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EXPLORING DIGITAL LITERACY PRACTICES IN ENGLISH LANGUAGE LEARNING FOR SECONDARY LEVEL STUDENTS

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Abstract

Integrating digital literacy into the teaching and learning process in ELT (English Language Teaching) classes has become a significant challenge for teachers in the 21st century. Digital literacy has evolved beyond being a mere technical skill; it has fundamentally transformed the way learners approach their education. In response to this shift, many English learners, including secondary school students, now rely heavily on advanced utilities and web-based tools to create and share meaning. This paradigm shift has not only influenced the curriculum for English students at SMA IT Abhur Mataram but has also been guided by the global Digital literacy competency framework set forth by UNESCO. The approach taken in this study employs a graphical representation to subjectively depict the advanced levels of English language learning. It identifies seven key areas of higher education skills that play a crucial role in English learning at Abhu Mataram High School. These areas encompass proficiency in equipment and software, mastery of data and information, effective communication and collaboration, content generation using computers, ensuring online security, problem-solving abilities, and career-related skills. In summary, the digital literacy standards established by UNESCO for the broader digital society can be effectively applied within the context of English language learning. These seven areas of computer skills, which are integral to the learning process at Abhur Islamic School Mataram, are systematically integrated into preparatory, intermediate, and concluding exercises, ensuring a comprehensive and up-to-date approach to English education in the digital age.

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INTRODUCTION

The importance of digital literacy for language learners cannot be underestimated (Abutalebi & Clahsen, 2022; Bahari, 2022). It empowers them to access a wealth of language learning resources, engage in dynamic and interactive learning experiences, become effective communicators, and align themselves with the demands of the 21st-century job market (Bakla & Mehdiyev, 2022). As technology continues to shape the way we learn and communicate, digital literacy remains an essential skill for language learners to thrive in the modern world. In the rapidly evolving landscape of the 21st century, digital literacy has emerged as a foundational skill that is indispensable for language learners. The importance of digital literacy for these learners cannot be overstated, as it plays a pivotal role in their preparedness for the challenges and opportunities of modern education and communication (Blau et al., 2020). For instnce, digital literacy empowers language learners with the ability to navigate and harness the vast digital resources available today. In an age where information is readily accessible online,

digital literacy equips learners with the skills to effectively search, evaluate, and utilize digital content.

The proficiency is not limited to using search engines but extends to critically assessing the credibility and relevance of online sources, an essential skill for academic research and language acquisition. Moreover, digital literacy fosters a dynamic and engaging learning environment (Ma & Yan, 2022; Kosar, 2023). Language learners can leverage a multitude of digital tools and platforms to enhance their language skills. From interactive language learning apps and online language courses to language exchange communities and multimedia resources, digital literacy enables learners to access diverse and immersive language learning experiences. These experiences can include real-time language practice, multimedia content consumption, and participation in virtual language communities, all of which contribute to more effective and enjoyable language acquisition (Hur & Suh, 2012: Xu & Zhu, 2023). Furthermore, digital literacy encourages language learners to become creators and communicators in their own right. In the digital age, effective communication often relies on various digital media, including text, images, audio, and video.

Language learners who are digitally literate can not only consume content but also produce and share their own creations. This capability is vital for expressing ideas, engaging in cross-cultural communication, and building fluency in a language (Kosar, 2023; Blau et al., 2020). Additionally, digital literacy aligns language learners with the demands of the modern workforce. In today's globalized and interconnected world, proficiency in multiple languages and digital skills are highly sought after by employers. Language learners who possess digital literacy are better equipped to adapt to diverse work environments, collaborate across borders, and leverage digital tools for productivity.

Entering the 21st century, innovative improvements in society started within the world of instruction. Agree with Rodliyah (2018) the need for collaborating innovation within the learning preparation within the classroom with respect to the rise of modern proficiency as a result of 21st-century learning. As of now advances in data innovation and the web within the world of instruction come about in assets of computerized data being exceptionally inexhaustible (Kurnianingsih et al., 2017). In this manner, the ability to select and sort advanced data is exceptionally vital since it isn't all valuable and supportive data. Abilities in sifting data and information that exists within the computerized world are alluded to as Digital proficiency.

Digital Literacy are gradually becoming an essential part of almost every aspect of human life, including teaching English. This site has received a lot of attention over the past two decades and is viewed from many different angles. Essentially, agents focus their courses on three areas: degree and understanding of computer usability, the use of computer literacy to progress in certain core abilities. recognize and use certain techniques to create advanced skills. Reflections on computer-based competence and mindfulness have focused on teachers' computer-based competencies during initial preparation (Akayoğlu et al., 2020; Liza and Andriyanti, 2020). Digitizing EFL faculty (Cote & Milliner, 2018; Allen & Berggren, 2016). and EFL instructors and students' insights into computer proficiency (Özden, 2018; Ata & Yıldırım, 2019; Dashtestani & Hojatpanah, 2020; Mudra, 2020; Aydin & Erol, 2021; Peled, 2021)

Digital literacy was initially defined as a set technical skills in using the software and operating it hardware. But along with the times, the use and the application of technology becomes a more complex thing to define. Literacy. Digital is the skill of understanding, analyzing, organizing, evaluating information using digital technology (Mustofa & Budiwati, 2019). Tools communication or network in discovering, evaluating, using and making information must be utilized in a healthy, wise, intelligent, thorough, precise and comply with the law in order to foster communication and interaction in daily life. Thus, it can be concluded

that digital literacy is a skill or individual ability to use technology appropriately to access, manage, construct knowledge, and communicate with others accordingly with context.

Nowadays, most teenage students are very excited to explore various types of digital technology. Therefore, different authorities in the field of education are trying to find effective ways to use digital media to enhance student learning (Muyasaroh et al., 2020). Of course, integrating digital literacy into the teaching and learning process is becoming a challenge for teachers in the 21st century. In other words, digital literacy has become more than just a technique. skills that students must master, which is primarily controlled by the teacher (Suratman & Wahyudin, 2017). As a formal educational institution in Indonesia, schools are expected to be able to deploy digital literacy skills holistically and as a whole, to create order among those with critical thinking. reasoning and creativity.

Implementation of digital literacy competencies in learning at school closely related to practice. In the Big Indonesian Dictionary (KBBI) praxis interpreted as practice (in the field of life and practical human activity). Simply put, praxis is defined as the practice of doing something. Praxis is also interpreted as a reflection of activities that include the theory of when apply theory in real life and in a natural way (Riani et al., 2018). In education, praxis requires conscious theory to do and where a practitioner is prepared to take a critical stance either in practices and theories that support their praxis (Tilson et al., 2017).

The globally applicable digital literacy skills framework online is known as the Global Digital Literacy Framework (DLGF). And developed by UNESCO (United Nations Educational, Scientific and Cultural Organization) in 2018. This digital literacy was developed with the hope that digital literacy indicators This can be adapted and applied not only to the European digital savvy community or this research site. , but can also be applied in any country in the world. Therefore, all the inhabitants of the world have the same general skill index in terms of digital skills; 2) information and data control; 3) communication and collaboration; 4) digital content creation, 5) security; 6) problem solving; and 7) career-related skills. Each skill area has actual indicators of digital literacy as part of progressive learning. It is hoped that these seven digital skill areas will represent all of the company's skill areas. There have been many studies on digital literacy in education carried out, both in Indonesia and abroad with different levels of education different.

In Indonesia, research on digital competence at university level is being carried out in several universities, especially universities which involves the analysis of seven elements of digital competence developed by JISC and the use of e-learning in education (Setyaningsih et al., 2019). Further research on the practice of digital literacy at the secondary level was conducted by Kurniawati et al (2018), who investigated the use of digital literacy by teachers of all backgrounds. generation in English lessons and student responses to digital media use. according to the theoretical framework ACOT (Apple's Classroom of Tomorrow) developed by Apples Company. Application of digital knowledge in other English learning processes chaired by Durriyah & Zuhdi (2018). This study builds on the researcher's observations, which show that although teachers and students are currently active users of technology, students and teachers are reluctant to use technology. numbers to improve your literacy skills.

Various studies related to digital literacy and the intensive practice of digital literacy in the learning process, especially in English, continue to be carried out and developed together. with the development of technology. Most of the research on digital literacy at the high school level is geared towards the use of online learning or deals with some aspect or skill area of the learning process. But in this study, the digital literacy indicators were used to cover not only one skill but also seven skills areas representing all aspects of skill areas. The novelty of the study lied on the indicator applied to explore the digital literacy practices use the Global Framework of Reference for Digital Literacy compiled and developed by UNESCO in 2018.

RESEARCH METHOD

Research Design

In the present research endeavor, the selected research design is characterized by its descriptive qualitative nature. This choice of research design serves as a methodological framework that facilitates the in-depth exploration of digital literacy practices within the specific context of secondary schools situated in Mataram, West Nusa Tenggara. Descriptive qualitative research is particularly well-suited for this purpose as it allows for the comprehensive examination and detailed explication of the multifaceted digital literacy landscape within these educational institutions. This approach is instrumental in providing a nuanced and comprehensive understanding of the diverse practices, challenges, and opportunities related to digital literacy in the school environment. The research duration spanned a period of three months, commencing in January and concluding in March 2023. This extended timeframe was carefully selected to ensure that the data collection and analysis processes were thorough and rigorous. Such an extensive research duration was necessary to capture the dynamic and evolving nature of digital literacy practices within the targeted secondary schools over a significant period. Furthermore, the research study under consideration explicitly engages with the Digital Literacy Indexes established by UNESCO in the year 2018. These indexes represent a comprehensive framework that encompasses seven distinct skill areas, each characterized by specific indicators of literacy. These skill areas and their corresponding indicators are systematically delineated and can be found in Table 1, serving as a foundational reference point for the study. By aligning with UNESCO's framework, the research ensures a globally recognized and standardized approach to assessing digital literacy, thereby enhancing the relevance and applicability of the findings to broader educational contexts.

Table 1
Competency Areas and Competency Indicators of Digital Literacy

No	Competency Areas	Competency Indicator
1	Hardware and software	Comunication dan colaboration
		The physical operation of digital devices
2	Information and literacy data	Browse, filter data, information, and digital content,
		Evaluation information and content,
		Management of data, information and digital content
3	Communication and collaboration	Interaction through digital technology, Sharing via digital technology
		Engage in citizenship through digital technology.
		Collaborate through digital technology Netiket
		Collaborate through digital technology
		Manage digital identity
4	Digital Content Creation	Develop konten digital Integrate and parse content digital
		Copyrights and licenses
		Programming
5	Security	Protect device
		Protect personal data and privacy
		Protect health and well-being.
		protect the environment
6	Problrm Solving	Solve technical problems
		Identify needs and responses technology
		Use digital technology creatively
7	Career-Related Competency	Operate digital technologies for certain field
		Interpreting and manipulating digital data

Research Participants

In the context of this research study, the investigation involves the active participation of five experienced English teachers, all of whom hold certified qualifications as senior educators. These educators are selected based on their demonstrated commitment to implementing fully digital learning practices within their respective classroom settings. This selection criterion is of paramount importance as it ensures that the study engages with educators who possess a significant level of expertise in digital pedagogy and are, therefore, well-positioned to provide valuable insights into the state of digital literacy within the context of English language education. Furthermore, to gain a comprehensive understanding of the prevailing digital literacy practices within the secondary school setting, the study also encompasses interviews with the principals of three distinct secondary schools. These interviews serve as a crucial means to triangulate and contextualize the data obtained from the participating English teachers. The inclusion of the perspectives of school principals is particularly pertinent as they play a pivotal role in shaping the educational policies and practices within their institutions, including those related to digital literacy initiatives.

Research Instruments and Data Collection Technique

In the pursuit of acquiring comprehensive and reliable data for this research study, a combination of data collection methods was thoughtfully employed. Researchers skillfully utilized structured interview guidelines as one of the primary instruments to facilitate insightful and in-depth interviews with key stakeholders. These interviews were carefully orchestrated, involving the strategic posing of a series of pertinent questions to elicit rich and nuanced responses. It is essential to underscore that the selection of interview questions was informed by rigorous pre-testing and validation, with experts affirming the appropriateness and validity of the instrument. Furthermore, it is noteworthy that these interviews were conducted virtually, underscoring the adaptability of modern research methodologies to accommodate the realities of digital communication and the ongoing influence of the global pandemic. The data collection process was designed with precision to ensure the capture of diverse perspectives and experiences related to digital learning practices. As such, the research team engaged not only with English teachers but also with significant administrative figures, including vice principals and principals who have made substantial contributions to the realm of digital learning within the educational institutions under investigation.

The deliberate inclusion of multiple stakeholders serves to provide a holistic and well-rounded view of digital literacy practices within the secondary school context. In addition to structured interviews, the researchers harnessed the utility of observation sheets as a complementary data collection instrument. This approach involved researchers physically entering classrooms to observe and document the specific digital practices and pedagogical techniques being employed by educators. The observations were conducted both in a direct, in-person manner and in virtual settings, demonstrating the flexibility and adaptability of the research methodology. The dual approach to observation allowed for a well-rounded understanding of digital learning practices, encompassing both physical and digital dimensions.

Data Analysis

The data collected for the present study constitute a valuable corpus of qualitative information that pertains to the implementation of digital learning practices within the domain of English language instruction at the secondary school level. This dataset encompasses a wide spectrum of insights, capturing the opinions, perceptions, and attitudes of the various individuals who participated in the research. These individuals, including English teachers, administrators, and other stakeholders closely connected to the educational context under investigation, provided a multifaceted and holistic perspective on the intricacies of digital

learning within the secondary school setting. To facilitate a rigorous analysis of this rich qualitative dataset, the researchers adopted a comprehensive qualitative approach. The analysis process unfolded through several interconnected stages, commencing with data condensation. During this initial phase, the raw qualitative data were systematically organized and condensed into manageable units, allowing for a more structured and focused examination of the information.

Following data condensation, the subsequent stage involved data display. In this phase, the condensed data were artfully presented in a visually accessible format, which often included charts, tables, and other visual aids. This presentation strategy served to enhance the clarity and interpretability of the data, aiding in the identification of patterns, trends, and noteworthy themes that emerged from the responses and perspectives shared by the study's participants. Finally, the qualitative analysis process culminated in the critical stages of verifying and drawing conclusions. During verification, the research team meticulously cross-referenced the data to ensure its accuracy and consistency. Any discrepancies or ambiguities were rigorously addressed to maintain the integrity of the analysis. Subsequently, the researchers drew meaningful and substantiated conclusions from the analyzed data, synthesizing the various insights and perspectives into a coherent narrative that shed light on the complex landscape of digital learning practices in secondary schools.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The use of digital literacy in teaching English Language

Several studies have shown that teachers use computers and gadget as sources of digital knowledge to teach English language. This is in line with the idea of Simpson and Obdalova (2014) that computer-aided language learning can be used to promote digital skills. Regarding the integration of smartphones into teachers' language learning, smartphone use is considered an innovative teaching method in English Teaching (Origu, at. Her, 2018). In case of English language teaching practice, most of the English teachers in SMIT Abhur believes that technology can make the learning process more enjoyable and help students achieve their goals. learning goals. However other teacher argued that the practice of technology is like a double-edged sword, with strengths and weaknesses. On the positive side, technology makes learning more engaging; In summary, the study focusing on the a positive side towards the integration of technology in the classroom. The success of technology integration in the classroom is reflected in teachers' positive understanding of technology use (Johnson & Sadaf, 2017). Note that maintaining learning goals is essential in computational practice (Clarke, 2006). When practicing digital literacy, teachers need to be aware of their essential role in managing classroom conditions. By playing these important roles, teachers can effectively practice digital literacy. This finding is consistent with the existing literature that the teacher's role has a significant impact on digital literacy and diversity (Grisham and Wolsey 2006). This study shows that digital skills are not only used in his EFL course. Both teachers use multiple reading skills (reading, writing, and digital). To illustrate their point, the teachers used PowerPoint, movies and songs to teach English. The lack of student support and the ubiquity of devices have facilitated diverse uses of knowledge. According to the literature, diverse knowledge cannot be separated from digital knowledge (McCord, 2015). In this article, the teacher reflected:

SMA IT Abhur Mataram is one of the schools in Mataram that has applying innovation and data in organizing instruction. This matter This may be demonstrated through the offices and foundation in schools, counting computer labs accessible for understudies, school controls that require understudies bring tablets to school, projectors as well as a few computerized gadgets accessible in and most as of late is the execution of online learning as a effect of the current Pandemic. Application of innovation in instruction at SMA IT Abhur Mataram,

agreeing to Principal, not as it were within the learning prepare, but moreover within the environment school. These discoveries were gotten by analysts whereas watching and interviews with English teacher.

The teacher expressed that it was genuine that computerized proficiency had been connected within the learning handle at SMAIT Abhur Mataram. Particularly in learning English, computerized proficiency praxis has to be carried out in different competency ranges. Advanced literacy praxis carried out within the handle of English learning is carried out from start to conclusion. Competency praxis computerized education related to data and information education is mostly exhausted preparatory exercises and center exercises within the prepare of learning English. The use of technology has encouraged students to benefit from an environment where they can strengthen their language skills. English teacher of SMA IT of Abhur feels that digital literacy can improve all four skills; he adds that teaching English with a song can cover all four language skills. However, he suggests that digital literacy specifically promotes listening and speaking more than other skills. She points out that audiovisual and visual techniques are the most effective. In short, the teachers in this study integrated technology to promote English skills.

The use of Digital literacy in SMA IT Abhur is as digital practices of English language teaching through five stages. First, identify the components of digital literacies and the authentic academic digital practices and products. Second, analyze the descriptors of digital literacies components pertaining to authentic academic digital practices and products. Third, integrate the descriptors of digital literacies into learning outcomes. Fourth, embed digital literacies into academic products. Fifth, employ authentic academic digital practices in the learning process, and assess digital literacies as cross-curricular competencies. Stage one and two are presented in table 2 below.

Table 2
The identification of digital literacy practice in English language teaching

	Digital Literacy Components	Digital Literacy Intended Outcome (the ability to …)	Authentic Academic Digital Practices: Digital Academic Product/Texts	Authentic Academic Digital Practices: Learning Experience	Instructions (Bloom's Digital Taxonomy)	Digital Literacy Descriptors
Digital Literacy (DL)	Stage 1: Knowledge Acquisition					
	accessing information	identify information sources, retrieve information, and collect information	1. Written Answers 2. Essays 3. PPt Slides 4. Video 5. Podcast 6. Infographics 7. Recorded 8. Presentations 9. Papers 10. Reports 11. …	Student-Centred Learning: 1. Project-Based Learning; 2. Case-Based Learning; 3. Inquiry-Based Learning; 4. ...	1) Remembering (Copying, Defining, Finding, etc); 2) Understanding (Annotating, Tweeting Associating, etc); 3) Applying (Acting out; Articulate, Reenact) 4) Analyzing (Breaking Down, Correlating, Deconstructing, etc.) 5) Evaluating (Arguing & Debating, Validating, Testing, etc); 6) Creating (Composing, Devising, Podcasting, etc.)	*1. accessing information: : identifying information sources including collecting and retrieving information* 2. *managing information: assessing the validity and authenticity of the information resources* 3. *evaluating information making judgements about information adequacy, currency, usefulness, quality, relevance, or efficiency* 4. *integrating information: interpreting and representing information using ICT tools requiring the ability to synthesize, summarize, compare, and contrast information from multiple sources—visual and verbal information like texts, charts, and images* 5. *creating new knowledge: generating new information digitally by adapting, applying, designing, inventing, or authoring information* 6.*communicating information: transmitting information faster, more persuasively, and to a wider audience and adapting and presenting the information properly in a variety of sociocultural contexts*
	managing information	organize and classify diverse information from an internet-based knowledge portal				
	Stage 2: Knowledge Deepening					
	evaluating information	make judgements about information adequacy, currency, usefulness, quality, relevance, reliability, and efficiency				
	integrating information	synthesize, summarize, compare, and contrast information from multiple sources using visual and verbal literacy to make texts, charts, and images contrasted and interrelated.				
	Stage 3: Knowledge Creation					
	creating information	generate new information digitally by adapting, applying, designing, inventing, or authoring information				
	communicating information	transmit information fast, persuasively, and to a wide audience using the most appropriate and relevant media in order to adapt and present information properly in a variety of sociocultural contexts.				

Teachers' Strategy practicing Digital Literacy in English language Teaching

This study shows that the language English teachers of SMAIT Abhur believe that technology is inseparable from the success of teaching and learning. Teachers with skills to practice digital literacy in EFL learn. Regardless of the secondary types of technology and the preparation of students to become familiar with technology, teachers still have a positive attitude about the importance of integrating technology into the learning process. This article may refer to the actual practice of digital literacy in suburban schools, which is not the same as the reality of digital literacy in urban schools. Details how teachers integrate technology into digital Knowledge answered the question of how to apply digital knowledge in practice in the learning process. This finding provided a different perspective from previous studies. McCord (2015) and Alice (2012) only study how technologies are used without learning in detail how to use each technology, especially in teaching English. This article also points out the challenges that make it difficult for teachers to teach digital literacy and their strategies for Break the barriers. Therefore, policymakers need to make improvements to achieve gender equality. technology education.

Another strategy to overcome the obstruction is continuously arranging for reinforcement action. The solid reason is that classroom conditions can alter each time which energizes the educator to be inventive. Managing with the different classroom circumstances, the instructor has experienced different and complex circumstances. By arranging for backing up, it permits the instructor to overcome the unforeseen conditions of the classroom circumstance. This finding is in line with Harmer's (1998) explanation that having a back-up arrange is fundamentally required within the educating prepare.

Discussion

Overall, the results of the study show that SMA IT Abhur Mataram have and are able to implement digital literacy competencies in seven areas digital literacy competencies, including: hardware and software; information and data literacy; communication and collaboration; digital content creation; security; problem solving; and career-related competencies. According to UNESCO (2018) preferably not hardware and software competency areas included in the digital literacy competency area. This is done with assumptions that all people in the world understand the use of digital devices, at least by activating a digital cell phone.

Information and data literacy is at the core of digital literacy competencies. Advances in information technology and the Internet are currently causing resources digital information is very abundant (Kurnianingsih et al., 2017). Deep skills exploring, managing, and evaluating information and data in the digital world plays a very important role. The process of learning English at SMA IT Abhur Mataram is divided into three parts namely, preliminary activities, core activities, and closing activities. Literacy praxis digitally applied in the English learning process carried out from start to finish. However, the praxis of digital literacy competencies related to information and This data literacy is mostly done in preliminary activities and core activities in the process of learning English.

One form of data literacy practice performed during preliminary activities is for students to research information or references related to the topics to be discussed in the course. learning English by search application. This independent observation is given by the teacher so that the student can have a first picture or understanding of the student. Through this practice of digital literacy, students can explore, search, filter, and evaluate the data needed in the learning material depending on the topic to be covered in the main activity. Practicing digital literacy in core activities provided and completed by students is generally more complex and complex. The activity of analyzing and evaluating information in a text as well as answering critical questions to develop reading skills in specific literacy data skills. In addition, assigning students lyrics analysis projects in core activities will guide students in their ability to find, manage,

filter, process, and develop information, data, and content. digital resources are found as well as adapting them to the needs and creativity of the students.

The current development of digital media can automatically change the way people communicate or socialize (Valkenburg et al., 2017). Besides the rapid development of technology, the current pandemic conditions have made communication and collaboration very difficult in the face of today's online learning conditions, but this is not the case. barriers for English teachers and students in communicating and communicating in the learning process. The forms of communication and interaction implemented by English teachers during the learning process include using gmeet or zoom applications. gmeet and zoom apps are applications used by SMA IT Abhur Mataram for virtual communication and interaction during online learning. During the lesson, forms of communication and interaction are made between teachers and students by turning on the sound and taking advantage of the messaging feature on gmeet or zoom. The interaction takes place in real time using available digital devices so that full information can be obtained. The communication takes place politely and alternately according to the previously submitted classroom rules so that the entire audience can also hear the transmission.

The audio and messaging features on gmeet are designed not only as an interactive way, but also as a collaborative way to share essential data, information and links. This collaboration is often accomplished through group assignments and projects. This collaboration is accomplished by sharing a link or document so that students can collaborate and work on a document or page at the same time. Collaborative activities in general do not just continue during English learning, but will continue, so it is necessary to use other applications such as WhatsApp or Zoom for media interaction. Collaboration not only in communication but also in application is used to make learning fun and interactive. The collaboration of this application is made by English teachers in English to develop and refine the material as well as the learning process to achieve the learning goals. For students themselves, some collaborative activities in the application are often done to create the perfect task or project. By communicating and interacting during online learning, all school members use their school accounts to become their personal identities. This is done to ensure all operations of the learning process and the confidentiality of data and information is maintained.

Digital content creation is usually done by teachers and according to teaching needs. As an English teacher, creating and developing digital content must be done considering that currently there are many students who are bored with online learning. Develop and creating digital content is done by English teachers by searching several sources relevant to the topic to be taught in various forms. Then the information is downloaded and adjusted to the needs and goals learning to be achieved.Creating information can usually also be done with integrate the information you want to teach with the appropriate application and familiar with the conditions of students so that the content loaded changes format or form different. Of course this is done to make it easier for the teacher in convey learning material and create a learning atmosphere that is fun for students and teachers. All digital content developed or rearranged by SMA IT Abhur Mataramteachers and students have personal copyright, so that it can only be accessed by school residents. As for programming, this is not done in English class.

One of the factors that causes the importance of digital literacy for adolescents is the ease of accessing information quickly, precisely, and in the right amount unlimited (Nurjanah et al., 2017). But most of the teenagers forget about it security in the digital world. The current condition is that the youth group is a group the most vulnerable to exposure to the bad effects of digital media (Nur, 2019). Because of Therefore security while in the digital world is important to pay attention to Realizing the importance of maintaining security in the digital world, is working with the company google to create a learning environment digital which is closed to certain circles so that it can only be accessed using the SMA IT school-based digital

account. Every member of the school, either teachers, students, parents, and even all educators have a special account which is the school's digital identity. This account has access to all school data on a closed scale, so it must be used while communicating or internally access all activities and school learning materials. Digital accounts other than owned SMA IT Abhur Mataram members cannot enter and must request access from the owner document. This is done in order to create a safe, friendly and digital environment controlled by the school.

Regarding protecting personal data and privacy in the digital world usually happens in the implementation of daily exams and midterm exams which are carried out regularly online. SMA IT Abhur Mataramuses an additional application in the form of prokotor or SEB (Safe Exam Browser) which can record the entire sound and screen display of the device during the exam. This application is also collaborated with the use of gmeet so that the teacher can supervise and ensure students take the test honestly. Digital media has several negative impacts that can affect psychology of adolescents (Pratiwi & Pritanova, 2017). Therefore related to care the physical health of the students, SMA IT Abhur Mataram usually gives a break of 30 minutes on each session so students can take a short break. And to reduce psychological pressure to the SMA IT Abhur Mataram English teacher students has simplified curriculum used and reduce some of the workload of students with expectations this does not make students burnout and feel bored.

Problems that occur a lot during learning English are done online is a technical problem related to connection, digital devices that use, and application. Usually technical problems experienced by teachers and students can be resolved with good communication between teachers and students, so that understand each other's condition. In addition to solving technical problems that occur, the teacher must also play a role active in identifying digital technology needs and competency gaps digital students. SMA IT Abhur Mataram students are students who are already literate in technology, so that they can use and operate all digital devices and good digital application. However, to minimize the competency gap digital events occur, usually teachers use applications that are familiar to students or provide video tutorials before using the new application.

Regarding the problem of digital content or learning materials in English, the SMA IT Abhur Mataram English teacher stated that there were no significant problems. Because all learning materials and related materials have been provided in the form digital services to students so that they can be accessed anytime and anywhere using various digital devices. Apart from that, to meet the need for assignment collection media, the SMA IT Abhur Mataram English teacher made a schedule collection of tasks connected to google classroom and google calendar, so that it can be a reminder for students. While solving the problem with thinking or computing systems have never been done in the learning process English. This is because there is no learning material taught according to the computing system and the limitations of the competence of the teaching teacher. Usually students will solve computer program problems personally or ask the computer teacher.

SMA IT Abhur Mataram is not a studying vocational high school a certain field, so that in schools there are no digital applications or devices specifically used to master certain skills. But Citra High School Love always equips its students with basic skills that must be possessed, in English class is usually public speaking class. In public speaking classes, there are no specific applications or pages specially prepared school to learn it. However, usually the teacher use some common applications that can be used freely in deliver learning with teaching methods that are tailored to the class online. This is done so that students are still able to hone speaking skills and the courage to speak in public even though the current conditions force students just to stay at home.

Before honing students' speaking skills, students will usually give some references and material that can be studied, interpreted, understood, and developed according to the topic to

be conveyed. Then Students will be asked to submit the material that has been prepared. In developing this competency, SMA IT Abhur Mataram English teacher combining several parallel classes as an audience in public speaking activities.

CONCLUSION

Competency ranges and advanced proficiency competency indicated the advanced society can too be executed in instruction, particularly in learning English. In general, SMA IT Abhur mataram is competent and has actualized advanced education competencies in seven advanced proficiency competency zones, to be specific: 1) equipment and gadgets delicate; 2) data and information education; 3) communication and collaboration; 4) substance creation advanced; 5) security; 6) problem-solving; and 7) career-related competencies. In learning English, not all proficiency competency pointers are carefully pertinent. This happens since of the restricted information of the educator particularly in terms of computing and programming and related understudy impediments the computerized gadgets utilized additionally the age of the students' youth which limits the space movement of understudies within the advanced world. A few markers of computerized proficiency competency are not can be connected to learning English counting being able to ace programming and having computational consideration in fathoming related issues on advanced gadgets. In any case, the usage of advanced proficiency competencies in learning English nowadays is exceptionally significant and valuable.

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