounded education combines conventional and digital teaching approaches. This highlights the importance of promoting a balanced approach to ensure that students benefit from both digital and non-digital learning opportunities. English language teachers possess a commendable range of digital competencies and preferences, positioning them well to harness technology's potential in education. However, continuous professional development efforts are crucial to further enhance digital media skills and promote a balanced approach to online and offline learning. By doing so, educators can fully leverage the benefits of digital resources while maintaining the integrity of traditional teaching practices.

The survey statements indeed highlight the critical importance of digital literacy, ethical online conduct, and responsible information sharing in both educational and broader online contexts. In order to succeed as knowledgeable, moral, and responsible digital citizens and successfully navigate the challenges of the digital era, people must possess these essential attributes. One of the encouraging aspects of the survey findings is the respondents' positive disposition toward digital literacy and responsible online behavior. The fact that they frequently evaluate online information for credibility is a significant step in combating the proliferation of misinformation and fake news, which has become a pressing concern in today's digital society (Pennycook & Rand, 2022). This approach is consistent with the ideas of digital media literacy, which equips people to evaluate material critically found online.

Moreover, the respondents' awareness of policies regarding digital material usage reflects a commitment to ethical and legal practices. This knowledge is especially important in educational environments where following copyright and fair use guidelines is critical. However, there is room for improvement in consistently applying this awareness, suggesting the need

for ongoing education on digital rights and responsibilities. The willingness of respondents to engage in knowledgeable discussions on moral issues on social media is a positive sign of responsible online conduct. Participating in knowledgeable and compassionate conversations on ethical issues leads to a more educated and courteous online dialogue (Pennycook & Rand, 2022). It also emphasizes the potential for social media to serve as a platform for meaningful dialogue and positive change. However, as noted, there is room for improvement in consistently applying critical evaluation skills and being fully aware of user agreements. Increasing one's digital literacy through instruction and training may make one a more astute online content developer and consumer. To be concluded, the survey findings underscore the importance of digital literacy and responsible online behavior in today's digital society. The respondents' positive disposition toward these qualities is promising, but there is still work to be done in consistently applying critical evaluation skills and being fully aware of user agreements. Continuous efforts to enhance digital literacy and awareness of policies can further strengthen these qualities and contribute to responsible digital citizenship, ultimately fostering a more informed and ethical online community.

CONCLUSION

This research study highlights the critical importance of digital literacy, ethical online conduct, and responsible information sharing in today's digital world, with implications not only for everyday online interactions but also for education. The findings emphasize the prevalence of online information evaluation and a general awareness of digital policies among respondents. However, there's room for improvement in consistently applying these practices. Additionally, the study highlights the potential for social media to facilitate informed discussions on moral issues and the importance of citing sources when sharing information online. Continuous efforts to enhance critical thinking skills, raise awareness of digital rights and responsibilities, and promote ethical online behavior are crucial for responsible digital citizenship and fostering a more informed and ethical online community.

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