

English Digital Literacy Practices Inside and Outside Class to Develop Students' Speaking Skills

Nor Amalia Khairunnisa¹, M. Arinal Rahman^{2*}, Ciptro Handrianto³

Universitas Islam Negeri Antasari, Indonesia^{1,2}

Sultan Idris Education University, Malaysia³

Email: arinalrahman@gmail.com^{2*}

ABSTRACT

The development of technology has initiated new teaching systems. In teaching speaking, there are issues about whether the students should learn in the class or outside of the class using technology. This article describes the practice of students' digital English literacy practice at SMAN Kapuas to study this digital practice's pedagogical potential when students interact directly or through social networks such as live streaming on YouTube or Instagram, video calls, or chatting with friends. A mixed-method study using questionnaires and interviews analyzed deeper and richer data. The results show that many sentences were still wrong when spoken in class. However, they can understand speaking lessons based on digital literacy, which they play or watch outside of the class. This implied that students should be instructed in alternative speaking methods. They may enhance their speaking abilities more purposefully, carefully, and often by using suitable language acquisition tools outside of the class.

Keywords: *digital literacy; digital practices; learning strategies; speaking skills*

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INTRODUCTION

In this 21st century, communication and analytical skills are much supported to meet life's needs. Every individual must have the necessary abilities based not only on the concept of literacy in its general sense.

Literacy, in general, may be defined as the capacity to read and write. Additionally, as adopted at the Paris expert conference, the UNESCO definition of literacy specifies that literacy covers all abilities to recognize, comprehend, interpret, create, communicate, compute, and apply written printed information associated with a variety of settings (UNESCO, 2004). For example, the capacity to read and write "digitally" indicates the usage of digital technology. According to another statement, digital literacy expands to include new literacy linked to networking, collaboration, engagement, and creativity (Argawati & Suryani, 2020).

Concerning learning, anyone who masters digital literacy can acquire attitudes, knowledge, and skills through learning activities that are better, easier, faster, and more fun (Handrianto et al., 2021). This opportunity provides development for both teachers and students, creates a new atmosphere in learning and learning, and establishes more effective social interactions.

On this occasion, the author focuses more on the practice of English digital literacy for SMAN students to examine the pedagogical potential of digitally mediated

courses when they interact through a network of related social spaces inside and outside the classroom.

At SMAN Kapuas, students have long faced problems with English. English proficiency in SMAN is relatively low, and ineffective educational reforms and more traditional teaching approaches have hindered English language education development. In other words, even in English class, the students tend to use their mother tongue.

However, the high use of mobile internet and social media among students in school shows excellent potential to explore students' digital English literacy practices outside the classroom (Thepditak & Somphong, 2021). This method can also be a way for them to understand how they can use digital media more effectively in learning English, either in class or outside of the class (Rita & Handrianto, 2021).

Given that, this paper aimed to show that English digital literacy inside and outside the classroom in the students themselves whether or not it can create the ability to practice their English skills. This research was done to understand better the language learning processes employed by students with high and poor speaking abilities. A greater understanding of language learning processes may help students develop better solutions to their speech development issues. In light of the above context, the following are the primary objectives of this research: How do students use the appropriate learning

strategies in speaking in class or through social media?

METHOD

This mixed-method study took place in Kapuas's State Senior High School. The research participants were second-grade students at the school who had a poor or excellent speaking performance. We chose second-year students since they had studied English for a longer time and had years of experience with speaking. The students represented four different grade levels: XI IPA 1, XII IPA 2, XI IPS 1, and XI IPS 2. We chose these courses because a single teacher oversaw them. The study included 16 students, four from each of the four institutions and four from each category.

Additionally, eight students were assigned to each criterion (low or high speaking performance). Who made the selection based on the teacher's understanding that the selected students had either improved or decreased their speaking performances. It was based on the teacher's observations of student-friendly speech successes during the teaching/learning time (Irwansyah, 2019). Students were judged high-performing based on these indicators because they swiftly understood the current topic they were studying. They then conversed freely. This meant there were fewer *us*, *ahs*, and sentence repeats. They had not only proper spelling but also proper pronunciation and tone. They demonstrated good

communication abilities, including voice projection, vocal diversity, posture, eye contact, and effective body language gestures. The underperformers could not communicate an inflammatory reaction because they had not been taught how to talk correctly. They often struggled with speech correctness; they erroneously employed inappropriate pronunciation, intonation, and even incorrect grammar. These were indicators of success for low-level students.

Close-ended questionnaires and interviews were the primary approaches employed to collect the data for this investigation. Ary et al., (2010) further point out that qualitative researchers may explain events via written records or other artifacts. We utilized teacher-prepared student performance data to elicit previous knowledge from high- and low-performing students who could talk. The necessary records have been gathered and analyzed to authenticate the students selected for this research.

We utilized version 7.0 of the Technique Inventory for Language Learning (SILL) to create the questionnaire with 50 questions that assess learners' language learning approaches. It was developed by (Oxford, 1990), who identified 30 factors to evaluate learners' language learning approaches for developing their speaking abilities. Six sections comprised the questionnaire: (a) improving recall (memory strategies), (b) utilizing mental mechanisms (cognitive

approach), (c) compensating for lost information (compensation strategies), (d) organizing and assessing learning (metacognitive approach), (e) controlling emotions (effective process), and (f) learning for others (social strategies). SILL's five-point scale varied from "never or nearly never" to "often or virtually always," with the overall average reflecting the learner's general proclivity for using learning approaches. Simultaneously, the estimated values for each SILL section indicated which strategy group(s) the learner favored.

We interviewed both high- and low-level kids. This was done to verify successful topic learning strategies. We conducted a self-observation interview to get information about how learners often respond to everyday language activities. Who conducted in-depth interviews in Indonesian. Transcripts and translations of the responses into English were made.

We asked five questions to the students, namely:

- (1) How do you learn the correct pronunciation?
- (2) What do you do to improve your vocabulary?
- (3) How do you learn grammar?
- (4) Do you practice speaking daily?
- (5) What media do you use to improve your speaking?

A handheld recorder was used to gather data during the interview. For this investigation, the following data processing

procedure was used. First, we selected and categorized high- and low-level kids to arrange the themes for this research after acquiring information from teachers. Second, the questionnaire and interview data were collated and transformed into the target language. Thirdly, the data were further coded to identify learners who used specific tactics for learning. Fourth, the findings are classified according to the language learning approaches used by low- and high-performance students. It was then tested using high-performance and low-performance learning methodologies and changes within the language learning strategies used by both learners. Fifthly, who narratively presented the findings of the textual analysis, questionnaire, and interview. Finally, the sixth phase required you to provide a concise summary of the study's findings.

RESULTS AND DISCUSSION

Data from Questionnaire

The questionnaire resulted in the classification of learners into two groups. Low-speech-output learners reported an average of 3.07 cognitive strategies, followed by an average of 3.20 effective strategies, 3.40 memory strategies, and 3.40 metacognitive strategies. These might be seen as "sometimes" used. Finally, who could interpret the average of 3.50 for the social strategy and 3.60 for the compensation strategy as "typically" used.

On the other hand, data from high-level students indicated that affective

strategies scored an average of 3.50, memory strategies scored 4.05, perceptual strategies scored 4.06, reward strategies scored 4.06, social strategies scored 4.10, and metacognitive strategies scored 4.30. These statistics indicate that high-achieving students typically employ all SILL-listed learning techniques.

The tables below summarize the results and averages of students who used language learning strategies to produce speech.

Table 1. Strategy Inventory Language Development Impacts on High Proficiency Learners.

Parts of Learning Strategies	High Proficiency Learners	
	Average	Interpretation
Memory Strategy	4.05	Usually used
Cognitive Strategy	4.06	Usually used
Compensation Strategy	4.06	Usually used
Metacognitive Strategy	4.30	Usually used
Affective Strategy	3.50	Usually used
Social Strategy	4.10	Usually used

Table 2. Strategy Inventory Language Development Impacts on Low Proficiency Learners.

Parts of Learning Strategies	Low- Proficiency Learners	
	Average	Interpretation
Memory Strategy	3.40	Sometimes used
Cognitive Strategy	3.07	Sometimes used
Compensation Strategy	3.60	Usually used
Metacognitive Strategy	3.40	Sometimes used
Affective Strategy	3.20	Sometimes used
Social Strategy	3.50	Usually used

Data from Interviewers

In terms of improved speech, high-level students replied by practicing their accents by repeating and imitating the sounds of sentences, listening to both native speakers and music, and watching English movies (Rahman et al., 2021). They added that they had checked both written and audio dictionaries, such as Google Translate, to see how a phrase was pronounced. The majority of them were engrossed in English-language literature and singing the lyrics to English-language tunes. They also sent information and requested their teachers and peers to talk to them in English. Meanwhile, low-level students continued to ask their peers how to spell words correctly. They have often repeatedly mastered the pronunciation of words, and others have benefited from English films. They based on how the performers pronounced words, and so they had examples of repeating the stories they had heard. Apart from that, some students usually searched for a dictionary to see how words were pronounced. One student said he always paid much attention to how his teacher communicated in English.

The use of memory was the favored approach to enriching words by both high-level and low-level students when it came to enrichment methods. They began by watching English-language movies with English subtitles. In this manner, kids came across new vocabulary, looked it up in the dictionary to see what it meant in context, and then learned to remember and practice

the word in question. They have often remembered and practiced word lists. However, high-performance students preferred to use the vocabulary they learned in their routine with low-performance students. In addition, high-performance students added that they memorized terms by reading web posts and anticipating reading-based definitions. They also replied that they used to communicate with friends on social media, discovering and learning new vocabulary.

Furthermore, learners with inadequate speaking abilities said that listening to music and reading the lyrics helped them expand their vocabulary. Any of the students with poor performance encountered foreign language when reading books. If they encountered an unfamiliar term, they would jot it down and then consult a dictionary for the precise meaning.

High-achieving students employed a range of tactics to improve their grammar, including mastering tenses and grammatical patterns and the easy formula for sentence construction. They listened to school lectures, asked and answered classmates' questions, practiced writing and chatting in English, and then modeled their behavior after them. Some opt to brush up on their English grammar by reading English-language articles or books. Others spent time reading grammar books and other linguistic publications that included grammatical structures, such as dictionaries and sought advice from their

teachers when they encountered difficulties. Finally, students practiced and studied sentence formation utilizing the fundamental formula they created. As is the case with high-achieving students, low-achieving students have studied their school lectures, mastered phrase formulas, and practiced speaking in sentences.

Additionally, students have developed their grammatical skills via text reading. They would counsel a friend if they experienced problems. According to some children, they acquired the ability to make mistakes.

Specific tactics have been used to acclimatize kids to English and improve their fluency, including high- and low-achieving students. Students who performed well in the class reported speaking with strangers, their classmates, and native speakers. They wanted to incorporate English into their everyday lives, and that is why they initially attempted to establish talks by speaking in English. We observed that some of them studied the self-referential language to develop the ability to speak effectively in English. They choose to stay connected to English culture via seeing, listening to, and reading English-language content. Among the strategies used was learning to speak English casually.

On the other hand, low-performing children seemed to retain sentences and sometimes attempted to repeat them. By repeating these behaviors, people build a feeling of familiarity and improve their

communication ability. Additionally, they said they used to talk in English with their friends.

Students offered responses based on two events up to that time to elicit a more direct grasp of spoken English. One was how they wanted to be understood, and the other desired to be understood. Students with advanced speech appeared to request that their partners use synonyms, speak softly, use simple terms, anticipate context, solicit assistance, pause their address to pay more attention to their partners, and analyze their partners' movements and body language when they had difficulty understanding what was being said. While ensuring their voice was heard, they would choose to clarify their points precisely via synonyms and even their native dialect. They often communicated with their chatting partners by gestures and body language, repeated sentences or expressions, and sought confirmation of their conversing partners' comprehension.

On the other hand, low-level students said they used everyday language, shifted to their mother tongue, used gestures, whispered, and repeated sentences to ensure their speaking partners understood what they meant. When they could not comprehend their spouses' actions, they sought help from friends and vowed to pay more attention to their partner's words, lips, and body language. Additionally, they often requested clarification when they were unaware of the meaning of what had been stated.

This is also why they always use English words accurately and correctly on social media. Students of high accomplishment tend to have a broad vocabulary relative to average students. Students who excel better know strong and correct English, whereas ordinary students are sometimes not sure they can post or pronounce English on social media.

Tables 3 and 4 show the many variants of student learning approaches that have been employed to develop communication abilities.

Table 3 Effective learning techniques used in the development of speaking skills high Proficiency Students

Learning strategies used by high speaking performance students
1. Personal accent training
2. Repeating the sounds of words
3. Listening to native speakers of English
4. Listening to English songs
5. Speak with friends who are English native speakers
6. Imitate native speakers' pronunciation
7. Make a concerted effort to pronounce new English words repeatedly.
8. English-language reading aloud
9. Consult a dictionary for new terms.
10. Watch English movies
11. Utilize Google Translate to get the proper English pronunciation
12. Consult with English-speaking friends for guidance
13. Consult English teachers for guidance

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|--|---|
| <ul style="list-style-type: none"> 14. Consult a dictionary to ensure proper English pronunciation 15. Go through English notes 16. Read English novels 17. Engage in the social media interaction with friends 18. Recall lists of English terms 19. Recall lists of English terms 19. Incorporate new English vocabulary into everyday life 20. Read non-fiction books in English 21. Make inferences about the meanings of words in English 22. Read English articles 23. Review English lessons regularly 24. Examine the writing and speaking of English speakers and writers 25. Read grammar books in English 26. Memorize tenses in English 27. Read books and figure out the patterns 28. Learn patterns of speech in English from a dictionary 29. Practice making sentences in English 30. Analyze grammar in articles in English 31. Memorize the formula for tenses 32. Speak with friends in English 33. Talk to yourself in English 34. Start conversations in English 35. Feel comfortable speaking in English 36. Implement & use English in daily life 37. Use synonyms in English 38. Speak more slowly in English 39. Use simpler words in English 40. Pay more attention to English | <ul style="list-style-type: none"> 41. Try to interpret exact meanings. 42. Use gestures and body language 43. Focus on body language in English 44. Listen to speakers more attentively 45. Make predictions about meanings 46. Ask speakers in English to repeat 47. Explain clearly to speaking partners 48. Repeat words and sentences heard 49. Confirm speaking partners' understanding of English |
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Table 4 Effective learning techniques used in the development of speaking skills low Proficiency Students

Learning strategies used by low-speaking performance students
1. Consult with people you know who can communicate well in English
2. Practice pronouncing words in English
3. Get a buddy to check her pronunciation of English terms
4. watch English-language films.
5. Using a dictionary
6. Pay attention to your teachers' instructions.
7. Use the English language more often.
8. Learn new terms by memorizing a list of their definitions.
9. Listen to songs in English
10. Frequently listen to English-language audiobooks, lectures, etc.
11. Read literature written in English.
12. Review school lessons in English
13. Try to write in English as often as possible throughout the semester

14. practice arranging words.
15. Create sentences in English
16. Recall the formula for sentences
17. Make errors and learn from them.
18. Attempt to recite a few phrases in English.
19. engage in conversation with other English speakers
20. Make regular use of repetition in your English vocabulary.
21. use popular English terms.
22. Use native language in English
23. Repeat words in English
24. Speak slowly in English
25. Use gestures in English
26. Ask for clarification in English
27. Use familiar words in English
28. Pay attention to articulation in English

The interviews in Table 3 and Table 4 show that 49 speaking techniques were adopted by high-performance students, while low-performance students found only 29 categories.

As a result of the questionnaires, we noticed that low-level students' learning methods were usually rewarded and social strategies. Memory, emotional, metacognitive, and affective methods have not been used too much. On the other hand, high-performing students employed a more balanced set of learning strategies. In other words, these kids engaged attention,

emotional, and reward approaches on a nearly equal basis. Furthermore, various metacognitive, emotional, and social strategies have been applied more evenly. In other words, high-performance speaking students were more similar in the studying and practicing techniques they used; this was not mirrored in the strategies used by low-level speaking students. In Table 1, high-performance students have commonly used methods to study and practice speaking. This indicates that active language learners have shown greater flexibility in applying more efficient strategies (Tiara et al., 2021).

This study's results are consistent with those of Gharbavi & Mousavi (2012) and Pei-Shi (2012), which show that the higher the level of learners, the greater the number of strategies they would apply. (Oxford, 1990) It also states that all language learners use learning techniques but that more effective learners use them more actively, appropriately, deliberately, and regularly.

These results suggest that high-achieving students are more conscious of their language needs and use methods like study reasoning and assessment to acquire the target language and strategies like planning and evaluation to monitor their progress (Rahman et al., 2022). Furthermore, these students have spent a significant amount of time exercising to regulate their moods and actions by improving their motivation levels.

According to interviews, high-performing students employed more learning approaches than low-performing students. Table 2 shows that high-performing students utilized 49 techniques, whereas low-performing students only employed 29. According to a study by (O'Malley & Chamot, 1990) and (Cabaysa & Baetiong, 2010), effective learners employ various strategies. Aside from that, high-achieving students employed not only more but also diverse strategies.

The findings also revealed that low-performing students often utilized ineffective strategies in completing language tasks, such as reading a dictionary to improve pronunciation and memorizing a phrase to improve fluency (Irwansyah & Nurgiyantoro, 2019). On the other hand, high-achieving students employed various approaches to complete various language exercises. According to (O'Malley & Chamot, 1990), more efficient (high-talk) students have a more comprehensive range of techniques and use them in more ways to help them complete language tasks more successfully; conversely, less effective (low-talk) students not only have fewer strategies but also use strategies more frequently (Rahman & Ja'afar, 2018). Practical language development approaches have made a more significant contribution to speaking abilities.

Therefore, in order to answer the central question of this study, from the two tables of interview results above, it can also

be concluded that the use of sound and correct English in social media or the form outside the classroom, that students with high achievement are more dominant and more confident in using English on social media because they know how to pronounce it. Good and correct English because of the many strategies they use. Meanwhile, students with low achievement tend to be insecure and hesitate to use English on their social media because they are afraid of their poor pronunciation or grammar.

CONCLUSION

According to the study, high-performing students employed more learning approaches than low-performing students. They employed 49 tactics to assist them in improving their speaking abilities, while low-performing students used just 29. High-performing students primarily used the following learning methods: Reading English books/novels (cognitive/metacognitive), Reciting music lyrics (cognitive), Evaluating English papers, Recalling lessons (cognitive/metacognitive), Practising with others (social/metacognitive) (compensation). They also became more attentive and creative in using these tactics, increasing their performance in language activities.

To compensate for their lack of memory, low-level students used the following methods: (1) scanning the dictionary (memory), (2) asking peers

(social), (3) studying grammar (cognitive), and (5) recalling phrases (memory). However, several methods were ineffective in completing the linguistic objectives. Low-achieving students used less careful and suitable learning strategies. In other words, people looked to be using techniques unconsciously. According to the frequency, high-performing students employ all six strategic aspects to increase their speaking talents more evenly, including memory, cognitive, reward, metacognitive, emotional, and social approaches. They used multiple techniques in a more balanced manner. Meanwhile, low-performing students relied on incentives and social therapies to improve their speaking abilities rather than memory, cognitive, metacognitive, and emotional techniques. Low-performance speech students should also develop alternate learning-speaking ways rather than only reward and social strategies.

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