

The Use of Digital Literacy in Teaching English at Junior High Schools in Maros Regency

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Abstract

This research analyses how teachers use digital literacy and students' perception, especially using digital applications. The subjects were two English teachers who teach Junior High Schools in Maros Regency. They were taken by using deliberate or purposive sampling. Each teacher was from UPTD SMPN 28 Satu Atap Salenrang Maros and UPTD SMP 14 Tanralili Maros. The research instruments were an observation checklist and an interview. Based on data analysis, it gathered several results; first, the use of digital literacy, especially using digital applications in teaching English, is actualized in the main activity before and after the presentation of the lesson target and is also used as a final assessment of the lesson. Furthermore, the teachers have to make comprehension preparation for digital literacy, which leads to long time preparation. Second, the students in Maros Regency perceive that using digital applications is very important because it can help them learn and understand the material provided easily. They also perceive that using digital applications has positive and negative impacts. However, the students enjoy every learning process using digital applications. They involve themselves during the learning process and complete assignments on time. The findings also show some barriers perceived by the students. They indicate that barriers come from internal and external factors while using digital applications, including mobile phones' RAM capacity, inadequate internet networks, and a gradual understanding of digital applications.

Keywords: *Politeness digital literacy, digital application, teaching English, perception.*

INTRODUCTION

Digital Literacy is a highly relevant approach to the current situation since it meets the requirements of the approach outlined previously, which include being entertaining and applicable to learning circumstances. Digital literacy is the ability to live, learn, and work on digital platforms such as social media and to exist in society. Multiple organizations have utilized digital literacy, proving that everyone, from students to employees, should possess this competence. Many researchers have conducted studies where digital literacy is essential in

teaching. Yusuf (2016) conducted a research where it was found that the role of digital literacy established interest and creativity in students, which increased students' achievement in learning. Another research done by Hasyim (2020) showed that different varieties of digital literacy significantly and positively affect students' ability to learn languages independently.

Based on the observation of the researcher, English teachers in Maros Regency who are members of the English MGMP (Maros English teachers association) of junior high Schools have started to implement digital literacy in the learning process as an initial step in supporting the implementation of the education digitization program. In the English MGMP meeting in the Maros regency, the researcher held discussions with English MGMP members regarding the application of digital literacy in the context of using digital applications in teaching English. The researcher got some information from the group discussion forum. First, English teachers have started applying digital literacy in teaching, for example, using digital applications. The second is that the teacher needs help with applying digital applications. The reasons are that the teacher needs to learn how to start using the digital application, the teachers need to learn how to explore the future in the digital application, and last reason there is a few references about using the digital application in teaching English. Besides the difficulty faced by teachers in using the digital application, 2 English teachers implemented digital literacy using digital applications in teaching English for one academic year.

Many studies were already conducted on the digital literacy in teaching English. Rinekso (2021) research explores the digital literacy and perceptions of technology integration into curriculum/materials and technology training of Indonesian secondary English language teachers. Hadiani & Rohmah (2021) in their journal about English teachers' perception of using digital tools in the classroom, show that there are various kinds of digital tools used by teachers when teaching in the classroom that supports the student's learning process, mainly student in the university who enrolled the teaching English as Foreign Language (TEFL) courses. Sari et al. (2017) in their journal about teachers' perceptions Towards Digital-Based Teaching Material, found that English teachers' attitude toward digital teaching materials is more favorable than neutral. It would be concluded that Solo's senior high school English teachers tend to accept digital teaching materials with caution.

Most of the research above focuses on exploring digital literacy, mainly in the context of English language teaching, from the teacher's perspective. On the other hand, few studies focused primarily on uncovering digital literacy practices, especially the use of digital applications by teachers, particularly junior high school English teachers and students' perceptions. Therefore, in this research, the researcher focuses on using the digital application to apply digital literacy in teaching and learning English.

LITERATURE REVIEW

The concept of Digital Literacy and Digital Application

According to Gilster as cited in Bawden (2001), "Digital literacy is the mastery of concepts, not keystrokes," Those that emphasize mastery of ideas and insist on careful examination of information, as well as intelligent analysis and synthesis, can be distinguished from those that provide lists of specific skills and practices that are believed to be required for digital literacy.

According to Tirtobisono (2009) digital application (also known as an application program) is software that combines certain features in a way that is accessible to users. In line with (Jogiyanto, 1999), an application is a software program containing instructions or statements that are connected so that the computer can convert the input to output. Besides, Ibis (2010) defines digital application as programs designed to increase productivity in various work areas, such as creating documents, spreadsheets, databases, and publications, conducting online research, sending emails, creating graphic designs, running a business, playing games, etc.

From some definitions above, it can be concluded that digital literacy is users' knowledge and skills in using digital media, such as communication tools, digital applications, and internet networks. Users' abilities in digital literacy include the capacity to locate, engage with, analyze, apply, produce, and employ digital resources carefully, thoughtfully, cautiously, and precisely according to their intended purpose. Besides, Digital Applications are technology-based tools we can use to make our work easier. In this context, the use of digital applications by English teachers in teaching English. The application used itself is an application that helps English teachers in presenting concepts and learning materials given to students.

Indicators of Perception

Robbin (1995) stated Some markers of perception help us understand how information collection through human perception works. They are acceptance, understanding and evaluation. From some statements above, it can be concluded that perception consists of perceiving other people and what makes a person identifiable. Through perception, humans attempt to learn about others. Understanding how people generate impressions and judgments about others can also be understood as perception. Besides, Students' perception is the process of preferred treatment of students toward information they obtain from an object, which in this case is the classroom questions posed by teachers. Students can analyze the viewed thing by using their senses to conduct observations.

METHOD

Research Design

The qualitative approach was used in this research since the data was analyzed qualitatively with descriptive research design. the researcher thought that the qualitative approach was the most suitable approach to this research since the researcher aimed to describe and explain the phenomenon of the use of digital literacy in teaching English at junior high school.

Location and Subject of the Research

The research was conducted in the Maros Regency. The subjects were chosen from teachers who teach in junior high school and are a member of English MGMP (Maros English Teachers Association) in Maros Regency, following criteria:

- a. Teachers have used digital applications in teaching English for one academic year.
- b. Teachers have used at least three digital applications to teach English.
- c. Willing to be a research subject.

Based on the criteria, 2 English teachers from a junior high school in Maros regency were chosen for this research, they are from UPTD SMPN 28 Satap Salenrang Maros and UPTD

SMPN 14 Tanralili and also four students involved as subjects based on the junior high school were chosen.

Research Instruments

The research instruments used by the researcher were observation and Interviews. Instruments are used to collect data and information that can be justified. The researcher observed the use of digital literacy in teaching English, especially using digital applications by observation checklist, and to obtain more profound information on students' perceptions of digital literacy, especially using digital applications in learning English, the researcher used an interview instrument.

Data Analysis Techniques

After gathering the data, the researcher utilized Miles and Huberman's data analysis technique for qualitative research to analyze the data (Miles et al., 2014). They were data collection, data condensation, data display and conclusion drawing/verification.

FINDINGS

The use of Digital Literacy in teaching English

The data of findings was initiated by the result of data analysis obtained from observation checklist of the use of digital literacy by English teachers. The researcher conducted the observation to Mrs. ZU at UPTD SMPN 28 Satu Atap Salenrang and Ms. SW at UPTD SMPN 14 Tanralili. The result of the data was as following :

1. The teacher plans the English lesson by incorporating digital literacy, especially using a digital application.

Both of the teacher planned the English lesson by incorporating digital literacy. Based on the lesson plan which had been made before, the teacher prepared the lesson activity through the digital application. They analyzed the lesson target and looked for the suitable digital application to be applied.

2. The teacher uses digital literacy following the basic competence taught, especially in digital applications.

In this section, the teachers adjust the competencies taught by learning using digital literacy. The first teacher taught about labeled in grade nine and the second teacher provided material regarding positive degrees with the competence to understand the comparison of the number and nature of people, objects, and animals according to the positive degree comparative text structure.

3. The teacher explains the learning objectives and the things to be learned, and the learning methods to be taken by incorporating digital literacy, especially in using a digital application.

In this stage, the teachers started the lesson by doing some activities such as entering the class by greetings, checking students' attendance list, instructing students to pray together, and giving apperception to the students related to the material that would be explained. The first teacher conveys that she used digital applications in learning and explains the rules and steps of activities that students carried out during the learning process and the learning objectives to be

achieved. Meanwhile, the second teacher only conveyed digital applications used during the learning process and conveyed material to students without conveying the learning objectives to be achieved.

4. The teacher uses digital literacy, especially digital applications, before presentation material (Warm-Up).

The first teacher used the Wordwall digital application to give quizzes about the material as an introduction to entering learning material and the second teacher did not use digital applications as a warm-up in this section before starting learning. The teacher immediately explained the material to be taught.

5. The teacher uses digital literacy, especially the digital application, as a place to develop learning material.

The first teacher developed the material in the textbook by taking teaching material on the digital my English step application. Meanwhile, the second teacher conveyed material from the results of the summary of material from textbooks and internet sources to students directly without using digital applications.

6. The teacher uses digital literacy, especially in the digital application after the presentation (Exercise).

Both of the teachers used digital applications in giving exercises to the students. The first teacher directed students to work on a worksheet on My English Step's digital application, and the second teacher used the Quizizz digital application as a learning medium to give students exercises. The teacher gave exercises offline by distributing exercise paper to each student.

7. The teacher uses digital literacy, especially in the digital application that makes students participate in learning English.

In the learning process, students were seen actively working on the given worksheet in groups.

8. The teacher uses more than one digital application while teaching English

The first teacher utilized several digital applications during the learning process, including word wall and my English step applications. However, the second teacher only used one digital application, the Quizizz application.

9. The teacher uses digital literacy, especially in digital applications to revise the lesson target

Before ending the lesson, both teachers reviewed the students' activities. the teacher checks the results of student worksheets and conveys mistakes and achievements that students have made while working on a given worksheet.

10. The teacher uses digital literacy, especially in digital applications to give homework.

The first teacher ended the lesson without giving homework. Meanwhile, the second teacher gave homework as an exercise on Quizizz, where the teacher distributed quiz links to the class

WhatsApp group, which students accessed when they were at their respective homes with a stable internet network connection.

The students' perceptions toward the use of Digital Literacy in learning English

In order to address the second research question of this study, the researcher continued the interview with the four students, two from UPTD SMPN 28 Satap Salenrang and two from UPTD SMPN 14 Tanralili. Below are the results of the interview.

Students' Acceptance

1. What do you think about the use of digital literacy, especially in digital applications in learning English? Is it important for you?

The students mentioned that using digital applications, primarily digital applications, helped them understand the material that was given. It was strengthened by the statement:

"...In my opinion, learning to use digital applications is very interesting and helps me more easily understand the material provided. So indirectly learning to use digital applications is very important because this learning media is not boring."

2. Do you acceptance the material delivered by the teacher properly when using digital literacy, especially in digital applications in learning English? Why?

Based on the data collected, the students received the material provided using digital applications well. The students got new learning methods that involved participating in the learning process. It was shown clearly on the statement:

"..Yes. I received the material well. Why? Because the learning no longer uses the lecture method but other methods that are quite easy for the learning process."

3. To what extent is digital applications beneficial in assisting you in learning English?

Based on the data collected, the students using digital applications helps students learn English. Using digital applications can also increase students' curiosity about the material provided, providing a forum for accessing information and communicating. It was shown clearly on the statement:

"..In my opinion, It is very helpful because when learning to use digital applications, I am very enthusiastic, and my curiosity level is high to learn to accept material or do assignments given."

Students' Understanding

1. What is your understanding about digital literacy, especially in digital applications?

The students understand digital literacy as learning that utilizes digital resources as learning media, such as the Internet, digital platforms, and digital applications. The Students interpret digital applications as a tool that helps them learn to either understand the material or do assignments. It was strengthened by the statement:

"..In my opinion, digital literacy is the ability to access information from internet sources, and digital applications themselves are tools that help me in learning, especially in understanding English material provided by the teacher."

2. Do you recognize well how to use digital applications used by teacher in learning English?

Based on the data collected, the students can easily understand the use of digital applications if the teacher gives clear instructions while using digital applications. So the teacher must first explain how the digital application works clearly. When they are used to the digital application, students also easily operate the features in the given digital application. It was shown clearly on the statement:

“..At first, I had to study using the teacher's digital applications. However, after the teacher's direction and guidance, I could use them properly. In every lesson, the teacher used digital applications in providing material and assignments so I could operate the features of a given digital application.”

3. What positive and negative effects of using the digital application can you see in learning English?

Based on the data collected, using digital applications in learning English has positive and negative impacts. The positive impact felt by students is that students have learning experiences with new methods which help students understand the material provided. Then the use of digital applications is also able to provide enthusiasm for learning to students because every time they use digital applications in learning, students are enthusiastic and curious about the applications provided. Meanwhile, on the negative side, students gave varied responses, including using digital applications involving students' mobile phones. It made some students experience sore eyes when using their mobile phones too much. Then the freedom given by the teacher in operating digital applications on mobile phones makes students also free to have the desire to open other applications that are not relevant to the material provided. Instructions that are unclear also make it difficult for students to operate the digital applications provided, and the intensity of using digital applications often decreases students' reading interest. It was strengthened by the statement:

“..The positive effect helps me learn in receiving material and doing assignments, while the negative may be physical. My eyes sometimes hurt if I use my handphone for too long, while in using digital applications, most teachers direct us to use the handphone.”

Students' Evaluation

1. To what extent is digital application beneficial in enhancing your participation in learning English?

Based on the students' statement, the researcher comprehended that digital applications could increase student participation in English learning. Learning using digital applications makes students enthusiastic because learning is not boring and involves students in every learning process so that students can freely express opinions and enjoy every learning process. It was strengthened by the statement:

“..Very useful, of course, because as long as the teacher uses digital learning applications, it is not boring. I am also directly involved in the learning process. It makes me even more enthusiastic about receiving the material and doing the assignments given..”

2. Does using digital application motivate you to be more interested in following the learning process?

The students were motivated to learn English using digital applications. The use of digital applications presents a variety of interactive quizzes that teachers can arrange according to the material needs of students. Some of these digital applications also present attractive images and colors that increase students' curiosity to use them. Then the use of digital applications can also be accessed anywhere and anytime according to the instructions and learning needs of students given by the teacher.. It was shown clearly on the statement:

“..I am very interested because when the teacher uses digital applications, I can play while learning. The features of digital applications are very varied. For example, in the My English Step application, I can do tasks with a picture guessing game and even compose sentences that are not boring. Then not only do assignments, but the teacher also conveys material using digital applications, for example, giving material through the Quizizz application, the material provided is very interesting because it is full of pictures and colors, which indirectly increases my motivation in learning.”

3. To what extent do you enjoy learning English using the digital application?

Based on the data collected, the students were very happy and enjoy learning using digital applications because they learn a new concept: learning while playing. When they understand the material provided properly, their enjoyment can be clearly described through good learning achievements.. It was strengthened by the statement:

“..So far, I am very happy because this is something new. I am always curious about what other digital applications will be given by the teacher so that my knowledge of using digital applications will also increase.”

4. What barriers do you get in digital applications in learning English?

The students' barriers came from primary and secondary barriers. The primary barriers students encounter while using digital applications in the learning process are obstacles that come from outside themselves, such as the inadequate RAM capacity of mobile phones and the lack of a stable internet network in their school environment, so they need longer time to access digital applications used during the learning process. Then secondary barriers come from their perception and understanding of the use of digital applications. It was shown clearly on the statement:

“..So far, in the ram capacity of the handphone, sometimes my handphone is quite slow in accessing the given digital applications and sometimes I do not understand the material, but using digital applications can help me understand.”

DISCUSSIONS

The use of Digital Literacy in teaching English

In the initial activities, the two teachers made lesson plans by including digital literacy, especially using digital applications in their lesson plans. In using digital applications in lesson plans, the two teachers determined in advance the types of digital applications they operated according to the competencies they were shooting in class. They must first look for information

on the Internet or other digital worlds to get teaching references that follow the competencies and needs of students. According to Belshaw (2014), Cultural is one element of digital literacy that refers to understanding the various contexts of the digital world. Both teachers did it before delivering material using digital applications in the classroom. It also aligns with one digital literacy competency, namely, internet search. According to Paul Gilster, as cited in Elpira (2018), internet search includes a person's ability to use the Internet. In this case, search for Internet information and the ability to use a search engine. Moreover, perform various activities on the Internet.

During the learning process, the two teachers used one digital application as the main learning medium, namely My English Step and Quizizz application. Those two applications have their respective appeal depending on the learning needs of students. The My English Step application is a web-based application in which we will get references to teaching materials and various worksheets connected to several other digital learning applications, such as live worksheets and bamboozle applications. Both activities by the teacher represented one of the digital competencies, namely the knowledge-building competency. That competency includes the ability to gather information and compile knowledge obtained from various sources. The capabilities contained in this competency include the ability to reassess the information obtained through various sources, as well as the ability to compile sources of information obtained from the internet (Paul Gilster, as cited in Elpira, 2018).

From observations, the researchers revealed several digital literacy elements and competencies involved when the two English teachers applied digital literacy in learning. This element and competency include cultural elements and internet search competencies, which lead to understanding and searching for various contexts in the digital world where the two teachers search for information in digital world, such as teaching materials and digital applications that follow teaching competencies and students' learning needs. Then cognitive element and Hypertext Navigation competency lead to the process of reasoning and operating information and features on the internet and in digital applications. At this stage, the two teachers adjusted the information, in this case, teaching materials and what kind of digital applications they used in learning, considering the teaching competencies and learning objectives achieved by students.

In addition, the two teachers implemented elements of constructive and knowledge-building competency, which lead to the ability to gather information and compile knowledge obtained from various sources where the teacher, in giving assignments to students, first arranges these assignments using digital applications so that they were packaged in an attractive and did not leave the learning achievement goals of students. These elements and competencies involve students being able to find content that is appropriate to the material and the ability to utilize digital media. From observations, the researcher also revealed that when the teachers used digital literacy in teaching English, the teacher's role was more dominant as a facilitator, so the students became more active in the learning process, which made the learning process not teacher-centred anymore. The researcher also revealed that using digital literacy, especially digital applications, makes students enthusiastic and enjoy every learning process.

The students' perceptions toward the use of Digital Literacy in learning English

Based on the perception indicators from Robin (1995), the following were students' perceptions of the use of digital applications, which were summarized in three perception indicators, namely students' acceptance, students' understanding and students' evaluation:

Students' Acceptance

a. The Importance of the Use of digital literacy especially using the digital application in Learning English

Digital literacy often serves as an 'umbrella' term for various practices and further education that seeks to equip users to function within a digitally rich society. Strengthening Digital Literacy in learning and evaluation is an effort to provide design experience website-based learning and evaluation and implement it in the process of learning (Leaning, 2019).

Based on the collected data, the researchers knew that the four students who had been interviewed considered digital literacy, especially the use of digital applications, to be very important because by learning media using digital applications, students were assisted in understanding the material provided. They also argue that the use of digital applications follows current conditions, which are practical and fast.

b. Acceptance of the material delivered by the teacher properly when using digital literacy, especially in digital applications

According to Anggeraini et al. (2011) the role of digital literacy in the curriculum is very important because it aims to help learners to achieve the following things: acquire the knowledge and technical skills necessary to use digital media effectively and competently in using digital media to solve everyday life problems, understanding the social dimension and impact of digital media in our modern society, and fostering positive attitudes about digital media and dealing with the demands of modern times.

Based on the data collected, the researcher understood that the students received the material provided using digital applications well. The students got new learning methods that involved participating in the learning process. Becoming digitally literate for the students can support digital teaching is critical because digital tools fundamentally change the nature of knowledge in the sense that they enable more creative, active, collective, and personal ways of constructing and communicating knowledge through digital media (Payton & Hague, 2010)

c. Beneficial of the use of the digital application in assisting students in learning English

Technology is used more broadly in learning English because it has many advantages. For example, pronunciation will be improved by using the pronunciation test application. Communication skills will also be more proficient. In addition, technology helps education expand, and modern technology supports people to achieve many things outstanding achievements in future learning, in particular learning English (Kieu et al., 2021). The use of digital literacy, especially in the use of digital applications, is part of the use of technology. Based on the data collected, the students were helped to understand the material provided using digital applications. They were far more interested in the material provided because it was presented in an interesting and varied way, so the class conditions were not boring. Using digital

applications in learning English also helped the students stimulate their creativity by operating various features in the given digital application.

Students' Understanding

a. Understanding digital literacy, especially in digital applications

Digital literacy is the ability to master, use and effectively use available information and technology that can be accessed through devices such as computers (Gilster, 1977). Being digitally literate means processing a variety of information obtained and communicating effectively with other people in various forms. In this case, the form in question includes creating, processing, collaborating, communicating, and working per existing ethical rules and understanding when and how technology must be used effectively to achieve goals. It includes the use of digital applications in learning English

Based on the data collected, the students understood digital literacy as a process in which they learn to use technology, such as digital applications, to learn English. During the learning process, students could access information related to teaching materials using digital applications from their respective mobile phones. In addition, they also thought that digital applications were learning tools that helped them understand the material provided.

b. Operating digital applications in learning English

According to the DIGCOMP framework developed by One of the European Commission's digital literacy competencies is the Problem-Solving Competency, which includes the ability to use digital tools to solve issues and stay up to date with digital evolution. In this case, the way the students use features and follow instructions on digital applications in the learning process. Based on the data collected, students need a detailed explanation of the digital applications used in the learning process before they use them. The existence of various kinds of digital applications that were given during learning makes them need time to understand how to use these digital applications gradually. However, when they were often using it, they could also easily operate various features and follow the instructions provided by their digital applications.

c. Positive and negative effects of using the digital application

Digital literacy will provide individual ease of access information related to education flexibly by using an existing device connected to the internet network. Individuals can also acquire materials and additional learning from various facilities such as blogs or websites. The more Reference sources used in learning, the wider the insight and knowledge we have (Zahroh & Sholeh, 2022).

Based on the data collected, the positive impact felt by students while using digital applications in learning was to help students understand the material provided. Using digital applications also provided new learning methods for students, namely, learning while playing, so they were enthusiastic about participating in the learning process. There was an ease in accessing information, which is practical because using mobile phones to access digital applications makes it easier for students to involve themselves during the learning process. It was also an asset for students to be digitally competent by accessing the information on the internet properly and wisely.

In addition, using digital applications also had a negative impact that students felt while using them in learning. First, most digital applications use mobile phones as a medium for accessing digital applications, which causes students' eyes to hurt from overusing mobile phones. The two freedoms given to digital access applications on each student's mobile phones make students desire to open other applications that are irrelevant to the material being taught. Furthermore, various digital applications were provided, making students need more time to understand how each digital application works. The last negative impact was decreased interest in reading books because they are often too focused on using digital applications in learning.

Students' Evaluation

a. Enhancing Students' Participation in Learning English

Based on the data collected, the researcher comprehended that the students perceived that the use of digital application is beneficial in improving their participation in Learning English. A fun learning process can trigger students to do assignments. Furthermore, some digital applications provide a drilling system for reviewing and revising mistakes so students can learn and correct them. The use of digital media during the learning process very progressively influential in improving student learning. The use of digital media has shown positive results because it refers to more effective teaching and learning instructions. It can be seen from how students show more proactive learning participation that influences their learning activities (Suganda, 2022).

b. Motivating students to interest in learning English

The potential of digital media in education shows the quality of teacher teaching, which impacts learning choices and student motivation. At the same time, technical improvements in the potential for interaction, participation, and collaboration mean increased self-organization for students and increased conceptual work for teachers to deliver engaging learning (Hasana, 2020). Learning tools and technology allow students to develop independent learning skills to be effective. In this case, the use of digital media in question is digital applications.

Based on the data collected, the students felt their motivation had increased in learning English using digital applications. They got an impressive new learning experience because the material presented using digital applications is packaged attractively with full color and pictures. In addition, the assignments were given using a digital application in the form of interactive quizzes, which increased the enthusiasm of students working on them because there was a score they could see directly as motivation to do the task correctly and well. Accessing material anytime and anywhere using digital applications makes it easy for students to review material that has been taught quickly and practically.

c. Students' enjoyment within digital application

Based on the data collected, the students showed the sense of enjoyment while doing the task during use digital application. the students became more engaged and showed enthusiastic attitude. According to Davis et al., (1992), Perceived Enjoyment has an important role in the desire to use technology. Perceived Enjoyment is how an activity is seen as enjoyable by itself outside of an individual's perception regarding knowledge about the usefulness of the activity so

that when an activity can be fun, it can lead to perceived value and benefits being higher than that activity.

Based on the statement above, students show enthusiasm for learning activities using digital applications by involving themselves in every learning process. They also did the assignments given well and did it on time according to the set time, which has an impact on good learning outcomes too. According to them, using digital applications always provides pleasure every time they use them. It happens because the teacher provides various types of digital applications in each lesson, so students are always curious about the digital applications they will use in learning English. From the activities of these students, they enjoy the learning process using digital applications.

d. Barriers in using digital application

Ertmer (1999) distinguishes between primary and secondary barriers to digital technology integration. Primary barriers refer to external barriers, which are not specific to the person, such as limited resources or lack of technical support. Secondary resistance is internal barriers, such as a lack of confidence or a different mindset. This differentiation also involves different views, given how difficult it is for change to occur, see that the secondary barriers are more deeply rooted.

Based on the data collected, the students' barriers came from primary and secondary barriers. The primary barriers students encounter while using digital applications in the learning process are obstacles that come from outside themselves, such as the inadequate RAM capacity of mobile phones and the lack of a stable internet network in their school environment, so they need longer time to access digital applications used during the learning process. Then secondary barriers come from their perception and understanding of the use of digital applications. It is because teachers provide several types of digital applications that require time for them to understand how to operate the digital applications provided.

CONCLUSIONS

When using digital applications in teaching English, junior high school English teachers in Maros Regency apply a 3-step teaching process: pre-activity, main activity, and post-activity. The use of digital applications in teaching English is actualized in core activities after the delivery of learning targets and is also used as a final assessment of learning. However, teachers feel that they have to make preparations for understanding digital applications that lead to learning objectives and the needs of students. The use of digital applications also can be adapted to the needs of the school network where teachers teach. If the school has a stable internet network, digital applications can be online based. However, if the condition of the school does not have a stable internet network, the teacher can provide offline-based English learning.

The students perceive that using digital applications is very important because it can help them learn and understand the material provided easily. They also perceive that using digital applications has positive and negative impacts. The positive impact of using digital applications is making it easier for students to receive material and do assignments. Using digital applications gives the impression of fun learning so that students do not get bored while participating in the learning process. Meanwhile, from the negative side, students' eyes become sore due to excessive use of mobile phones while using digital applications. The many variations of digital

applications provided make students need gradual time to understand how digital applications work and decrease students' interest in reading books.

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