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*Digital-Assisted Direct Reading Approach: Strengthening Student Engagement and Motivation in English Learning*

**Pendekatan Membaca Langsung Berbantuan Digital: Memperkuat Keterlibatan dan Motivasi Siswa Dalam Pembelajaran Bahasa Inggris**

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***ABSTRACT***

*Digital technology has significantly transformed the world of education. This includes English language learning, which still faces challenges due to student unmotivation and disengagement. The direct reading method has been proven effective in improving intensive and extensive reading skills, but if not combined with creative strategies, this method is often perceived as monotonous. Therefore, digital technology helps increase student motivation and engagement in reading and learning. This study employed a quasi-experimental method and a pretest-posttest control group design. Students selected through purposive sampling were 11th-grade students from a high school in Majalengka. Two classes served as samples. The experimental class, consisting of more than 35 students, used the digitally assisted direct reading method, while the control class used conventional methods. Research tools included reading comprehension tests, motivation questionnaires, observations, and semi-structured interviews. T-tests and effect sizes were used to analyze qualitative data; source triangulation was used for quantitative data. The results showed that the experimental group had significantly improved compared to the control group. The average reading comprehension score in the experimental group increased from 65.2 to 81.7, while in the control group, it increased from 64.8 to 72.4 (p = 0.001; d = 0.85). Student motivation in the experimental group increased from 3.21 to 4.12, while in the control group it only increased from 3.18 to 3.54. In the experimental group, student engagement in behavioral, emotional, and cognitive aspects increased significantly. Therefore, this study concludes that incorporating digital technology into the direct reading method is proven effective in improving student comprehension, increasing motivation, and engagement. Moreover, this is an appropriate approach to meet the learning needs of the modern generation.*

*Keywords: Digital Learning; Direct Reading; Student Engagement; Motivation*

**ABSTRAK**

Teknologi digital telah mengubah dunia pendidikan secara signifikan. Ini termasuk pembelajaran bahasa Inggris, yang masih menghadapi masalah karena siswa tidak termotivasi dan tidak terlibat. Metode membaca langsung terbukti efektif dalam meningkatkan keterampilan membaca intensif dan ekstensif, tetapi jika tidak dikombinasikan dengan strategi kreatif, metode ini sering dianggap monoton. Oleh karena itu, penggunaan teknologi digital dianggap dapat membantu meningkatkan motivasi dan keterlibatan siswa dalam pembelajaran membaca. Studi ini menggunakan metode kuasi-eksperimen dan menggunakan desain grup kontrol pretest-posttest. Siswa yang terpilih melalui metode purposive sampling adalah siswa kelas XI dari salah satu sekolah menengah atas di Majalengka. Dua kelas digunakan sebagai sampel. Kelas eksperimen, yang terdiri dari siswa lebih dari 35 orang, menggunakan metode membaca langsung berbantuan digital, sedangkan kelas kontrol menggunakan metode konvensional. Tes pemahaman membaca, kuesioner motivasi, observasi, dan wawancara semi-terstruktur adalah alat penelitian. Untuk menganalisis data kualitatif, uji t dan ukuran efek digunakan; untuk data kuantitatif, triangulasi sumber digunakan. Hasil penelitian menunjukkan bahwa kelompok eksperimen telah meningkat secara signifikan dibandingkan dengan kelompok kontrol. Dalam kelompok eksperimen, skor pemahaman membaca rata-rata meningkat dari 65,2 menjadi 81,7, sedangkan dalam kelompok kontrol dari 64,8 menjadi 72,4 (p = 0,001; d = 0,85). Motivasi siswa dalam kelompok eksperimen meningkat dari 3,21 menjadi 4,12, sementara dalam kelompok kontrol hanya meningkat dari 3,18 menjadi 3,54. Pada kelompok eksperimen, keterlibatan siswa dalam aspek perilaku, emosional, dan kognitif meningkat secara signifikan. Oleh karena itu, penelitian ini menyimpulkan bahwa memasukkan teknologi digital ke dalam metode membaca langsung terbukti efektif untuk meningkatkan pemahaman siswa, meningkatkan motivasi mereka, dan meningkatkan keterlibatan mereka. Selain itu, ini adalah pendekatan yang tepat untuk memenuhi kebutuhan belajar generasi modern.

Kata Kunci: Pembelajaran Digital; Membaca Langsung; Keterlibatan Siswa; Motivasi

## 1. Introduction

In the past twenty years, advances in digital technology have transformed the world of education (Akour & Alenezi, 2022; Mahdi & Dewi, 2025), including language learning. Although English, as an international language, has become an essential part of the school curriculum in Indonesia, several studies indicate that student motivation and engagement in English learning remain significant challenges (Harahap & Harahap, 2024; Sundari & Prasetiya, 2024). One of the reasons is a more traditional learning approach, and not using the technology students use every day (Billah, 2024; Roziqin, 2024).

In contrast, the direct reading approach, also known as the direct reading approach, emphasizes intensive and extensive reading skills. This approach allows students to absorb the text through structured practice (Muchmaina et al., 2025; Siti Raudah, 2024). However, this method is often monotonous without a creative learning approach. Therefore, incorporating digital technology into a direct reading approach can increase student motivation and engagement.

Two key factors determining successful language learning are student motivation and engagement (Li et al., 2022). Recent research shows that digital media can increase student participation, foster independence, and create a more interactive learning environment (Anisah et al., 2025). Digital applications such as e-books, interactive platforms, and social media have been shown to have the ability to increase students' interest in reading and improve their access to authentic learning resources (Alfath et al., 2023; Novitasari & Kurniawati, 2023; Perdana et al., 2025)

Digital learning involves the use of technological devices and meaningful learning experiences. For example, research (Leow & Neo, 2023; Muchmaina et al., 2025; Siti Raudah, 2024) has shown that technology-based reading instruction can increase student engagement in reading because students can explore texts as they wish. This suggests that direct reading techniques can be enhanced with the help of technology, which can increase learning motivation.

Furthermore, the need for this research is increasingly pressing due to changes in the learning patterns of the digital generation. Students are now more accustomed to using digital devices than print media. Student engagement will decrease if learning methods fail to keep up with this trend. This is in line with the findings by Fikri et al. (2025), Fitri (2025) and Solih & Julianto (2025), which stated that in the era of globalization, using technology is an important way to improve digital literacy and language literacy.

The use of digital technology in English learning has been discussed in several previous studies. For example, Irawan & Putri (2024), Nurhafifah et al. (2025) and Saputri & Ritonga (2024) found that digital reading applications can improve students' vocabulary and reading comprehension. Likewise, research by Rezai et al. (2025) and Scholz (2022) confirms that students are motivated to read English texts more actively outside class through digital extracurricular reading. However, most of these studies focus on overall reading skills, without specifically investigating the use of direct reading approaches.

Studies on the use of technology in English language learning are also starting to develop in Indonesia. Dwedar (2023) and Supartini & Susanti (2021) studying how e-learning can increase the motivation of junior high school students. Meanwhile, Anisah et al. (2025) have examined how social media can help students become more engaged in English learning. However, these studies have not specifically addressed how digital technology can help optimize direct reading techniques.

Therefore, there is little research combining direct reading techniques with digital support to measure the impact of these methods on student engagement and interest. This is important because this integration can combine the strengths of classic pedagogical methods with modern technology's potential to meet the digital generation's learning needs.

This research is expected to provide theoretical and practical contributions. Theoretically, this research can enrich the literature on English language learning strategies that combine direct reading methods with digital technology. Practically, this research can guide teachers to create more engaging, interactive reading lessons that meet students' needs. This research can also provide policy input to align the curriculum with technological advances. This aligns with the national education goal of producing a knowledgeable, critical generation, and one ready to face global challenges.

## 2. Method

This study conducted a quasi-experimental study with a pretest-posttest control group design (Abdillah et al., 2025; Setiawan et al., 2023). This method compared students' learning outcomes, engagement, and learning intentions using the digitally assisted direct reading approach with those using the conventional direct reading method. This study was conducted at a high school in Majalengka with digital facilities to support learning. This study involved all 11th-grade students, and samples were drawn from two classes using a purposive sampling technique. Approximately 35 students

were included in the experimental group using the digitally assisted direct reading approach. The control group consisted of a comparable number of students learning using the conventional direct reading approach. The instruments used in this study included a reading comprehension test, questionnaires, observations, and semi-structured interviews.

First, quantitative analysis was conducted using normality and homogeneity tests. Then, a paired sample t-test was used to evaluate differences between pretest and posttest results within a single group, and an independent sample t-test was used to compare results between the experimental and control groups. An effect size analysis was also conducted to determine the strength of the treatment's influence. However, qualitative data from observations and interviews were analyzed thematically to identify patterns in students' learning experiences. Data were triangulated by comparing results from various sources to enhance the reliability of the research results.

## 3. Results and Discussion

The experimental and control groups received reading comprehension tests before and after the treatment. The average pretest results showed that the initial abilities of the two groups were relatively equal, with an average score of 65.2 for the experimental group and 64.8 for the control group. The average posttest score for the experimental group increased to 81.7 and the control group to 72.4. A multiple-sample t-test showed significant improvement in both groups ($p < 0.05$). However, an independent-sample t-test between the two groups' posttests showed a significant difference ($p = 0.001$), and the effect size (Cohen's $d = 0.85$) indicated that both groups were in the large category. This suggests that the digitally assisted direct reading technique improves students' reading comprehension more effectively than the conventional technique.

In the experimental group, the motivation score increased from 3.21 (medium category) to 4.12 (high category), while in the control group, the motivation score increased from 3.18 to 3.54 (medium category). After the study ended, statistical tests showed a significant difference ($p < 0.05$) between students' motivation in the experimental and control groups. The results indicate that incorporating digital media into the direct reading method can increase students' interest and desire to learn English because digital media's visual and interactive support makes them feel more interested and helps.

In the aspect of student engagement, which was measured based on three dimensions: behavioral engagement, emotional engagement, and cognitive engagement, it was found that the experimental group showed significant improvements in all three dimensions, with the overall average score increasing from 3.05 to 4.08, with a significant difference ($p < 0.01$) indicating that the control group showed more minor improvements in all three dimensions.

The results showed that students in the experimental group asked more questions related to reading, engaged in group discussions through digital platforms, and showed enthusiasm for completing reading assignments. On the other hand, students in the control group tended to be more passive and answered the teacher's questions without trying to learn more about the reading. Interviews with students in the experimental group supported these findings. Most students argued that the text becomes more engaging because digital media includes images, audio, and hyperlinks. They are more motivated because they can read anywhere via mobile phones or laptops. However, some students expressed impaired concentration due to social media notifications and limited internet data.

The study results showed that students who learned with a digitally assisted direct reading approach significantly improved reading comprehension compared to the control group. This finding aligns with the view by Richards & Rodgers (2014), which emphasizes that the direct reading approach is practical for developing intensive and extensive reading skills when implemented in a structured manner. Integrating digital media enhances this effectiveness by providing a more varied, engaging, and adaptive reading experience.

This finding is supported by Alfath et al. (2023) and Saullila et al. (2023), which shows that using digital reading applications improves students' vocabulary and reading comprehension. In addition, other research by Rezai et al. (2025) and Scholz (2022) showed that extracurricular English exposure can improve students' literacy skills. Therefore, the findings of this study suggest that digitizing classic methods, such as direct reading, can improve students' reading comprehension.

After the treatment, students' learning motivation in the experimental group increased significantly, rising from moderate to high. This supports the social-cognitive learning motivation theory, which states that learning technology can increase intrinsic and extrinsic motivation because students become more interested and relevant to the real world (Douglas, 2001; Park, 2022; Prasad et al., 2018).

Study by Chen (2023), Perdana et al. (2025) and Yuliastanti et al. (2024) also shows that digital reading platforms boost student motivation through interactive features that provide a personalized learning experience. Alshahrani (2023), Muhria et al. (2022) and Supartini & Susanti (2021) found that integrating e-learning into English language learning in Indonesia can increase student motivation due to its flexible and contextual nature. Therefore, the findings

of this study support the idea that digitally assisted direct reading techniques not only improve students' cognitive abilities but also their affective factors, namely their desire to learn.

Student engagement in the experimental group increased significantly in behavioral, emotional, and cognitive dimensions. The theory of Fredricks et al. (2004) states that learning engagement combines active participation, positive feelings about learning, and cognitive involvement in understanding the material.

These results are also supported by research Alfath et al. (2023) and Kurniasih (2022) who found that technology-based reading learning can increase reading engagement because students have more freedom to explore texts according to their interests. Likewise, Anisah et al. (2025) and Sabil et al. (2025) reported that social media can effectively strengthen student engagement in English learning due to its familiar and interactive nature. Therefore, this study suggests incorporating digital technology into direct reading methods encourages students to become more engaged and active.

Interview results indicate that the primary contributing factor to the success of digitally assisted learning is the availability of interactive media (e.g., e-books, audiovisuals, and discussion platforms). Students feel more motivated because learning is not limited to printed text but is more flexible and engaging. This aligns with the report from Alfath et al. (2023) and Sari & Alfiyan (2023), emphasizing the importance of technology in education to improve digital and language literacy. However, there are also obstacles such as limited internet quotas and potential distractions from digital devices. This highlights the need for sound digital classroom management strategies to optimize the benefits of technology without compromising student focus.

Previous research has discussed chiefly digital-based reading learning without linking it to the direct reading approach (Alfath et al., 2023; Anggraeni et al., 2023; Saullila et al., 2023). This study fills this gap by combining direct reading methods with digital supports tailored to the characteristics of the digital generation. The results show that using both methods can increase student engagement and interest more than alone.

This research has both theoretical and practical implications. Theoretically, the findings add to the literature on integrating classical approaches with digital technology in English language learning. Practically, this research guides English language teachers on using technology as a supporting tool, not a substitute, for proven effective learning strategies.

## 4. Conclusion

The study concluded that the digitally assisted direct reading method effectively improved students' reading comprehension. The experimental group receiving digital media demonstrated better reading test results than the control group learning with conventional methods. Using digital media significantly increased students' learning motivation. Students in the experimental group showed moderate motivation, while those in the control group experienced only a slight increase. This demonstrates that technology can make education more engaging and relevant to students' lives. Digitally assisted direct reading methods increase student engagement in English learning. Behavioral engagement increases (becoming more active in class activities), emotional engagement increases (becoming more enthusiastic and enjoying learning), and cognitive engagement increases. According to this study, combining classic pedagogical methods such as direct reading with digital technology can address the learning needs of the digital generation. This also fills a gap in previous research that rarely links these two elements.

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