



An Exploration of Students' Perspectives on the Use of Digital Media in English Language Learning at SMAN 10 Surabaya

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Abstract

This study aims to explore the perspectives of eleventh-grade students at SMAN 10 Surabaya on the use of digital media in English language learning. The study focuses on their classroom experiences during a teaching practice where various digital tools were integrated into lessons. Using a descriptive quantitative design with qualitative interpretation, data were collected through questionnaires distributed via Google Forms. The data were analyzed using descriptive quantitative analysis, involving percentage summaries and qualitative interpretation to describe students' overall perceptions. The study evaluated students' satisfaction, perceived benefits, motivation, and their understanding of grammar through digital media. The results revealed that students generally had positive perceptions of digital media, reporting increased motivation, engagement, and improved comprehension. However, a few students encountered difficulties related to digital literacy and performance pressure during gamified learning. These findings imply that teachers should integrate digital media tools strategically to create engaging, student-centered learning environments. Teachers are encouraged to balance interactive and competitive elements with supportive feedback to ensure that all students feel comfortable and confident during digital activities. Future research could combine quantitative data with in-depth interviews to gain a more comprehensive understanding of students' experiences and challenges in using digital media.

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INTRODUCTION

The rapid advancement of digital technology has significantly transformed educational practices, particularly in language learning (Elisa, 2023). This technological progression offers innovative alternatives for delivering and accessing educational materials, thereby making the learning process more adaptable. Digital media has emerged as an essential component in modern classrooms, offering platforms that

facilitate access to learning materials and promote interactive and engaging experiences. These platforms allow students to engage with educational content anytime and anywhere, providing them with the flexibility to learn at their own pace. Equipped with features such as interactive videos, educational games, simulations (Pradana et al., 2025), and online assessments, digital media tools foster a more engaging and motivating learning environment. This, in turn, encourages students' active participation

and helps develop essential skills (Josué et al., 2023). These tools bridge the gap between traditional methods and digital preferences among learners, enhancing their involvement.

English as a global language continues to evolve in its teaching and learning approaches. In this context, the use of digital media in English language learning plays a significant role. Digital tools such as Google Forms, Quizizz, and Canva have brought new dynamics to the classroom, changing the learning process and students' way to interact with the material (Al-farizi & Suherman, 2019). These tools support collaboration and creativity while simplifying the assessment and feedback process.

The emergence of the COVID-19 pandemic further highlighted the importance of digital tools, as remote learning became the standard approach (Nugroho, 2024). The shift underscores the importance of digital readiness in the global education system. Digital media's contribution to English learning activities offers a flexible learning system. Learning resources can come from direct teachers or various sources available through media such as the web (Anggaira & Aryanti, 2021). This approach supports independent learning and encourages students to explore content beyond textbooks.

In this digital learning environment, the shift from conventional textbooks to interactive digital media has presented both opportunities and challenges. While the Ministry of Education encourages the adoption of technology to improve productivity, a gap still exists in the digital literacy of both teachers and students. These differences lead to various perceptions among students regarding the use of digital media in learning English. Some may find it helpful and exciting, while others may struggle to adapt. Therefore, it is essential to explore students' perspectives to determine

whether their experiences with digital media in English learning are positive or negative (Masykuri & Basuki, 2022). Understanding these views is crucial for designing inclusive and effective digital learning environments.

Previous studies generally show that digital media positively influences students' interest and enthusiasm for learning English. Students feel motivated to learn using digital media. Digital media offer different perceptions and opinions to develop students' motivation to learn English because motivation can determine the effectiveness and achievement of their learning.

Asmawati & Asmara (2023) stated that using digital storytelling as media in teaching English is pleasant, effective, and motivational in English language learning. On the other hand, Anggeraini (2020) reported that digital storytelling increased students' active participation and collaboration while enhancing their digital literacy. Storytelling through digital platforms captures students' attention and helps them retain vocabulary and language structures more effectively.

In addition, Abdyrakhimova (2024) stated that using social media for language learning, such as Instagram, shows more promise for learning English since it provides a visually stimulating environment that encourages creativity and descriptive language. Social media platforms provide real-life contexts, enabling students to use language authentically.

The popularity of YouTube videos as a digital medium in language learning, as stated by Mulyani et al. (2022), is gaining popularity due to the students' strong interest in YouTube-based video media for learning pronunciation. Based on the results of observation, it indicated that the majority of students showed a very good assessment in terms of the students' interest, the atmosphere of learning in class, as well as the activity of the students

through the use of YouTube video media. Video-based learning on YouTube provides auditory and visual models that reinforce correct language usage.

Furthermore, Fitriani et al. (2025) found that although students appreciated the accessibility and interactive features of web-based platforms in English learning, they also encountered issues such as technical difficulties and limited digital literacy. In conclusion, digital media positively influence students' motivation, interest, and engagement in learning English. Tools such as digital storytelling, social media platforms, and YouTube videos provide enjoyable, interactive, and authentic learning experiences that enhance students' participation, creativity, and understanding of language..

Previous studies have consistently shown that digital media enhance students' motivation, engagement, and language learning outcomes. However, most of these studies have focused on general perceptions or experimental classroom settings rather than students' direct experiences in an authentic school context. There is still limited research that explores how students perceive the use of digital media during actual classroom practices in high schools.

Therefore, this study aims to explore the opinions of students at SMAN 10 Surabaya regarding the use of digital media in English language learning. The research particularly focuses on their real classroom experiences during the teaching practicum period, where digital tools were integrated into the learning process. Understanding their opinions is crucial for developing teaching strategies that are more relevant and responsive to students' learning needs in the digital era.

RESEARCH METHODS

Research Objectives

The objective of this research is to explore and analyze students' opinions and perceptions regarding the integration of the use of digital media in English language learning contexts. It seeks to understand how students interpret the use of digital tools in the classroom, and to evaluate the perceived benefits, satisfaction, study motivation, and their learning experiences during the teaching-learning process regarding grammar.

Research Design

This study employed a descriptive quantitative design. This design was chosen to describe and interpret students' perceptions of the use of digital media in English language learning. A descriptive quantitative approach allows the researcher to present numerical data in the form of percentages and frequencies, which are then interpreted to explain students' attitudes. This study was conducted in a natural classroom context during the teaching practicum period. Data were collected using a questionnaire distributed through Google Form, consisting of statements measured on a Likert scale. The use of descriptive statistics helped summarize students' responses in terms of percentages to reveal general patterns of perception.

According to Creswell (2013), descriptive research aims to collect information about existing conditions and answer questions related to current educational practices. In line with this, the present study sought to describe students' perceptions as they occur naturally, providing insights into how digital media contributes to their motivation and engagement in learning English.

Research Subject

The participants in this study were eleventh-grade students at SMAN 10, a senior high school in Surabaya, Indonesia. This study's sample was 36 students during the academic year 2024-2025.

Research Procedures

At first, the researcher asked permission from the English teacher of SMAN 10 Surabaya to conduct research entitled *An Exploration of Students' Perspectives on the Use of Digital Media in English Language Learning at SMAN 10 Surabaya*.

After receiving permission, the researcher distributed the questionnaire to the students through Google Forms. The questionnaire link was shared with the class leader, who then distributed it to the other students in the class.

The questionnaire items were adopted from Asmawati & Asmara (2023), who developed an instrument to measure students' perception of the use of digital storytelling in English learning. Several items were adopted and modified to suit the research focus and classroom context at SMAN 10 Surabaya.

After all responses were collected, the data were organized into tables using the automatic summary feature in Google Forms to display the percentage distribution of students' perceptions. Finally, the results were analyzed descriptively and interpreted to draw a conclusion based on the findings.

Research Instrument

The data in this study were collected using a questionnaire designed to measure students' perceptions of the use of digital media in an English language learning classroom. The questionnaire contains ten items consisting of three main aspects: Perception of the use of digital media (satisfaction and study motivation), Perception of the benefits of digital media in English language learning, Perception of the teaching-learning process regarding grammar.

Each item was rated on a four-point Likert scale ranging from Strongly Agree

(4), Agree (3), Disagree (2), to Strongly Disagree (1). The instrument was reviewed by the English teacher of SMAN 10 Surabaya and the research supervisor to ensure content validity, language clarity, and suitability for high school students. The reliability of the instrument was maintained by using consistent item structures and clear wording to minimize ambiguity.

Data Analysis

The collected data were analyzed using a descriptive design with qualitative interpretation. Responses obtained through Google Forms were automatically summarized into percentages and visual charts by the platform. These data were then organized into tables to display the distribution of students' responses for each item.

The researcher interpreted the quantitative results qualitatively by describing the emerging patterns and explaining their meaning in the context of students' motivation, comprehension, and engagement. The analysis aimed to draw meaningful conclusions about students' overall perceptions of digital media in English learning rather than to test statistical hypotheses.

RESULTS AND DISCUSSION

Results

The questionnaire was distributed to 36 eleventh-grade students at SMAN 10 Surabaya to explore the perceptions of digital media in English language learning. The results are grouped into three major categories: perception of the use of digital media (satisfaction and study motivation), perception of the benefits of digital media in English language learning, and perception of the teaching learning process regarding grammar.

The results of the questionnaire are presented in Table 1.

Table 1. Perception of the Use of Digital Media (Satisfaction and Study Motivation)

No.	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1.	I feel more enthusiastic about learning English when digital media is used in class.	40%	57%	2.9%	-
2.	The use of digital media makes English lessons more interactive and enjoyable.	31.4%	68.8%	-	-
3.	I feel that digital media helps maintain my interest and focus throughout the lesson.	25.7%	65.7%	8.6%	-
4.	I feel motivated to complete English tasks when using interactive digital platforms.	28.6%	65.7%	5.7%	-

As shown in Table 1, the majority of students expressed a positive attitude toward using digital media in learning English. Most students 40% strongly agreed and 57% agreed, while only 2.9% disagreed. This indicates that most students feel more enthusiastic about learning English when digital media is used in class. For the second statement, 31.4% of the students strongly agreed and 68.6% agreed, showing a unanimous positive perception. This suggests that students find English lessons more interactive and enjoyable with the use of digital media.

In the third statement, 25.7% of the students strongly agreed, and 65.7% agreed, while 8.6% disagreed. These results show that the majority of the students feel that digital media helps maintain their interest and focus

throughout the lesson, although a small portion still finds it less helpful in sustaining attention. The fourth statement also received favorable feedback, with 28.5% strongly agreeing and 65.7% agreeing, while only 5.7% disagreed. It can be concluded that most students feel motivated to complete English tasks when using interactive digital platforms.

Overall, the data show that students generally have a positive perception of using digital media in English learning, particularly in terms of enhancing their enthusiasm, enjoyment, focus, and motivation. The second part of the questionnaire is about students' perception of the benefits of digital media in English language learning. The questions in this section are divided into three parts. The results of the questionnaire are presented in Table 2.

Table 2. Perception of the Benefits of Digital Media in English Language Learning

No.	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1.	Digital media helps me better understand the English material being taught.	31.4%	62.9%	5.7%	-
2.	I can easily access and understand English learning materials provided through digital platforms.	34.4%	62.9%	2.9%	-
3.	I believe digital media makes the learning process more interesting and less boring.	34.3%	62.9%	2.9%	-

The results in Table 2 reveal that digital media significantly enhanced

students' understanding and accessibility of English materials. Most students 31.4%

strongly agreed and 62.9% agreed, while only 5.7% disagreed. This suggests that digital media plays a significant role in helping students better understand the material being taught. For the sixth statement, 34.3% of the students strongly agreed and 62.9% agreed, with only 2.9% disagreeing. These results indicate that most students find English learning materials delivered through digital platforms easy to access and comprehend. This highlights the practicality and user-friendliness of digital media in supporting students' learning. The seventh statement also received very positive responses, 34.3% strongly agreed and 62.9% agreed, while 2.9% disagreed.

This suggests that students perceive digital media as a tool that makes the

learning process more interesting and less monotonous. Overall, the data reflect that students at SMAN 10 Surabaya perceive digital media as beneficial in improving their understanding, accessibility, and enjoyment of English language learning. The positive responses in this section emphasize that digital media tools serve not only as supplementary materials but also as integral components of engaging and meaningful learning experiences. The third part of the questionnaire is about students' perception of the teaching-learning process regarding grammar.

The questions in this section are divided into three parts. The results of the questionnaire are presented in Table 3.

Table 2.

Table 3. Perception of the Teaching-Learning Process Regarding Grammar

No.	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1.	PowerPoint slides help me understand grammar concepts more clearly during English class.	40%	51.4%	8.6%	-
2.	Learning grammar through Quizizz makes the process more fun and less stressful	34.3%	45.7%	20%	-
3.	The instant feedback I get from Google Forms helps me know	34.3%	62.9%	2.9%	-

As shown in Table 3, students generally agree that digital media tools such as PowerPoint slides, Quizizz, and Google Forms improved their grammar learning. The eighth statement received a largely positive response from the students. 40% of students strongly agreed and 51.4% agreed that PowerPoint slides help them understand grammar concepts more clearly during English class. Only 8.6% disagreed, indicating that visual aids like slides are generally effective in supporting grammar comprehension among students.

Furthermore, for the ninth statement, 34.4% strongly agreed and 45.7% agreed that learning grammar through Quizizz makes the process more

enjoyable and less stressful. However, 20% of students disagreed, indicating that some students felt uncomfortable with the gamified nature of the activity. This may be due to time constraints, competitiveness, or performance anxiety associated with game-based learning. During the teaching practicum, the researcher also observed that several students often expressed frustration or pressure when completing Quizizz activities with a limited time. Some students reported feeling anxious about losing points or finishing late compared to their peers. In the tenth statement, 34.3% of students strongly agreed and 62.9% agreed that the instant feedback from Google Forms helps them identify areas of

grammar they need to improve. Only 2.9% disagreed, demonstrating that most students value immediate correction and clarity in their learning process.

Overall, the data show that the students appreciate the use of various digital tools such as PowerPoint, Quizziz, and Google Forms in grammar instruction during the teaching practicum period. These tools are seen as effective in enhancing clarity, engagement, and personal improvement in grammar learning.

Discussion

The overall result demonstrates that students at SMAN 10 Surabaya hold a positive perception of the use of digital media in English language learning, particularly regarding motivation, comprehension, and grammatical understanding. The findings reinforce that digital media tools contribute to a more interactive, engaging, and student-centered learning environment.

The students' strong motivation and satisfaction with digital media tools, as seen in Table 1, most students expressed strong enthusiasm and motivation when digital tools were integrated into classroom instruction. Most students agreed that digital media made English lessons more interactive, enjoyable, and helped sustain their interest and focus during the learning process. This aligns with research by Anggeraini (2020), who found that digital storytelling and technology-based teaching foster positive emotional engagement.

In Table 2, students reported that digital media supported their understanding of English materials, making it easier to access and comprehend learning content. The use of digital platforms appeared to enhance clarity and engagement, reducing boredom and increasing learning effectively. This is in line with Abdyrakhimova (2024), students in this

study also emphasized the accessibility and practicality of digital media in understanding English lessons. The use of social media or online platforms provides authentic exposure to English in a real context, promoting autonomy in learning.

Regarding grammar instruction as seen in Table 3, the findings affirm that interactive tools such as PowerPoint slides, Quizziz, and Google Forms contributed to better understanding and more enjoyable grammar lessons through visual and immediate feedback. These results are in line with Mulyani et al. (2022), who noted that YouTube-based learning strengthens pronunciation and engagement through audio-visual reinforcement. Moreover, the benefit of instant feedback observed here supports Ferris (1999); the framework helps students internalize grammatical accuracy.

Nevertheless, a minority of students (20%) expressed discomfort with Quizziz. This finding highlights the need to consider individual learning differences. As Kahu & Nelson (2018) emphasize, student engagement is influenced by psychological and contextual factors such as confidence, digital literacy, and performance pressure. Teachers, therefore, should ensure that the implementation of digital media tools balances enjoyment with cognitive comfort to avoid overburdening students emotionally.

In conclusion, the results of this study confirm that digital media significantly support English language learning by enhancing students' motivation, participation, and comprehension. At the same time, they underscore the importance of reflective and adaptive digital teaching strategies to meet diverse student needs.

CONCLUSIONS AND SUGGESTIONS

Conslusions

This study explored the perceptions of eleventh-grade students at SMAN 10 Surabaya regarding the use of digital media in English language learning. The findings revealed that most students demonstrated positive perceptions toward digital media integration in the classroom. They felt that digital media tools such as PowerPoint, Quizziz, and Google Forms enhanced their motivation, engagement, comprehension, and grammatical understanding. The interactive and visual nature of digital media created a dynamic and enjoyable learning atmosphere, helping students maintain focus and interest throughout lessons.

However, a small portion of students expressed discomfort with certain digital activities, particularly gamified tools such as Quizziz, which they perceived as stressful or competitive. This suggests that while digital learning fosters participation for most students, some may require a more supportive and personalized approach to fully benefit from it.

Overall, the results confirm that digital media serves as an effective aid in English language learning when used thoughtfully and inclusively. It enhances not only students' affective engagement but also their cognitive development through visual and interactive learning experiences.

Implications

The findings of this study have several pedagogical implications. English teachers are encouraged to integrate digital media tools strategically to create engaging student-centered learning environments. Teachers should balance interactive and competitive elements with supportive feedback to ensure that all students feel comfortable and confident during digital activities.

Future research could expand this study by combining quantitative results with in-depth interviews to gain a more comprehensive understanding of students' experiences and challenges in using digital media.

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