

Student's Perception on the Impact of Digital Literacy on Reading Comprehension

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ABSTRACT

This study explores English Education students' perceptions of the impact of digital literacy on reading comprehension at Tadulako University by employing a descriptive qualitative research design. The participants were students from the 2023 cohort, with data collected through questionnaires to identify general perceptions and supported by in-depth interviews to gain deeper insights into students' experiences with digital reading practices. The findings show that most students perceive digital literacy as having a positive influence on their reading comprehension. The use of digital tools such as online dictionaries, translation applications, academic websites, and various online reading platforms helps students understand vocabulary, interpret complex ideas, and comprehend texts more efficiently. In addition, the accessibility of diverse and authentic digital reading materials increases students' motivation and interest in reading English texts, making reading activities more engaging and flexible. However, despite these benefits, students also reported several challenges related to digital literacy. These challenges include unstable internet connections, distractions from non-academic online content, eye strain caused by prolonged screen exposure, and difficulties in evaluating the credibility and reliability of online sources. Such issues may hinder comprehension if students lack sufficient guidance and critical evaluation skills. Therefore, students emphasized that digital literacy should be accompanied by the development of critical thinking and effective reading strategies to ensure meaningful learning. Overall, the study concludes that digital literacy functions as an important supporting factor in enhancing reading comprehension when it is properly guided and integrated into instruction. The findings highlight the necessity of incorporating digital literacy instruction into reading courses to optimize students' comprehension skills and prepare them to navigate digital texts effectively in modern academic and learning environments.

Keywords: Digital Literacy, Reading Comprehension, Students' Perceptions, EFL Students, Higher Education.

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INTRODUCTION

The rapid development of digital technology has a significant impact on educational practices, giving rise to growing interest in the role of digital literacy in shaping students' reading comprehension skills. In the contemporary academic landscape, the pervasive influence of digital technology has fundamentally reshaped how students engage with information and construct knowledge (Rayendra et al., 2020). The integration of digital tools and resources into educational settings has created both opportunities and challenges for students' reading comprehension skills. The ability to effectively navigate, evaluate, and synthesize information from digital sources has become an indispensable skill for academic success and lifelong learning (Doiraghusoha, 2022). Understanding how digital literacy impacts reading comprehension is crucial for educators and policymakers to design effective pedagogical strategies and curricula that foster students' ability to thrive in the digital age.

The rapid evolution of digital technologies has transformed the way information is accessed, processed, and disseminated. This shift has significant implications for reading comprehension, as students are increasingly encountering texts in digital formats, often

characterized by hypertextuality, multimedia elements, and interactive features. Digital literacy, encompassing the skills and knowledge needed to effectively use digital technologies, plays a vital role in mediating students' interactions with digital texts and influencing their reading comprehension outcomes (Hasniyati et al., 2024). Students' perceptions of their own digital literacy skills and how these skills influence their reading comprehension experiences are important factors to consider.

Understanding these perceptions can provide valuable insights into the specific challenges and opportunities students encounter when reading in digital environments, informing targeted interventions and support mechanisms to enhance their reading comprehension abilities (Gutiérrez-Ángel et al., 2022). Digitally literate students are more likely to understand how to use digital technologies to support their learning (Özsari et al., 2025). Digital literacy skills are categorized into information skills, digital tools usage, and digital transformation (Koh et al., 2022). The current research seeks to address the existing gaps in understanding the intricate relationship between digital literacy and reading comprehension among university students.

While previous studies have explored the correlation between digital literacy skills and academic performance, there is a need for more in-depth investigations into the specific mechanisms through which digital literacy influences reading comprehension processes (Hasniyati et al., 2024). More explorations are needed to understand how digital literacy skills affect critical analysis, evaluation, and synthesis of digital information. Furthermore, there is a paucity of research examining students' perceptions of the influence of digital literacy on their reading comprehension experiences, particularly within the context of Tadulako University. Investigating these perceptions can provide valuable insights into the specific challenges and opportunities students encounter when reading in digital environments, informing targeted interventions and support mechanisms to enhance their reading comprehension abilities.

Higher education institutions must equip students with the skills to engage with digital information and assess its veracity critically (Doiraghusoha, 2022). Existing research suggests that digital literacy skills are positively correlated with reading comprehension abilities. However, the specific aspects of digital literacy that most strongly predict reading comprehension outcomes remain unclear. Further research is needed to identify the specific digital literacy skills that are most critical for reading comprehension and to develop targeted interventions to enhance these skills among university students.

Additionally, there is a need to explore the potential moderating effects of individual differences, such as prior knowledge, cognitive abilities, and learning styles, on the relationship between digital literacy and reading comprehension. Educators need to consider the local context and learners' characteristics when designing effective learning strategies (Hasniyati et al., 2024). The investigation into students' perceptions of digital literacy's influence on reading comprehension at Tadulako University is not merely an academic pursuit but a pragmatic necessity for fostering effective learning in the digital era. The goal is to cultivate a generation of students equipped to navigate the digital world critically and effectively. The outcomes of this research will furnish educators with actionable insights for designing targeted interventions and pedagogical strategies aimed at bolstering students' reading comprehension abilities in digital environments.

At Tadulako University, digital tools have begun to permeate reading instruction, although their use is still emerging compared to other language skills. For example, electronic dictionaries are frequently utilized by English education undergraduates to support vocabulary understanding during reading tasks (Handayani & Nadrun, 2022). Additionally, the university library's digital literacy initiatives, including access to e-books via Android platforms, electronic journals like ProQuest, and digital reading corners (e.g., Pocadi), serve as significant resources for students engaging with digital reading materials (Amrillah et al., 2023). Despite these resources, challenges persist, such as inconsistent internet connectivity and limited policy frameworks, which hamper the full integration of digital reading tools. In response, some educators have begun integrating hybrid platforms such as Schoology to

facilitate reading and listening comprehension through blended learning formats. Preliminary evaluations suggest that these e-learning platforms enhance engagement and learning outcomes, indicating strong potential for wider adoption in reading instruction. Therefore, while the infrastructure for digital reading support exists, addressing technical constraints and embedding these tools pedagogically remains essential for optimizing their effectiveness.

This research is particularly relevant because prior investigations have shown that students often perceive digital reading as more engaging and effective, especially when technology such as digital storytelling or multimedia-enhanced texts is integrated into reading instruction, highlighting the potential for improved comprehension through digital means (Hidayati & Maisarah, 2024). Moreover, empirical evidence has revealed a surprising disconnect: pre-service teachers with strong digital literacy skills still only demonstrate moderate reading comprehension, and the correlation between the two is negligible, suggesting underlying complexities that warrant focused inquiry (Bellingga et al., 2025). By considering students' perceptions, this study will illuminate how digital tools are actually experienced in relation to reading comprehension, an area underexplored in the Indonesian higher education context. Investigating these subjective views at Tadulako University can uncover both affordances and barriers unique to local learning environments. Understanding these nuances is essential for developing pedagogical strategies that align tools with actual user experiences and support meaningful comprehension. In doing so, the research not only adds empirical depth but also ensures that intervention designs are contextually grounded and potentially more effective.

Digital Literacy

Digital literacy refers to the ability to effectively use digital tools and technologies to find, evaluate, create, and communicate information. According to Putri (2022), digital literacy is a convergence of technical, cognitive, and sociological skills that enable individuals to perform tasks and solve problems in a digital environment. Digital literacy, a multifaceted and evolving concept, transcends the mere ability to use digital tools and technologies. It encompasses a wide array of skills and competencies necessary to navigate, comprehend, and critically evaluate the vast amount of information available in the digital age. This theory supports the idea that students with higher digital literacy are better equipped to access and process digital texts. They are also more likely to engage actively with a variety of reading materials, from academic articles to multimedia resources. These skills are essential in academic settings where much of the reading material is now available in digital formats.

The Importance of Digital Literacy

Digital literacy is not merely a technical skill but a fundamental competence that underpins effective participation in modern society. The ability to critically evaluate online information is crucial in combating the spread of misinformation and disinformation, which are rampant in the digital age (Lawitta, et al., 2025). Moreover, digital literacy empowers individuals to engage in responsible online citizenship, promoting ethical behavior and respect for intellectual property (Nguyen & Habók, 2024). The modern professional landscape necessitates proficiency in digital tools and platforms, making digital literacy a critical asset for career readiness (Hilmi, 2024).

Furthermore, digital literacy fosters innovation and creativity by enabling individuals to leverage technology to solve problems, generate new ideas, and express themselves in novel ways. Integrating digital literacy into education necessitates a holistic approach that encompasses curriculum development, teacher training, and access to technology. Educators must be equipped with the skills and knowledge to effectively integrate digital tools and resources into their teaching practices (Suwarjo et al., 2022). The curriculum should be designed to promote critical thinking, problem-solving, and creativity, as well as ethical and responsible online behavior. Access to technology is essential for ensuring that all students have the opportunity to develop digital literacy skills, regardless of their socioeconomic background. The internet has made it easier to access, produce, and offer digital data (Chang et al., 2023). Consequently, educators must teach pupils how to successfully use technology for learning, collaboration, and communication (Batanero et al., 2021).

Possible Impact of Digital Literacy

The development of digital technology has brought fundamental changes in the way students acquire and process academic information. Digital literacy is now understood not only as a technical skill, but also encompasses critical, multimodal, and collaborative aspects. These competencies are believed to have a significant influence on the ability to read and understand academic texts in a digital environment. Therefore, discussing the potential impact of digital literacy is important to strengthen the theoretical foundation and provide direction for relevant learning strategies.

Digital literacy expands students' access to a variety of reading sources and multimodal formats that are not available through print media, thereby opening up opportunities to enrich vocabulary and background knowledge (Salmerón et al., 2023). However, these benefits depend on students' ability to evaluate digital information and regulate their attention; if these abilities are weak, exposure to online content can actually reduce the depth of text comprehension (Schwabe et al., 2022). Empirical evidence shows that integrating technology into long-term reading projects can improve comprehension outcomes, while using digital devices for basic component practice is sometimes negatively correlated with reading scores. Furthermore, reading motivation is also affected: for some students, digital media increases engagement, but for others, distractions and notifications reduce focus. These impacts are also influenced by educational level, with younger students being more vulnerable to the negative effects of digital reading, while skilled students can reap the benefits. Therefore, education needs to emphasize the development of critical digital literacy skills and digital reading strategies in order to optimize the positive potential.

Pedagogically, teachers who design authentic digital-based reading tasks such as academic blogs, collaborative reports, or digital portfolios tend to see an increase in student understanding because these activities require the synthesis and evaluation of information (Salmerón et al., 2023). However, this effectiveness requires teacher training and appropriate curriculum design without these, technology merely transfers mechanical exercises to the screen without adding comprehension strategies (Schwabe et al., 2022). In addition, gaps in access to devices and the internet can widen academic achievement disparities when digital literacy is made a prerequisite for learning (Altamura et al., 2023). The cognitive load caused by multitasking on screens can also limit the processing of information that is important for making inferences and constructing global meaning. Meta-analysis results show that the relationship between digital reading habits and reading comprehension is small and moderated by age and learning context (Altamura et al., 2023). Thus, examining students' perceptions of the obstacles and benefits of digital literacy is important for designing interventions that are relevant to their learning experiences.

Digital Literacy in Teaching Reading

Digital literacy in teaching reading emphasizes the integration of digital tools and strategies to support students in navigating multimodal texts, fostering not only technical but also critical reading abilities. Research by (Pradita & Ningsih, 2025) highlights that English teachers utilize various digital platforms and blended teaching approaches to enhance students' reading comprehension, yet they also encounter challenges such as limited resources and issues of copyright and access. Their findings indicate that digital literacy must be strategically embedded in pedagogy so that students are guided to transform access into meaningful comprehension. Similarly, (Belingga et al., 2025) report that while students demonstrated relatively strong digital literacy skills, their reading comprehension remained moderate, showing that digital literacy alone does not guarantee higher comprehension outcomes. This suggests that instructional design plays a crucial role in linking digital skills to comprehension performance. Therefore, integrating digital literacy into reading instruction requires teachers to model not only the use of digital tools but also comprehension strategies such as summarizing, inferring, and critically evaluating texts.

Reading Comprehension

Reading comprehension is an active endeavor where readers engage in a dynamic interplay of extracting explicit information, inferring implicit meanings, and integrating new

knowledge with their pre-existing cognitive frameworks (Belingga et al., 2025). The reader's prior knowledge, encompassing vocabulary, grammar, and world knowledge, significantly influences their ability to comprehend a text (Wang et al., 2024). Reading comprehension necessitates a repertoire of cognitive skills, including attention, memory, and reasoning, which synergistically enable the reader to extract meaning from the text (Gea et al., 2024). In the EFL context, students often face additional challenges when reading English texts. These include limited vocabulary, unfamiliar grammar structures, and a lack of cultural context. However, digital tools such as online dictionaries, text-to-speech applications, and interactive reading platforms can support these learners by providing additional resources and real-time feedback.

The Correlation Between Digital Literacy and Reading Comprehension

Current development of digital technology has significantly revolutionized how individuals access, process, and comprehend information. In this context, digital literacy is defined as the ability to effectively utilize technological tools for locating, evaluating, and communicating information, which closely intersects with reading comprehension, which involves the interpretation and critical analysis of texts increasingly encountered through digital platforms such as e-books, online articles, social media, and interactive media. Recent scholarship underscores the transformative effects of digital technology on the way individuals read and process information. An empirical study conducted at UIN Suska Riau confirmed that digital literacy significantly influences students' comprehension in reading tasks, highlighting its growing importance in contemporary academic life (Ritonga et al., 2024). Likewise, research involving EFL students in higher education revealed a strong positive correlation between digital literacy levels and reading comprehension abilities, reinforcing the interdependence of these literacies in educational settings (Sari et al., 2024).

Digital literacy equips individuals with the skills to navigate digital platforms adeptly, discern credible sources, and engage critically with content. However, these skills will not be optimal without strong reading comprehension skills, which ensure that the information obtained can be processed meaningfully and interpreted correctly (Salmerón et al., 2023). Various empirical studies show a positive correlation between digital literacy and reading comprehension. One such study, titled *Exploring the Effectiveness of Digital Reading Platforms in Developing Reading Comprehension Skills* by Fitriani & Sunarti (2024), used the ReadWorks digital platform with high school students and found a significant improvement in reading comprehension after the intervention compared to traditional text-based learning, particularly in the areas of making inferences and identifying main ideas.

However, it is important to note that digital reading is not always better than print reading for deep comprehension. Some studies show that print media often supports better understanding because it provides fewer distractions than digital devices, which can show notifications or extra links. Print reading is also linked to stronger memory and retention through tactile interaction. In education, digital literacy and reading comprehension should be seen as complementary. Digital literacy gives wider access to information, while reading comprehension ensures that information is understood and analyzed critically.

METHOD

Research Design

This research employs a descriptive qualitative design to provide an in-depth understanding of students' perceptions in the English Education Study Program at Tadulako University regarding the impact of digital literacy on reading comprehension. Rooted in the grand theory of qualitative inquiry, this design highlights the importance of examining participants' experiences within their natural settings to capture authentic insights and contextual meaning (Creswell, 2017; Denzin & Lincoln, 2018). As a form of naturalistic inquiry, the researcher serves as the primary instrument in collecting and interpreting data through questionnaires and interviews, enabling the identification of emerging themes and patterns directly from participants' perspectives. This flexible and interpretive approach allows the

researcher to explore the dynamic relationship between digital literacy and reading comprehension without predetermined categories, ensuring that the findings reflect the richness, complexity, and lived realities of students in their academic context. Moreover, this design is suitable for research that aims to capture participants' subjective realities rather than produce statistical generalizations. It allows the researcher to focus on the quality and depth of the information obtained, providing a contextualized understanding of how students construct meaning through their interactions with digital tools and reading materials.

Research Subject

The population of this research consists of undergraduate students from the English Language Program at Tadulako University, specifically active students in the 2023 cohort. The sample comprises two classes from that cohort, with a total of approximately 60 participants. The participants are mostly young adults who are actively developing their English language skills while navigating an increasingly digital academic environment. The research will be conducted on campus, specifically in classrooms, to obtain data that reflects students' learning experiences in a formal context. A purposive sampling strategy will be applied to ensure that participants have varying levels of digital literacy and reading skills, thereby enabling a comprehensive understanding of the influence of digital literacy on reading skills in this academic context.

Technique of Data Collection

To obtain comprehensive and reliable data on students' perceptions of the impact of digital literacy on reading comprehension, this study uses two main data collection techniques: questionnaires and interviews. The combination of these two instruments enables extensive and in-depth data collection, providing a more nuanced understanding of the phenomenon under study.

In determining the appropriate number of participants for the questionnaire, this study follows the sampling guidelines proposed by Sekaran & Bougie (2016), who suggest that a sample size ranging from 30 to 500 respondents is generally sufficient for most research designs. This range ensures that the collected data are representative and statistically meaningful while remaining manageable for analysis. The sample size is thus determined based on the study's objectives, population characteristics, and the need to ensure data reliability and validity in capturing students' diverse perspectives on digital literacy and reading comprehension.

Technique of Data Analysis

The analysis technique used in this research is the interactive analysis model by Miles et al. (2014), which consists of four stages: data analysis, data reduction, data display, and conclusion. This technique aims to create continuous interaction between data and analysis, so that researchers can refine emerging themes and validate interpretations throughout the research process.

Research Instrument

To ensure the validity and reliability of the collected data, this research employs two main instruments: a questionnaire and interview guidelines. These instruments are carefully designed to align with the research questions and objectives, enabling the collection of rich and relevant data on students' perceptions of the impact of digital literacy on reading comprehension. In addition, a cell phone recorder is used to accurately capture participants' responses during the discussions and interviews, ensuring the completeness and reliability of the data.

FINDINGS DISCUSSION

This research was conducted at Tadulako University, which explores "*Students' Perceptions on the Impact of Digital Literacy on Reading Comprehension*." This chapter presents findings and discussion based on a questionnaire and interviews distributed to students of English Education, particularly the 2023 cohort.

Questionnaire Results

To support the qualitative data, a questionnaire was administered to 30 students from the English Education program at Tadulako University. It consisted of 10 statements rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The questionnaire aimed to identify students' perceptions of the use, benefits, and challenges of digital literacy in relation to their reading comprehension. The results of the questionnaire are presented in the form of percentages and narrative descriptions as follows:

Likert Scale Statement

1. Without internet-based media, English learning would be more difficult.

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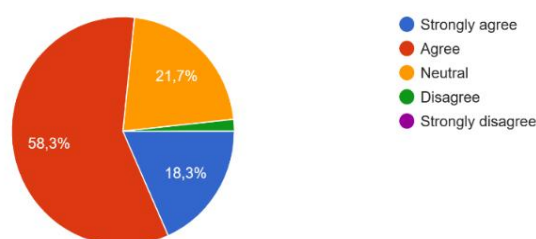


Figure 1 Importance Of Internet-Based Media in English Learning

As shown in Figure 1, the majority of respondents **58.3%** agreed that English learning would be more difficult without internet-based media, and **18.3%** strongly agreed. This indicates that a large portion of students recognize the significant role that digital tools and online resources play in supporting their English learning, particularly in accessing materials and improving reading comprehension. Meanwhile, **21.7%** chose neutral, suggesting that some students may not rely heavily on internet-based media or may view it as only moderately helpful. The remaining respondents selected disagree, and none chose strongly disagree, indicating that very few students believe that English learning would be equally effective without online media.

2. Varied content on the internet often distracts my focus when learning English.

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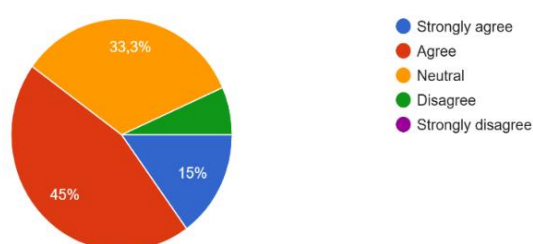


Figure 2 Online Content As A Source of Distraction in English Learning

As displayed in Figure 2, **45%** of the respondents agreed that the varied content available on the internet often distracts their focus when learning English, and **15%** strongly agreed. This suggests that many students find it challenging to stay focused when exposed to a wide range of online materials, including non-academic content that can easily divert their attention. Meanwhile, **33.3%** chose neutral, indicating that some students experience distraction only occasionally or do not view it as a significant obstacle. A small portion, **6.7%**, disagreed with the statement, and none selected strongly disagree, showing that only a few students feel unaffected by the abundance of online content.

3. I use social media to obtain information and knowledge in English.

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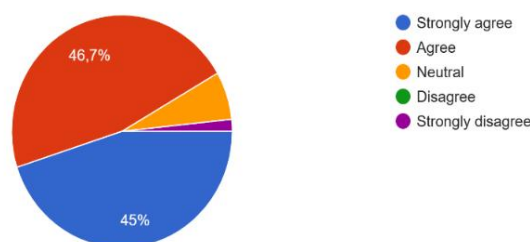


Figure 3 Use of Social Media for English Learning Purposes

As illustrated in Figure 3, **46.7%** of the respondents agreed that they use social media to obtain information and knowledge in English, while **45%** strongly agreed. These results demonstrate that social media is not only familiar to students but is also widely utilized as a learning resource. Many students appear to depend on platforms such as Instagram, YouTube, or TikTok to access English content, which may help supplement their formal learning. Approximately **7%** chose neutral, indicating that a small number of students are unsure or use social media less frequently for learning purposes. Additionally, none selected disagree, and only a very small number chose strongly disagree, suggesting that negative perceptions toward using social media for English learning are minimal.

4. Even though I can access materials myself, I sometimes need guidance when using online media to learn English.

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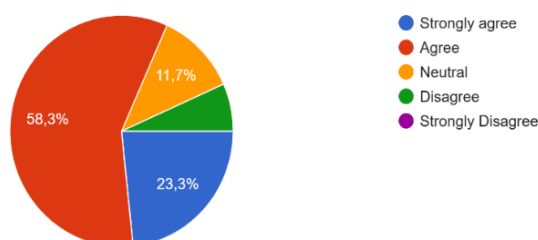


Figure 4 Need for Guidance in Using Online Media for English Learning

The distribution of responses in Figure 4 shows a clear tendency among students to seek some level of guidance when using online media to learn English, even though they can access materials independently. A considerable **58.3%** agreed with the statement, and an additional **23.3%** strongly agreed, indicating that many students still rely on instructional support when navigating digital learning tools. Meanwhile, **11.7%** chose a neutral response, suggesting that only a small number feel unsure about their need for guidance. The remaining **6.7%** disagreed, and none selected strongly disagree, illustrating that very few students feel completely independent in managing digital platforms for English learning.

5. Digital literacy helps me find reliable English reading materials more effectively.

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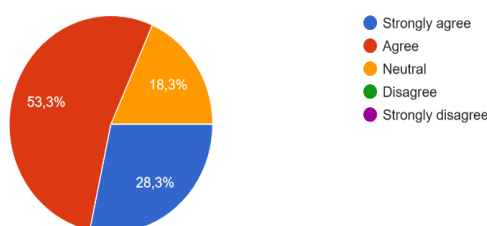


Figure 5 Digital Literacy in Identifying Reliable Reading Materials

A closer look at Figure 5 indicates that most students believe digital literacy plays an important role in helping them locate reliable English reading materials. More than half of the respondents **53.3%** agreed with the statement, and an additional **28.3%** strongly agreed, showing a strong level of confidence in their ability to evaluate and select trustworthy online sources. Meanwhile, **18.3%** chose neutral, which may suggest that some students are still developing the skills needed to assess the credibility of digital content. Notably, none of the participants selected disagree or strongly disagree, indicating that negative perceptions toward the usefulness of digital literacy in finding reliable materials are minimal.

6. I feel more motivated to read English texts when using digital platforms.

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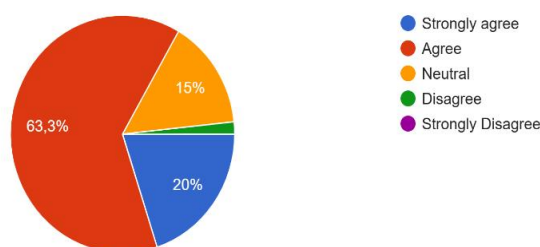


Figure 6 Motivation to Read English Texts Through Digital Platforms

The distribution of responses in Figure 6 suggests that digital platforms generally contribute to increasing students' motivation to read English texts. A substantial portion of the respondents, **63.3%**, agreed with the statement, while **20%** strongly agreed, indicating that many students feel more encouraged to engage with English reading materials when presented digitally. Meanwhile, **15%** selected neutral, showing that some students do not experience a noticeable change in motivation. A very small number chose to disagree, and none selected strongly disagree, which means that only a few students feel that digital platforms do not enhance their motivation.

7. I often evaluate the credibility of online reading sources before using them for learning.

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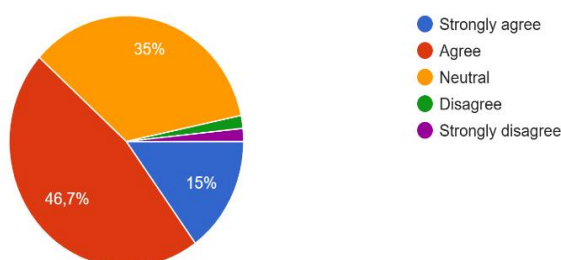


Figure 7 Evaluation of Credibility in Online Reading Source

Figure 7 reveals that students show a moderate level of awareness when it comes to checking the credibility of online reading sources before using them for learning. Nearly half of the respondents **46.7%** agreed with the statement, and **15%** strongly agreed, indicating that many students consciously evaluate the trustworthiness of digital materials they encounter. Another **35%** chose neutral, suggesting that a significant portion of students may not consistently assess source credibility or may be unsure of how to do so effectively. Only a small number selected 'disagree' or 'strongly disagree,' indicating that very few students admit to rarely or never evaluating online sources.

8. My reading comprehension improves when I use online tools such as e-dictionaries or translation applications.
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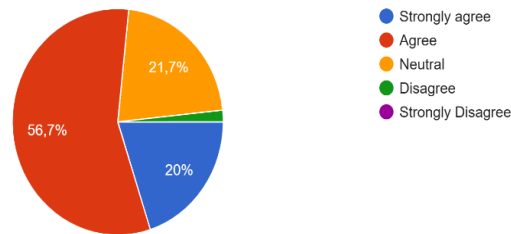


Figure 8 Effectiveness of Online Tools in Reading Comprehension

Figure 8 indicates that online tools play a meaningful role in supporting students' reading comprehension. More than half of the respondents **56.7%** agreed that using tools such as e-dictionaries or translation applications helps improve their understanding of English texts, and an additional **20%** strongly agreed. Meanwhile, **21.7%** chose neutral, which may suggest that some students use these tools only occasionally or do not feel a significant difference in their comprehension. A small number selected disagree, and none chose strongly disagree, showing that very few students believe such digital tools have no positive impact on their reading.

9. Technical issues, such as a poor internet connection, reduce my concentration when reading English texts online.
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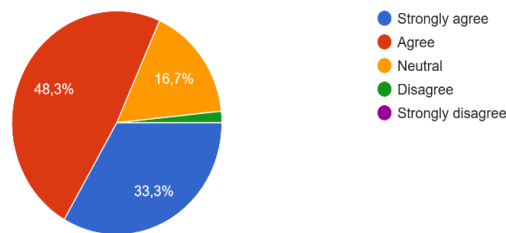


Figure 9 Impact of Technical Issues on Online Reading Concentration

An examination of Figure 9 shows that technical issues remain a significant factor affecting students' ability to concentrate when reading English texts online. Nearly half of the respondents **48.3%** agreed that problems such as poor internet connection reduce their focus, and an additional **33.3%** strongly agreed, indicating that unstable access can noticeably disrupt the digital reading process. Meanwhile, **16.7%** selected neutral, suggesting that some students may occasionally face technical difficulties but do not consider them a major distraction. The remaining respondents chose disagree, and none selected strongly disagree, showing that only a small number of students feel unaffected by technical problems during online reading.

10. Overall, online media provides unlimited, varied content to be used in EFL learning.
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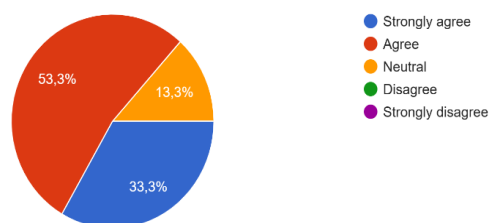


Figure 10 Availability and Variety of Online Content for EFL Learning

Figure 10 highlights students' strong appreciation of the wide range of online content available for English learning. More than half of the respondents 53.3% agreed that online media offers unlimited and varied materials for EFL learning, and an additional 33.3% strongly agreed, showing that most students recognize the richness and diversity of digital resources that support their studies. Meanwhile, 13.3% chose neutral, indicating that a smaller portion of students may not fully explore or utilize the variety of online content available. Notably, none of the participants selected disagree or strongly disagree, suggesting that students generally view online media as a valuable and abundant source of materials for enhancing their English learning.

Table 1 Summary of Questionnaire Findings

Aspect	Positive (%)	Neutral (%)	Negative (%)
Internet importance	76.6	21.7	1.7
Online distraction	60.0	33.3	6.7
Social media use	91.7	8.3	0
Need guidance	81.6	11.7	6.7
Finding reliable sources	81.6	18.3	0
Motivation from digital media	83.3	15.0	1.7
Checking source credibility	61.7	35.0	3.3
Benefits of online tools	76.7	21.7	1.6
Impact of technical issues	81.6	16.7	1.7
Variety of online content	86.6	13.3	0

Tabel 2 Open-ended Question

NO	QUESTIONS	ANSWER
		YES
		NO
1.	What challenges do you usually face when using digital platforms for reading comprehension activities?	<p>- Unstable or poor internet connection frequently disrupts reading activities. (I)</p> <p>- Distractions from notifications, ads, or other apps reduce focus. (B)</p> <p>- Eye strain and screen fatigue make it difficult to read for long periods. (T)</p> <p>- Overwhelming on-screen information and complex layouts reduce comprehension. (M)</p> <p>- Limited vocabulary or difficult narrative structures slow understanding. (F)</p> <p>- Low motivation or being easily sidetracked affects reading consistency. (R)</p> <p>- Restricted access or platform limitations sometimes obstruct reading. (G)</p>
		<p>- Some students stated there are <i>no serious issues</i> and that digital reading is still manageable overall. (G)</p> <p>- A few responses imply that challenges do not prevent them from understanding the material effectively. (J)</p> <p>- some students mentioned they simply reread the text or use tools, suggesting the challenges are minimal or easily overcome. (Y)</p>
2.	How do digital tools or online media help you understand English reading materials?	<p>- Digital tools provide instant access to dictionaries, translations, and pronunciation features, making difficult vocabulary easier to understand. (F)</p>
		<p>- Some students rely too heavily on translation tools, which may limit deep comprehension or discourage independent reading. (J)</p>

- Multimedia elements such as videos, images, and audio explanations help clarify context and improve comprehension. (H)
- Online platforms offer a wide variety of reading materials, allowing students to choose topics they enjoy and learn at their own pace. (C)
- Interactive features, such as quizzes, highlighting tools, and AI explanations, help students identify key ideas and check their understanding. (I)
- Digital tools make reading more engaging and motivating because the content is visual, accessible, and easier to navigate. (D)
- Not all online content is reliable or clearly explained, making it harder for some students to fully understand the text. (L)
- Reading online can still be confusing when digital layouts are complex, leading to reduced focus or surface-level understanding. (T)
- Some students feel overwhelmed by excessive information or unfamiliar online features, which slows down comprehension. (N)

Interview Results

This subsection presents findings from interviews with five students in the English Education Study Program at Tadulako University. The interviews were designed to explore students' perceptions, experiences, perceived benefits, and challenges related to the role of digital literacy in enhancing reading comprehension in English language learning. The discussion of each interview question is presented systematically, based on participants' responses.

Students' Experiences of Digital Literacy in English Language Learning

The first interview explored students' experiences:

"What are your experiences in using digital literacy skills to support your reading comprehension?"

Informant 1:

"I think my experience is normal. I usually just use Google or ChatGPT to look up the meanings of words or to get short summaries reading texts."

Informant 2:

"Based on my experience, I use digital literacy to enhance my reading comprehension by leveraging online resources like e-books, journal articles, and tools like digital annotations. This helps me access materials faster and highlight key points easily."

Informant 3:

"I use online dictionaries, academic search engines, and digital note-taking tools to help me understand texts more easily."

Informant 4:

"From my experience, using digital literacy skills really helps me when I read academic texts. For example, I often use online dictionaries, Google Scholar, or summary tools to understand difficult words or concepts."

Informant 5:

"Based on my personal experience, digital literacy really helps me understand reading texts. When I find difficult words or unclear explanations, I usually search for their meanings online or use an online dictionary. I also read other related articles or watch videos to help me understand the topic better."

Based on students' responses, digital literacy is commonly used to support reading comprehension through tools such as online dictionaries, search engines, academic platforms, and summary tools. Most students reported using digital resources to look up unfamiliar vocabulary, clarify concepts, and access additional explanations. These findings indicate that

Student's Perception on the Impact of Digital Literacy on Reading Comprehension

digital literacy plays an important role in helping students understand reading texts more easily and efficiently.

Students' Views on Digital Literacy

The second question asked benefits and challenges for students:

"What benefits and challenges have you encountered when applying digital literacy in reading academic texts?"

Informant 1:

"The benefit is it helps find quick explanations, the challenge is I often get distracted and confused about which source to choose."

Informant 2:

"I can access vast resources, quick keyword searches, and easy note-sharing, and for distractions from notifications, I need to skillfully pick credible sources and adapt to technology."

Informant 3:

"Allows me to access information quickly and understand texts more easily through tools like highlighting and online references. The challenges include dealing with too much information, evaluating which sources are reliable, and avoiding distractions while reading online."

Informant 4:

"I can access many academic sources online more easily. The challenge is that some information is not always reliable, and I often get distracted when reading for a long time."

Informant 5:

"The benefit is that I can access many sources easily and understand the text faster. However, the challenge is that sometimes there are too many sources, and it can be difficult to choose reliable ones. I also get distracted easily when reading online."

The findings indicate that students perceive digital literacy as beneficial for providing quick access to various academic sources and facilitating a more efficient understanding of texts. However, students also reported challenges, including information overload, difficulty selecting reliable sources, and frequent distractions when reading online. These results suggest that while digital literacy offers significant advantages, students require guidance in effectively managing digital resources.

The Influence of Digital Literacy on Reading Comprehension

The third question focused on students' reading comprehension:

"How has digital literacy influenced your ability to understand, analyze, and interpret reading materials?"

Informant 1:

"Digital literacy helps a little in understanding difficult parts, but it doesn't have a huge impact on me."

Informant 2:

"Digital literacy broadens access to resources, makes comparing ideas easier, and supports more interactive analysis with highlight and annotation features. It makes me more critical in interpreting texts."

Informant 3:

"Helps me check information quickly, compare sources, and understand complex ideas more clearly."

Informant 4:

"Digital literacy has made it easier for me to break down the reading materials. I can highlight important points."

Informant 5:

"Digital literacy has improved my ability to understand reading materials because I can compare information from different sources. This helps me analyze and interpret the text more clearly, not just read it on the surface."

Students generally agreed that digital literacy positively influences their ability to understand, analyze, and interpret reading materials. It helps them compare information from different sources, highlight important points, and clarify complex ideas. Although the level of influence

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varies among students, the overall findings indicate that digital literacy supports deeper comprehension and more critical reading.

The Role of Digital Literacy in Understanding Academic Readings

The fourth question focused on students' level of understanding:

"In what ways do you think digital literacy helps you understand academic readings more effectively?"

Informant 1:

"It helps when I need additional explanation, but if the text is complex, it's still difficult for me."

Informant 2:

"With quick search tools, I can find key concepts, access digital glossaries, and use hyperlinks for additional explanations. This deepens understanding and saves time."

Informant 3:

"It provides supporting information, makes it easier to find key points, and helps me organize ideas using digital tools."

Informant 4:

"I think digital literacy helps because it gives me more support resources. Example, if I don't understand a paragraph, I can look for a simple explanation online."

Informant 5:

"Digital literacy helps me by providing online dictionaries, academic journals, and explanatory videos. These tools make it easier for me to understand complex ideas and the context of academic readings."

The results indicate that digital literacy helps students understand academic readings by providing supporting resources such as online dictionaries, explanatory articles, hyperlinks, and videos. These tools assist students in identifying key ideas, breaking down complex texts, and gaining additional explanations when needed. However, some students still experience difficulty when dealing with highly complex texts.

Students' Opinions on the Role of Digital Literacy in Reading Comprehension

The final question asked for students' opinions:

"What is your opinion on the role of digital literacy in improving students' reading comprehension more effectively?"

Informant 1:

"In my opinion, digital literacy is important, but it still depends on the student's interest if they are less interested, the results are also less than optimal."

Informant 2:

"Digital literacy is crucial as it boosts accessibility, supports self-learning, and encourages dynamic interaction with texts. However, it's also important to develop critical skills to evaluate source credibility."

Informant 3:

"Because it strengthens students' ability to access information, evaluate sources, and understand texts more effectively."

Informant 4:

"In my opinion, digital literacy is a big role in improving students' reading comprehension."

Informant 5:

"In my opinion, digital literacy plays an important role in improving students' reading comprehension. It helps students become more independent learners and understand academic texts more effectively."

Overall, students believe that digital literacy plays an important role in improving reading comprehension. It encourages independent learning, increases access to information, and helps students engage more actively with reading texts. Nevertheless, students emphasized that the effectiveness of digital literacy also depends on learners' motivation and their ability to evaluate the credibility of online sources

CONCLUSIONS

This study shows that English Education students at Tadulako University generally perceive digital literacy as having a positive impact on their reading comprehension. Students believe that digital literacy helps them access a wide range of English reading materials, understand unfamiliar vocabulary through digital tools, and stay motivated due to the availability of varied and engaging online content. Nevertheless, students also report challenges such as distractions, unstable internet connections, eye strain, and difficulties in evaluating the reliability of online sources. These perceptions suggest that digital literacy enhances reading comprehension when students can critically process digital information and effectively manage digital reading environments. This finding aligns with Koltay's (2019) perspective on digital literacy, which emphasizes the importance of critical information evaluation and meaningful use of digital resources in learning. Overall, students view digital literacy as a supporting factor rather than the primary determinant of reading comprehension.

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