



MAJELIS PENDIDIKAN TINGGI MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

Jl. Limau II, Kebayoran Baru, Jakarta 12130 Telp. (021) 7208177, 7222886, Fax. (021) 7261226, 7256620
Website : www.uhamka.ac.id; E-mail : info@uhamka.ac.id, uhamka1997@yahoo.co.id

KEPUTUSAN REKTOR
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
Nomor: 0656 /R/KM/2024

Tentang
PENGANGKATAN PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

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Menimbang : a. Bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA yang telah menyelesaikan ujian semua mata kuliah dan penyusunan tesisnya yang berbobot 4 (empat) sks, dipandang perlu untuk dilaksanakan Sidang Tesis.

b. Bahwa untuk kelancaran sidang tesis sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat Panitia Sidang Tesis dengan Surat Keputusan Rektor.

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7. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 138/DIKTI/Kep/1997 tanggal 30 Mei 1997, tentang Perubahan Bentuk Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Jakarta menjadi Universitas Muhammadiyah Prof. DR. HAMKA;
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10. Ketentuan Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah Nomor 178/KET/I.3/D/2012 tentang Penjabaran Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.O/B/2012 tentang Perguruan Tinggi Muhammadiyah

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Tembusan:

- Yth.
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**PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024**

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Prof. Dr. H. Gunawan Suryoputro, M.Hum.

Ketua : Direktur Sekolah Pascasarjana
Prof. Dr. H. Ade Hikmat, M.Pd.

Sekretaris : Ketua Program Studi Pendidikan Bahasa Inggris
Siti Zulaiha, M.AL, Ph.D.

Anggota Penguji : 1. Siti Zulaiha, M.AL, Ph.D.
2. Prof. Herri Mulyono, Ph.D.
3. Dr. Syaadiyah Arifin, M.Pd.
4. Silih Warni, Ph.D.
5. Hamzah Puadi Ilyas, Ph.D.
6. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

Pelaksana Teknis : 1. Sekretaris SPs I, Prof. Dr. H. Abd. Rahman. A. Ghani, M.Pd.
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6. Kasubag Umum, Agus Purlianto, A.Md.
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Universitas Muhammadiyah Prof. DR. HAMKA



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**DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SIDANG TESIS
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
 SEMESTER GENAP TAHUN AKADEMIK 2023/2024**

Hari, Tanggal : Kamis, 11 Juli 2024

Tempat : Sekolah Pascasarjana UHAMKA (JI Warung Jati Barat No. 17, Jakarta Selatan) SB 301

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30-09.30	2009067023	ELLY AZIZAH	Teachers' Strategies in Teaching Speaking to Young Learners	1. Dr. Syaadiyah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
2.	09.30-10.30	2009067018	AHMAD PELANI	Fostering Students Writing Motivation and Writing Self Efficacy through Digital Literacy	1. Dr. Syaadiyah Arifin, M.Pd. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Akhmad Haqiqi Ma'mun, M.Pd. 2. Silih Warni, Ph.D.
3.	10.30-11.30	2009067025	ANDRIANI	Improving the Students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah, Tangerang, Indonesia	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiyah Arifin, M.Pd.	1. Silih Warni, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
4	13.00-13.45	2009067007	SYILFA ERPINDA RAHMAN	Students' Difficulties in Writing Narrative Text at the Tenth Grade Students of SMA Negeri 1 Tajurhalang Depok	1. Hamzah Puadi Ilyas, Ph.D. 2. Silih Warni, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.



Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

Lampiran 2 Keputusan Rektor UHAMKA
 Nomor : 0657/R/KM/2024
 Tanggal : 29 Dzulhijah 1445 H
 6 Juli 2024 M

**DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SIDANG TESIS
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NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30-09.30	2209067003	SYIFA NADHIRA	The Implementation of HOTS in Reading: English Teachers' Strategies at Senior High School	1.Hamzah Puadi Ilyas, Ph.D. 2.Siti Zulaiha, M.A., Ph.D.	1.Silih Warni, Ph.D. 2.Dr. Syaadiyah Arifin, M.Pd.
2	09.30-10.30	2209067004	ASTI TASLIMAH	The Use of Authentic Materials in Reading Lesson: Students' Perceptions and Preferences	1. Dr. Syaadiyah Arifin, M.Pd. 2. Silih Warni, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D 2. Hamzah Puadi Ilyas, Ph.D.
3	10.30-11.30	2209067017	MUAMMAR KHADAFI	Exploring Levels and Correlation of Writing Anxiety and Writing Self Efficacy of Indonesian EFL University	1. Prof. Herri Mulyono, Ph.D. 2. Silih Warni, Ph.D.	1. Dr.Syaadiyah Arifin, M.Pd. 2. Siti Zulaiha, M.AL., Ph.D.

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
4	11.30-12.30	2009067004	REVA ADINDA	Students' Perception of the Online Learning Media Used by EFL Teachers	1. Prof. Herri Mulyono, Ph.D. 2. Siti Zulaiha, M.A., Ph.D.	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiah Arifin, M.Pd.
5	13.00-13.45	2209067001	AHMAD SETIADI	Students' Perceptions towards Peer Assessment in the Digital Response to the Biography (DRB) Project	1. Siti Zulaiha, M.AL., Ph.D. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Syaadiah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.



Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

**FOSTERING STUDENTS' WRITING MOTIVATION
AND WRITING SELF-EFFICACY THROUGH
DIGITAL LITERACY**

THESIS

Submitted to Fulfill Requirement for thesis writing of
the Master of Education in English

By:

AHMAD PELANI
NIM 2009067018



**DEPARTMENT OF ENGLISH EDUCATION
GRADUATE SCHOOL
UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA
2024**

ABSTRACT

Ahmad Pelani. 2024. Fostering Students' Writing Motivation and Writing Self-Efficacy through Digital Literacy. Thesis. Master of English Education Study Programme, Graduate School of Prof. Dr. HAMKA Muhammadiyah University. Advisor (I) Dr. Syaadiyah Arifin, M.Pd and Advisor (II) Prof. Herry Mulyono, P.hD

Keywords: Writing Motivation, Self-Efficacy, Digital Literacy,

Motivation considered has significant impact in determining students learning attainment especially in EFL writing. writing motivation itself could be gained through students' self-efficacy and the environment setting to support them in learning. Amid the digital transformation, the digital environment considered able to facilitate students' motivation to write and their belief in their writing abilities. This thesis aims to explore and gain students' experiences, attitude, and gender perception in fostering students' writing motivation and writing self-efficacy through digital literacy. A set of digital classroom setting is designed to make students exposed a digital environment. Through in-depth interview and class observation, the study explore students' experiences and perceptions of writing motivation, writing self-efficacy and digital literacy activities collected in depth-interview by using Google form and collected as raw data, coded and noded by using *Nvivo12* application. Participants were interviewed to determine their learning experience and perceptions. The source of information in this study is students of SMPN 126 Jakarta. The conclusion of the evaluation result are as follows; students belief in writing has given them the motivation to write and explore their writing experiences, although some of them encounter problems during the writing class, they consider that they have improved in writing. regarding to the gender perception in writing the result showed that most girls are aware of and better at writing, this research reveals that students based on their gender, especially girls can express their ideas in writing more than boys. It seems that they have their own writing self-efficacy in writing class. The finding also reveal that students motivation to write especially in gender perspective dominated by the boys that most of them expected to gain win and reward. The finding also reveals that digital literacy could give significant impact for students in the process of writing.

Thus, with the guidance of the teacher and agreement to use their smartphone wiser will lead the students to be better in writing class where they can use many application confidently such as Canva, Google spreadsheet, Google form, Google Chrome to be more confidence in writing. Since the students utilize smartphone as the learning aids it is urgent that digital literacy should be implemented as the basic competencies to strengthen their attitude in using their smartphone positively especially in writing English.

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CHAPTER I

INTRODUCTION

1.1 Background to The Research

Motivation seems to be an endless theme to discuss in the teaching and learning context. It is considered one of the factors for students in determining the final results of a successful learning goal (Mbato, 2022). Each learning objective designed has various competency elements that are expected to be mastered by students. For instance, in learning English as a foreign language, at least four competencies must be developed to foster students' skills in learning: speaking, listening, reading, and writing (Aguelo, 2017).

Today in Indonesia, as extended development for new curriculum has been determined, the competencies in each subject should be attained by the students within a phase-by-phase attainment. From elementary school in phase A until senior high school or vocational school in phase F. English itself is delivered to the students through phases by considering students' ability to attain their success based on the competencies from phase A to phase F. In this context, Junior high school students are positioned in phase D, where they are expected to attain paired certain elements of English competencies such as listening and speaking, reading and viewing, writing and presenting. Especially for writing and presenting students are expected to be able to communicate ideas and experiences through simple, organized paragraphs, and demonstrate a developing use of specific vocabulary and simple sentence structures

(Indonesia, 2024). Unfortunately, since English is considered a foreign language, the expected attainment mentioned above requires intervention, either from the teachers or by students themselves during the teaching and learning process. self-motivation, self-confidence, and a learning environment that can motivate students to have an interest in learning, on the contrary, the desire of students to learn, learning anxiety, lack of confidence, and weak understanding of English vocabulary seem to be obstacles the students in attaining learning purposes, especially in writing. Many students have a lack of self-confidence, unable to decide which grammar rule should be applied and what words must be written (Sartika et al., 2022). Another problem encountered by the students in writing especially in the Indonesian context, writing is not a tradition in certain areas among others, they tend to speak to communicate in oral tradition. Therefore, Indonesian students have lower levels of literacy than other countries (Yantoro, 2021). Furthermore, writing requires students' understanding that involves psychological, cognitive, and linguistic aspects, these situations make students tend to avoid implementing writing activities (Tridanti et al., 2020), and this situation sometimes occurs in EFL classroom activities, especially in junior high school students. Writing is a process of a personal act to bind words or thoughts into paper or digital devices that require a process of thinking that is coded, set, and delivered by the writer to the reader (Nunan et al., 2003). It involves many aspects such as; background knowledge, diction proficiency, critical thinking, and problem-solving (Mbato & Cendra, 2019). Since writing requires a cognitive process to encode the thought into the

text, it is considered a difficult skill (Li., 2022) for certain students, it is a complex and dynamic task that requires significant effort and practice to be proficient in writing (Li., 2023) and this situation affected many students unable to enhance their writing skill (Camacho et al., 2021).

In line with the problem above, it seems that motivation, and the learning environment become crucial to facilitate the students in the learning process to attain learning goals, especially in writing. A motivation that facilitated students of enjoyment, fun, and excitement to devote their time to learn (Alberth, 2019). A teacher also should recognize the gender differences between boys and girls relating to students' learning motivation and self-efficacy, since they are different in motivation to learn (Alghamdi, 2023) In this case, the teacher could situate the learning environment by exposing students to a digital environment, and it can be implemented as strategies to foster students' writing motivation. While self-efficacy is considered as the students' self-awareness that they feel able to write (Shen et al., 2023), the Digital environment has a role to set the students into dynamic activities to raise students' interest in learning, assisted by computers, mobile devices, utilizing multimedia and certain application to designed in multimodality to improve students learning (Platonova et al., 2022). As the advantages of the digital era, many applications could be implemented to enhance students learning, especially in writing. There is evidence that the self- efficacy of the students could be triggered by the learning environment, especially when the classroom activities are set by using a digital environment (Lee et al., 2018). In this situation, a teacher has a role to facilitate

students into certain activities to guide them to utilize certain applications that could help them not only to find the words they don't understand the meaning of but also the ideas about the topics that could be developed by students in such digital learning environment, because Students' today also considered as digital natives; they were born and grew up in a digital era, where they could access the internet to play games, watch online video, and spend most of their time by interacting to their gadgets, this situation considered that they are naturally building digital literacy (Alfia et al., 2020). Although the digital environment could help students' writing motivation, since they naturally built digital literacy, there are problems relating to their proficiency in applying their devices and what kinds of applications or links they should access that are considered secure for them. The potential activities that could be exposed during a digital class environment are students playing games through their devices, accessing toxic websites, and uncontrolled exploring online social media (Purnama et al., 2021).

Furthermore, the digital environment could be proliferated with its challenges and opportunities, and since it exposed secondary schools considered young learners, such digital literacy should be implemented in the current situation to make the students aware and understand how to engage in secure digital learning practice in the classroom and motivate them to write through the application on their gadgets. Digital literacy is the ability of the students to use digital technologies in certain aspects and categories of media literacy, including basic skills, such as downloading, searching, navigating,

classifying, integrating, evaluating, communicating, and creating certain information for learning purposes (Reddy et al., 2022)

In today's learning, many schools have practiced their learning environment by involving digital technology. The integration between technology in teaching and learning process allowing the students not only to be involved in accessing digital information but also to support them in student-centered and self-efficacy in learning (Timotheou et al., 2022). In line with digital literacy, five dimensions could be aware and modeled by the teachers when applying digital environment to their students in each classroom activity, especially in writing. namely; (1) technological or instrumental skills, (2) communication skills, (3) information skills, (4) critical skills, and (5) security skills, and device security skills (Rodríguez-De-dios et al., 2016).

Some researchers have already found out about digital literacy, especially for junior high school students. However, the implementation doesn't not directly foster students' writing motivation, and writing self-efficacy through digital literacy. Güngören et al. (2022) focused on students' cognitive absorption and digital literacy for secondary school students. Özeren (2023) is concerned about predicting students' 21st Century skills through their digital literacy and problem-solving skills. Yildirim & Öztürk (2023) focused on students' opinions about their digital literacy level and digital literacy skills. Solikhati & Pratolo (2019) focused on the implementation of digital literacy in classroom activities.

The previous research above revealed students' cognitive, digital skills, and digital literacy levels. Therefore, there is still a gap that can be implemented

concerning students' writing motivation and self-efficacy through digital literacy, and to fill the gap between previous research, this research wants to reveal about fostering students' writing motivation and writing self-efficacy through digital literacy.

1.2 Research Questions

Based on the background above, the writer would like to formulate this study as follows:

1. How do students' learning experiences contribute to their writing motivation during writing classes in a digital environment setting? are there gender difference perceptions?
2. How do students' learning experiences contribute to their writing self-efficacy during writing classes in a digital environment setting? are there gender difference perceptions?
3. How do digital literacy dimensions contribute to students' digital literacy during writing classes situated in a digital environment setting? are there gender differences?

1.3 Research Objectives

This study aims to determine the following based on the phrasing of the problem stated above;

1. To explore and gain students' experiences, perceptions, attitudes, and gender differences that shape students' writing motivation unraveled through students' intrinsic and extrinsic writing motivation during the writing class setting

2. To explore and delve into students' intricate nature and gender differences that contribute to students' writing self-efficacy during the writing class setting
3. To explore and comprehend the multifaced dimension of digital literacy and gender differences among students within a writing class context

1.4 Significance of the Research

This study is expected to unravel students' motivation and self-efficacy through digital literacy, where the primary objectives are to capture students' perspectives on how they perceive the experiences of writing motivation, self-efficacy, and digital literacy during a writing class setting. It is also expected to contribute valuable insight that can inform teachers and institutions about effective strategies to foster writing experiences in the digital age.

CHAPTER II

LITERATURE REVIEW

2.1. Review of Previous Studies

Some studies have discussed writing motivation, self-efficacy, and digital literacy. The first study is by He and Wray (2017) The study focuses on one secondary school with digitized classes in Xiamen, China. Students are permitted to take their smartphones to the class to be involved in a full online learning environment. Two classes were applied in a sequence of qualitative research methods through observations and interviews. The result of this case study recommended some activities to be involved in students' digital literacy practice in fully digitalized classroom activities.

Next, Yildirim (2023) conducted a study to expose secondary students' digital literacy level and their perception of digital literacy. The study conducted convergent parallel design and mixed method. He applied surveys to run quantitative and case study models as qualitative data in digital literacy scale and semi-structured interviews to collect the data. The research involved 367 participants in the quantitative, and 12 students in qualitative. The result indicated that although students had high scores in digital literacy scale, they did not have adequate information about the concept of digital literacy. Furthermore, the qualitative result exposed that most students use their smartphones commonly for entertainment. While gender and grade level was significantly different.

Meanwhile, Itasanmi (2023)) conducted a study to examine Open Distance Learning (ODL) students' technology self-efficacy and digital literacy levels and

the relationship moderated by gender. The study adopted a quantitative approach collected from 522 students through a selected ODL institution in Nigeria by using an online survey. The survey consisted of three domains namely; demographics, technology self-efficacy, and digital literacy. The result exposed that ODL students' technology self-efficacy is very high and their digital literacy rate is high. It also showed that gender has a significant moderating role between technology self-efficacy and digital literacy.

The next research is discussed by Alsowat (2022) The study is about the comparison of the effect of a hybrid learning model and a virtual learning model on Saudi secondary school students' essay writing and digital literacy skills. The study employed the quantitative quasi-experimental. 56 Saudi secondary school students were divided into two experimental groups in hybrid learning and virtual learning as a model that was designed for study purposes. The data was collected through a pretest and post-test in essay writing and a questionnaire for assessing pre-and post-digital literacy skills, and the result indicated statistically significant differences in favor of the students in the hybrid learning model with large effect sizes in all essay writing domains.

Another research discussed the obstacle of junior high school students in Palangkaraya, Indonesia in applying digital literacy as studied by Novitasari et.al (2023) the researchers intended to show the research subjects' narrative through digital literacy experiences by using the interviews as qualitative method. The

students were situated to record the narrative and then transcribed into verbatim. The result indicated that student's digital literacy is low based on their experiences with obstacles in terms of facilities and suggested indoor and outdoor classroom activities.

On the contrary, Cleopatra (2023) held the study aimed to describe and analyze the digital literacy of junior high school students in Bogor district by involving 76 respondents from two junior high schools in Bogor, West Java. The method used is a quantitative descriptive method. The results of the study exposed that the intensity of implementing the use of digital literacy in learning activities and variations of digital-based reading materials and teaching aids is 73.2%, and the remaining 22.8% do not yet have sufficient digital literacy. The result indicated that digital literacy in the 2 schools is quite good and expected to increase digital use gradually, as well as teachers and staff employees in the school environment.

Meanwhile, Indahsari, et.al (2023) conducted a study about students' digital literacy by using an application called Edusan for Junior High school students in Mlati. They applied the descriptive analysis method. Edusan application situated as a medium to accommodate teaching materials and evaluation tools for classroom activities, The data collection was a questionnaire and the dimension of digital literacy was creativity, collaboration, communication, and the ability to find and select information, critical thinking, and evaluation, e-safety, functional skills, etc. the result revealed that the students have a very good category in the digital literacy dimension, and suggested that Edusan application can be considered as the learning media to foster and train digital literacy.

The last is Fauziyah (2023) conducted a study to examine EFL students' L2 motivation and identities through digital storytelling as a pedagogical multimodal resource tool in the Indonesian context. The study used qualitative case study methods which drew on interviews and digital artifacts to analyze three focal cases on how digital storytelling facilitated the first-year English major students' learning activities. The data were analyzed by using Systemic Functional Linguistics (SFL) framework to know how students utilized text, videos, images, animations, sound, and other resources to present, remake and reshape messages about the topic discussed and about themselves in the meaning-making process. The result indicated that students had increased their passion and interest and also increased their learning motivation.

Based on the several previous above some studies have found that digital literacy interventions can increase students' motivation to write. For example, one study found that students who used a digital writing program were more likely to complete writing assignments than students who did not use the program. However, more research is needed to determine the specific types of digital literacy interventions that are most effective for motivating students to write and their writing self-efficacy. Therefore, this study discuss about fostering students' writing motivation and writing self-efficacy through digital literacy.

2.2. Theoretical Framework

2.2.1. Writing Motivation

Over decades motivation has become the concern for many researchers in dealt with social phenomena in education, and one of its attributes is correlated to students' writing motivation. When students come to class, what the most expected by the teachers is their students enjoy class activities. They are happy by showing their enthusiasm in classroom experiences. however, what faced by the teachers is sometimes their students have low motivation and tend to avoid class activities by distracting into certain behaviour with their peers in class especially in writing activities.

According to Wright, et al. (2020) there are some reasons why the students have low motivation in writing. First is about students' ability to digest the writing materials and their understanding of the mechanics of writing such as formatting terms of writing like headers and paragraphs and grammar. The second is about their strategies caused by the limitation of metacognitive skills that make them less motivated to write, and the last comes from teachers themselves who should teach but don't prepare well about their strategies in teaching writing.

Meanwhile, Boscolo and Hidi (2007) claimed that three domains in motivation can be related to writing motivation. First is the motive, a situation to achieve the purposes of learning such as mastering the writing, writing performance, or ignoring the class, students' needs, values, and interests. This situation can be exposed through students' experiences in expressing their ideas during the writing class with certain topics given. The second is about students'

perception of their ability to deal with the task given and the class environment. This situation can be exposed through students' confidence and anxiety and the atmosphere of the learning situation given by the teacher. The last is about students' strategies to achieve their writing class, such as planning, adopting certain technology as learning aids, and self-regulated learning to attain the achievement in writing class. Writing motivation becomes the essential factor in determining students' learning outcomes in writing. It involves internal factors such as the well-being of students not only in the cognitive aspect but also in social and emotional development to reveal intrinsic motivation. It explores the students' motive when they involve in writing tasks not for the reward, they intend to but only for their actualization to attain the task given (Deci, 1971). While external factors involve classroom activities and the expectation of students to gain and win a reward (Bozgün & Akın-Kösterelioğlu, 2021). Writing motivation also becomes the main element in gaining students skills in writing (Süğümlü et al., 2019). Some of them encounter anxiety to write especially in English as a foreign language (Shen et al., 2020). Since writing involves cognitive and sociocultural factors. Writing motivation can be attained through meaningful activities by stating important issues and elaborating on classroom collective activities (Graham et al., 2018). The opportunity for students to develop writing skills through the involvement of technology seems to help them to motivate themselves in meaningful classroom activities of writing (Hava, 2019), and writing motivation can be increased through real-world writing experiences with certain patterns of measurement such as

usability, ease of use, and user experience. To attain learning goals in a specific context (Lin et al., 2020).

Writing motivation is considered as multidimensional aspects that involve intrinsic and extrinsic aspects of students. Graham claimed that there are seven beliefs about individual motivation to write, namely; (1) the value and utility of writing; (2) whether or not one likes to write or views writing an attractive task; (3) the writing competence; (4) why one engages in writing; (5) why one is or is not successful; (6) identities as writers; and (7) writing communities. (Camacho et al., 2021).

In conclusion, writing motivation is considered a crucial factor for successful students in writing, since writing involves cognitive and emotional development and is affected by certain factors such as intrinsic and extrinsic aspects. the learning situation and the dynamic style of teaching involving technology and the appreciation by giving a reward apparently could increase students writing motivation where students situated in meaningful classroom activity of writing.

2.2.2. Writing Self-Efficacy

Rasteiro and Limpo (2023) stated that writing self-efficacy is students' perceptions about their ability to successfully learn or perform writing tasks, such as composing a text. While Li, (2022) defined Writing self-efficacy refers to individuals' judgments of how well they can accomplish a writing task based on their assessments of "various composition, grammar, usage, and mechanical skills".

Bai & Guo, (2018) cited that self-efficacy becomes the essential factor for students writing competence. Meanwhile, Kemiksiz, (2022) argued that writing self-efficacy is individuals' belief in their ability to arrange and perform the actions required to produce specific acquisitions.

Bruning et al., (2013) proposed a model to verify student's writing self-efficacy which has three-dimension factors of writing self-efficacy, namely; (1) ideation, (2) conventions, and (3) self-efficacy. Ideation refers to students' writing self-efficacy in determining the ideas to construct the text in writing. Convention is students' understanding of the ideas and know how mechanically to construct the writing through language, grammar and to organize sentences, and paragraph into text. Self-efficacy is students' confidence in attaining the whole writing process. Meanwhile, there is an interesting topic regarding writing self-efficacy concerning students' gender perception of their writing self-efficacy. Pajares et al., (2001) claimed that girls are better confident than the boys concerning writing self-efficacy. They are greater in accomplishing the task on time, delivering the presentation, and active in class discussions.

Furthermore, relating to today's learning in the digital ages, a consideration regarding about digital environment in classroom activities by involving certain application tools claimed could improve students' writing self-efficacy (Rahimi & Fathi, 2022).

Based on the theoretical research above, it can be summed up that writing self- efficacy is individuals' ability to ensure themselves are able and confident to write and execute certain tasks in writing. Students' writing self-efficacy can be

obtained through ideation, convention, and self-efficacy and it tends to difference in writing self-efficacy between boys and girls' students, especially in secondary school in attaining the tasks given by the teachers and relating to today's digital development self-efficacy itself could be gained by the students if the classroom activities are situated in a digital classroom setting to facilitate students to learn especially in writing class.

2.2.3. Digital Literacy

According to Nagaraju et al (2020), Digital literacy is the ability to understand and use information in multiple formats with an emphasis on critical thinking rather than information and communication technology skills. Meanwhile, Tinmaz et al (2022) defined digital literacy as the skills and competence to access fragmented and multi-variant information networks. Hojatpanah (2022) stated that digital literacy is the individuals' ability to access information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. Özeren (2023) claimed that digital literacy is the individual ability to exist in the online space. Actively and ethically accessing the internet to share, to produce, to sale, to buy, and to develop the skills as well as to be aware of online toxic and protect from certain possibilities. Purnama et al (2021) defined digital literacy as the capability to acquire comprehensive knowledge from devices and the online environment. Furthermore, Rodriguez et al., (2016) proposed six dimensions that can be applied to identify students' digital literacy skills, namely (1) technological or instrumental skill, (2) communication skill, (3) information skill, (4) critical skill, (5) personal security skill, and (6) devices security skill.

Technological skill is individuals' ability to use digital technology in effective and efficient ways, such as to mark the website pages, download photo, image and information and the ability to operate and connect online devices. Communication skill is individuals' ability to communicate with others by making a call, sending WhatsApp messages with its emojis, sending email or transferring any files by using smartphone. Information skill is individuals' ability to find information, obtained and if necessary, evaluate its relevance in digital environment, such as the ability to decide the best keywords in searching and obtaining interested information and the intention to search information for certain purposes. Critical skill is individuals' ability to criticize and analyze obtained information whether the information is valid or invalid, such as by comparing certain resources to consider which one is the valid information. Personal security skill is individuals' ability to have communication interactively in safe online environment such as by avoiding illegal downloading, change share setting, deactivate map position in certain situation, etc. device security skill is precaution action to avoid potential threats such as viruses and malware.

As conclusion, it can be said that digital literacy is individuals' ability to access, navigate and utilize digital facilities, either through devices or interface the online application for certain purposes such as to access, to create and to communicate information and able to select the relevant and irrelevant information for own security purposes.

CHAPTER III

METHODOLOGY

3.1. Research Design

According to Creswell (2014) research design is a specific procedure that must be involved in research process, such as data collection, data analysis, and report writing. since the present of this study focus on to reveal and analyses the social phenomenon of fostering students' writing motivation and writing self-efficacy through digital literacy, this study conducts a qualitative research method is research design. According to Creswell (2012) qualitative research can be implemented to build the importance of central idea and to explore problem and develop understanding of small individual in social problem.

This study concerns to investigate the students' learning process in fostering their writing motivation and writing self-efficacy through digital literacy in grade of secondary students in Junior High School in East Jakarta. The researcher explores students' behavior, perception, experiences, and feeling that situated in digital classroom setting. The researcher collects the information to analyze the research questions and uses a frame reference to gain better understanding of this study based on the interpretation of students' response to the interview and observation. Finally, the researcher enables to verify the detailed phenomena and then understand through the outcome of the study.

3.2. Setting and Participants

The study was carried out at 9 grade students of junior high school in SMPN 126 Jakarta consisting 72 students. This school is public school located in East Jakarta. The participants were selected from different classes boys and girls from 9 grade classes that exposed during writing class since November to December 2023. The writing class displayed as follow:

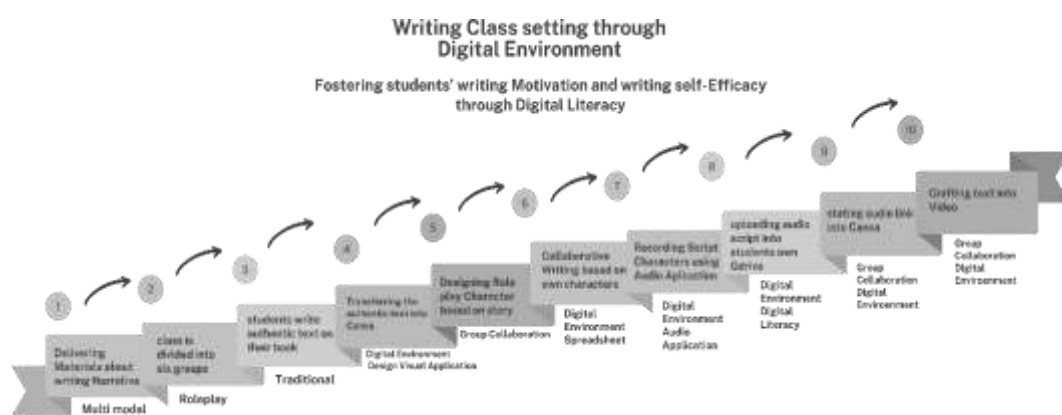


Figure 3.1: The Chart flow of Writing class setting through digital environment

Since the focus of the to gain insight information about students experience and perception through digital environment. The writer set the class for certain writing activities by exposing the students into digital environments (as displayed in figure 1: the chart flow of writing class setting through digital environment), the figure described about classroom setting, such as experiencing variation of teaching materials in multi modal, experiencing peer interaction in designing through Canva, experiencing collaborative writing through Canva and Google spreadsheet, Google Docs, experiencing their own voice recorded through recording application on their smartphone and let them collaborate to their peers and allowing them to expand their information about writing through certain sites and YouTube channels.

As a teacher, the writer actually teaches 8 classes of 9 grade of Junior high school in public school in East Jakarta, that consists of 288 students of 9 grade.

Since there is no absolute provision in qualitative research about the instruments and respondents, and as long as the respondents considered adequate to answer the research question, the respondents could be applied in certain variation. Within this research purposes the writer decides to use 72 students as the representative from grade IX that consists of 36 boys and 36 girls as the representative respondents of this research. The open-ended questionnaire constructed with 16 questions that consider represent dimensions of research questions attributes to answer research questions.

The researcher then conducts interview designed in online open-ended questionnaire. Due to the limitation of the research, cost, and time efficiency, the research instruments that have been made then deployed through online Google form application as online questionnaire and ready to be distributed to the students. According to Creswell (2012) online qualitative data collection has advantages to provide the participants with time, space flexibility and comfortable environment to give the students more time and respond to answer the questions. The researcher also prioritizing participant consent and rights ensures their voluntary participation and the protection of their rights before diving into the interview process.

In this research, ethical considerations were very important. The researcher made certain that every participant was fully informed about the goals of the study, their rights, and the fact that their participation were entirely voluntary.

Participants can decline to participate in the study or leave at any time without repercussions, and confidentiality is upheld. Prior to conducting the interviews, the researcher got the participants' verbal consent, stressing that their welfare would be respected at all times during the research process.

3.3. Data Collecting Technique

To accommodate research activities, researchers use data and data sources that support the achievement of research objectives. Data sources in this study are all forms of relevant information obtained by the researcher from class observation and online open-ended interview by using google form. Below are the descriptions about observation and online open-end interview.

3.3.1. Observation

According to Creswell (2014) observation is activities to assemble the data, where the researcher can implement it by taking field note of participants behavior and activities in the class for research purposes. While Baker (2006) defines observation as researcher activities that involve organized recording of visible phenomenon in natural setting as displayed in figure 3.1

3.3.2. Open-ended Interview

After class observation where the students situated in digital classroom activities, the researcher can collect certain questions based on the records during the class activities. these records then implemented as a design that can be implemented in-depth interview and designed in open-ended questions by involving certain questions which are considered relevant to be adapted based on the writer reality in teaching their students that correlate to students' perception and

experiences to foster students' writing motivation and writing self-efficacy through digital literacy.

Due to the limitation of the research, cost, and time efficiency, the research instruments that have been made then deployed through online Google form application as online questionnaire and ready to be distributed to the students. According to Creswell (2012) online qualitative data collection has advantages to provide the participants with time, space flexibility and comfortable environment to give the students more time and respond to answer the questions. To meet with the research questions, the technic of composing the questions is designed as follow:

To answer research question 1: *How do students' learning experiences contribute to their writing motivation during writing classes in a digital environment setting? are there gender difference perceptions?*

the researcher designed questions about writing motivation questions adapted from Wright et al., (2020) that has three dimensions namely; (1) writing self-belief, (2) belief about writing, (3) attitude toward writing. the detailed questions stated as follow:

Table: 3.2 Research Question: Writing Motivation

Aspect		Dimensions	Question numbers	Reference
Writing Motivation	<u>2.3.</u>	<u>Writing self-belief</u>	<u>1,2</u>	Wright et al., (2020)
	<u>2.4.</u>	<u>Believe about writing</u>	<u>3,4</u>	
	<u>2.5.</u>	<u>Attitude toward writin</u>	<u>5</u>	

To answer research question 2: *How do students' learning experiences contribute to their writing self-efficacy during writing classes in a digital environment setting? are there gender difference perceptions?*

The researcher designed questions based on writing self-efficacy questions, adapted from Bruning et al., (2013) that has three dimensions, namely: (1) ideation, (2) convention and self-efficacy. The detailed questions stated as follow:

Table 3.3 Research Question: Writing self-efficacy

Aspect	Dimensions	Question numbers	Reference
Writing self-efficacy	1. ideation	10	Bruning et al., (2020)
	2. convention	7,8	
	3. Self-efficacy	6,9	

To answer research question 3: *How do digital literacy dimensions such as; technology skills, communication skills, information skills, critical skills, device security skills, informational skills, and communication skills contribute to the student's digital literacy during writing class situated in a digital environment setting? are there gender difference perceptions?*

The researcher designed questions adapted from digital literacy questions, from Rodriguez et al., (2016) that has six dimensions, namely:

(1) technological or instrumental skill, (2) communication skill, (3) information skill, (4) critical skill, (5) personal security skill, and (6) devices security skill.

The detailed questions formulated as follow:

Table 3.4 Research Question: Digital Literacy

Aspect	Dimensions	Question numbers	Reference
Digital Literacy	1. technological or instrumental skill	11	Rodriguez, (2026)
	2. communication skill	16	
	3. Information skill	15	
	4. Critical skill	13	
	5. Personal security skill	12	
	6. Device security skill	14	

The detailed research questions detailed in appendix 1: *Research question dimensions*

3.4. Data Analysis

NVivo 12 as QDAS (Qualitative Data Analysis Software) was applicated to analysis the data collection and require to have further interpretation as defined by Cresswell (2014) that the data analysis process requires an effort to interpret data in the form of text or images. For this reason, it is necessary to prepare the data for analysis, conduct different analyses, deepen understanding of the data, present the data, and make broader interpretations of the data. The data analysis outlined as follows adapted from Creswell (2014):

1. Organize and prepare the data for analysis

The raw data collected from online open-ended interview through google form is downloaded and generated into google spreadsheet that contain transcribed interviews. This transcribed data then scanned and sorting based on the its categories of research questions. First data is about students' writing motivation, second is about students' writing self- efficacy and the last is about students' digital literacy

2. Read or look at all the data

The three-spreadsheet data then loaded into the software NVivo12 to build a general sense of the information obtained and reflect on its overall meaning.

3. Start coding all of the data

There are two ways in coding process that available in NVivo12, manual and automated coding. however, for comprehensive result. The researcher decided to use manual sorting code in coding process. In this coding process, the author combines predetermined codes and creates codes based on emerging information from three attributes in research questions. Thus, the coding process in this research is to fit the codes that appear during the data analysis process with the research data.

4. Conducting the coding process to generate a description of categories or theme for analysis

In this step, the author creates codes to describe three attributes, where each attributes consist of each answered question and labeled as node. The node then sorted and each response is labeled and sorted and included based on its main tree node. All the information, then analyzes it. These themes are then used as headings in the research results section.

5. Extending how the description and theme will be represented in the qualitative narrative

6. Interpretation in qualitative research of the findings or results.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter includes finding and discussion of three research questions namely; (1) How do students' learning experiences contribute to their writing motivation during writing classes in a digital environment setting? are there gender difference perceptions? (2) How do students' learning experiences contribute to their writing self- efficacy during writing classes in a digital environment setting? are there gender difference perceptions? (3) How do digital literacy dimensions such as; technology skills, communication skills, information skills, critical skills, device security skills, informational skills, and communication skills contribute to the student's digital literacy during writing class situated in a digital environment setting? are there gender differences? The result are reported following the three research questions.

4.1. Finding

RQ 1: How do students' learning experiences contribute to their writing motivation during writing classes in a digital environment setting? are there gender difference perceptions? To answer the first questions, the researcher first transcribed the Writing motivation data into NVivo12, and encoded the data manually into nodes as displayed in figure 4.1.1: *Writing Motivation code* in appendix 5. Next, the researcher classifying the node into tree groups, based on questions given, as displayed in figure 4.1.2: *Writing Motivation tree node* in appendix 6. Finally, to answer research question 1 about students experience and

perception in writing motivation, the researcher uses a matrix coding menu in *Nvivo12*, and the result shown in table 4.1 writing motivation code frequency

Table 4.1: Writing Motivation code Frequency

Attribute	Dimensions	Questions & Answers	Boy	Girl	References
Writing Motivation	Writing self-belief	(1) Do you like to write, if yes why if no why	36	36	72
		don't like to write	14	11	25
		express the ideas	0	6	6
		have own experience in writing	13	11	24
		Like to write	21	24	45
		make hand injured	3	3	6
		my writing is bad	3	2	5
		my writing is not good	2	1	3
		tiring to write	2	2	4
		want to improve the writing	3	3	6
		writing is fun	4	1	5
		writing makes me boring	2	3	5
		(2) How do you feel about your writing ability please explain	36	36	72
		can find out the meaning	3	2	5
		dissappoint	10	7	17
		need more practice	3	6	9
		neutral	8	7	15
		Satisfied	16	16	32
		up and down (moody)	3	3	6
	writing skills improved	13	15	28	
writing skills not improved	8	5	13		
	Believe about writing	(3) Do you feel you have improved your writing compared with two years before (when	36	36	72

	you at first grade and second grade) Please explain			
	aware and improved in mechanics of writing	1	3	4
	bad into good writing	6	5	11
	better than 2 years ago	19	19	38
	clearer to read	7	5	12
	No, My writing have no improved	2	3	5
	still the same	1	5	6
	supporting environment	5	5	10
	Yes, my writing is improved	31	26	57
	(4) Is score or grade motivate you to write or your experience to write motivate you Please explain	36	36	72
	score	21	13	34
	writing experiences	12	22	34
Attitude toward writing	(5) Have you ever share your writing to your friends How do you feel	36	36	72
	feel better	3	0	3
	feel confident	1	6	7
	feel happy	13	18	31
	feel uncertain	5	4	9
	feel unhappy	4	3	7
	just normal	8	4	12
	less confident	2	4	6
	No, I don't share my writing	3	3	6
	scared	2	2	4
	Yes, I share my writing	29	27	56
		Total (unique)	36	36

The table above describes that students' writing belief relies on students *like to write* and the rest *don't like to write*, where their experiences give them perception about their writing motivation. They can explore and have their own

experience in writing that sometimes make them disappoint about their writing while most of them feel satisfy about their effort in writing. It indicated that within two years study they believe about improved in writing, and most of them feel happy and willing to share their writing to their friends. On contrary, most of the students motivated to write because they expected to have good mark while the other intended to have their own writing experiences.

How about gender perception? are there any differences?

To answer this question, the researcher conducted matrix coding on *Nvivo12* as displayed in Figure 4.1.3: *Matrix coding students writing motivation for gender perception*, in appendix 7, and based on the matrix code, it can be concluded that girl is better in writing motivation, it indicated that most of girls are better in writing, they can express their ideas to write than the boys, although the boys node indicated they are improved in writing, but most of the girls feel happier than the boys within two years they have been improved in writing. In conclusion, it seems that students writing motivation has given contribution in enhancing students writing class enhanced during digital

RQ 2: How do students' learning experiences contribute to their writing self-efficacy during writing classes in a digital environment setting? are there gender difference perceptions?

To answer the first questions, the researcher first transcribed the Writing self- efficacy data into *NVivo12*, and encoded the data manually into nodes as displayed in figure 4.1.4: writing self-efficacy code in appendix 8. Next, the researcher classifying the node into tree group based on the questions given as

displayed in figure 4.1.5: writing self efficacy tree node in appendix 9. Finally to answer research question 2 about students experience and perception in writing self-efficacy, the researcher uses a matrix coding menu in *Nvivo12*, and the result shown below in table 4.2: writing self-efficacy code frequency

Table 4.2: Writing self-efficacy code frequency

Attribute	Dimensions	Questions & Answer	Gender: Boy	Gender: Girl
Writing Self-efficacy	ideation	(10) Do you think you can write narrative text with your own ideas, please explain	36	36
		I can't, write narrative	5	8
		I don't know the materials	2	6
		I know what narrative is	1	0
		I like to make up a story	16	10
		I'm not good in English	4	8
		I'm not sure about my ability to write narrative	1	3
		lack of confident about ideas	1	3
		need application to develop	1	4
		Yes, I can write Narrative	26	16
	self-efficacy	(6) Do you think that your are quick to write a text on the smartphone Please explain	36	36
		afraid to wrong to type	3	2
		auto correct and button help me to write fast	3	4
		it is easier to type than to write	12	10
		No, I cannot type quick	4	3
		sure I can type quickly	29	26
		typo	1	2
		uncertain answer	2	4
	convension	used to write in cellphone	12	12
		(7) Do you think you can write a simple English	36	36

	sentence with grammar structure Please explain		
	don't know the material	4	3
	I am good in grammar	0	6
	I am weak in grammar	4	3
	I can do a little	7	5
	I don't think I can	12	10
	I have learn it	4	7
	I just know little about grammar	2	4
	I think I can write it	12	21
	need more time to learn	10	7
	(8) Do you think you can write an English paragraph with the topic given Please explain	36	36
	I can write English paragraph a little with mistakes	6	2
	I don't think I can write paragraph	10	11
	I don't understand the topic	2	3
	I need a time and preparation to write	4	6
	I need example from teacher	5	3
	I'm not good in English writing	8	3
	it is easy to write English	0	2
	need learning aids to write	3	5
	uncertain answer	1	3
	Yes, I can write paragraph	13	8
self-efficacy	(9) Do you think that you can get good grade in English writing, if yes why. If no why	36	36
	Confident in English	6	5
	No, I cannot get good grade	3	8
	not sure get good grade	8	7
	try to study hard	16	16
	weak in English	7	9
	Yes, I can get good grade	25	21

Based on the table above, they claim that they are able to write narrative either in sentence paragraph, it is because they like to make up story based on their own imagination, and they prefer to use smartphone to write the text because it is easier than write on the book. It is proved by that they think they can write it well although some of them admit that they cannot write the narrative. It is because of they feel that they are not good in English need time to prepare and need the guidance from the teacher, and most of them have optimistic perception on how to get good mark in writing class by trying to study hard although some of them are pessimistic about their English.

Next, to answer gender differences in writing self-efficacy, the researcher conducted matrix coding in *Nvivo12* as displayed in figure 4.1.6 *Matrix coding students writing self-efficacy for gender perception* in appendix 10.

Based on the graphic matrix coding query above, it can be concluded that most of the boys think that they can write narrative than the girls, both boys and girls prefer to write through their own story through their smartphone than in their books. Although they have obstacle in writing, it considered that they have strong intention to learn more and try to study hard to acquire good grade. As conclusion students' writing self-efficacy has significant effort for the students to be aware about their competence to be more diligent by studying hard to attain their achievement in writing.

RQ 3: *How do digital literacy dimensions such as; technology skills, communication skills, information skills, critical skills, device security skills, informational skills, and communication skills contribute to the student's digital*

literacy during writing class situated in a digital environment setting? are there gender differences?

To answer the third questions, the researcher first transcribed the digital literacy data into *NVivo12*, and encoded the data manually into nodes as displayed in figure 4.1.7: digital literacy code in appendix 11. Next, the researcher classifying the node into tree ggroups, based on the questions given as displayed in figure 4.1.8: Digital literacy tree code in appendix 12. Finally to answer research question 3 about students experience and perception in digital literacy, the researcher uses a matrix coding menu in *NVivo12*, that the result shown below in table 4.3: digital literacy code frequency.

Table 4.3: Digital Literacy code frequency

Attribute	Demensions	Questions & Answer	BOY	GIRL	References
Digital Literacy	technological or instrumental skill	(11) What application you use to help you writing assignment How you operate it, Please explain	36	36	72
		AI ChatGPT	1	0	1
		AI deepL Translator	0	1	1
		Brainly	0	1	1
		Canva	3	7	10
		Duolingo	1	0	1
		easy to use	2	1	3
		English Apps	1	0	1
		Evernote	1	0	1
		find information	4	5	9
		for assignment	11	4	15
		for translating	1	1	2

	Google Chrome	13	6	19
	Google Doc	3	4	7
	Google Form	1	0	1
	Google Spreadsheet	1	4	5
	Google Translate	3	7	10
	Grammarly	1	0	1
	just type and copy	2	0	2
	to take a note	2	1	3
	user friendly and rich of contents	5	10	15
	Whatpad	0	1	1
	WhatsApp	5	1	6
	Word Application	1	3	4
	Writing assistant	1	1	2
	Youtube	0	1	1
	(12) Do you know the consequence of illegal downloading Please explain	36	36	72
	can harm my cellphone	4	1	5
	cause malware on cellphone	1	3	4
	cause viruses on cellphone	11	9	20
	disadvantages creators rights	2	4	6
	I don't know about it	7	5	12
	I just know, it piracy	3	2	5
	I know well the law consequence of piracy	11	13	24
	just keep our cellphone private	1	2	3
	critical skill			
	(13) Do you always compare what is valid information and	36	35	72

	what is invalid information regarding about disinformation you got from internet			
	No, I don't know which one is valid or hoax	8	3	11
	Yes, and I have to be careful	6	8	14
	Yes, I know it by crossing references and verify the fact	11	16	27
	Yes, I know the information I got is valid	11	7	18
	Yes, if the information seems suspicious	0	1	1
device security skill	(14) Do you aware about your smartphone, for example scanning viruses, if yes please explain	36	36	72
	I don't know how	12	17	29
	yes, I always scan it	6	3	9
	Yes, I Know I use anti-virus to detect the viruses	3	0	3
	yes, I know my cellphone when it got viruses	10	8	18
	Yes, I used to clean the trash	3	1	4
	yes, my cellphone got viruses	2	1	3
information skill	(15) Please explain your experience to access source information through internet	36	36	72

	get the information, read it and verify it correct or wrong	5	9	14
	I don't know the valid information	1	2	3
	I have problem with the connection	1	2	3
	I just accessing for Assignment by sorting the sources	6	7	13
	just access and use browser to find my interest	15	12	27
	Obtained and understand the information	6	5	11
Communication skill	(16) How do you make communication with your friends or family, the application and the items you send and share, please explain	36	36	72
	chat application	1	0	1
	Gdrive for group collaboration	0	1	1
	Gdrive to store photo and video	1	0	1
	it is simple, easy to use and famous	8	7	15
	just to contact and chat	10	11	21
	send document	0	2	2
	send photo	2	3	5
	send sticker	0	1	1
	send video	1	3	4
	send voice note	0	2	2
	sharing note for collaboration	1	2	3
	using cellphone	1	1	2

	using Facebook	2	2	4
	using Gmail	1	1	2
	using Instagram	7	9	16
	using Telegram	2	6	8
	using TikTok	0	4	4
	using WhatsApp	29	30	59
	using Youtube	0	1	1
	using Zoom	0	1	1
	video call	0	2	2
	Total (unique)	36	36	72

The table above is about students' digital literacy node frequency and shows their technological skills to help them in doing their assignments. Most of them use Canva for composing their assignment considering that Canva is famous, user-friendly, and rich in content to accomplish their online assignment. While for extending their learning materials most of them agree that they usually use Google Chrome as the gate to find the information while at the time they have a problem in translating they usually use Google Translate to help them to translate English to Indonesia and vice versa. Next, about students' personal security skills, it can be said that most of them are aware of their activity in online environments such as downloading certain materials. They consider and understand the consequence about law consequences of doing online illegal activities and only a few don't know about it. They also have critical skills on how to compare suspicious information by comparing online valid and invalid information, and most of them tend to be careful about it while just a few of them don't know which one is valid or invalid. As the informational skill, the students also have interest to find information online not only for the interested information but also for doing the assignment given, and surprisingly some of them are aware about how to get valid information by read the

information and verify it whether the information is right or wrong. Most of them tend to use WhatsApp, Instagram and TikTok for communication purposes not only for communication but also to send photo, document, share video, voice note and even for sharing note for learning collaboration. Unfortunately, they have a problem relating about their device security skill, most of them don't know how to scan their smartphone only a few of them aware and know how to scan their smartphone.

Finally, to answer gender differences in digital literacy, the researcher uses matrix code in *Nvivo12* that is displayed in a graphic in figure 4.1.9: *Matrix coding students digital literacy for gender perception* in appendix 13, and based on the graphic, it can be seen that technological skill for the boys is higher than the girls, most of the boys use google chrome to help them in doing their assignment while the girls use google translate to do the assignment. In personality skill, the boys know that illegal downloading can cause virus on their smartphone while the girls realize about the law consequence of doing piracy. The girls also higher in critical skill and tend to be careful, where most of them could verify the online information by doing cross reference while the boys only know that the information is valid, so that it is not necessary to do cross reference. However, most of the girls don't know how they handle their smartphone when the virus attack. Concerning about information skill, it can be said that the girls are aware about their assignment by searching and sorting many resources they intended to, while most of the boys uses browser just to find interest information. Both girls and boys are equal in communication skills, they use WhatsApp, Instagram and some of girls use TikTok

to communicate and share document, photo, video, voice note because that application are user friendly, easy to use and famous.

4.2. Discussion

This research intended to explore and gain students' experiences, attitudes, and gender differences in fostering students' writing motivation and writing self-efficacy through digital literacy. A set of digital classroom settings is designed to make students exposed a digital environment so that students' learning experiences can contribute to foster students' writing motivation and writing self-efficacy through digital literacy. As the finding explained students' belief in writing has given them the motivation to write and explore their writing experiences, although some of them encounter problems during the writing class, they consider that they have improved in writing for two years of study. In line with Pajares (2001), most girls are aware of and better at writing, this research reveals that students based on their gender, especially girls can express their ideas in writing more than boys. It seems that they have their own writing self-efficacy in writing class. In terms of students, effort to write especially boys, it seems the finding is in line with Bozgün & Akın-Kösterelioğlu (2021) that most students expect to gain win and reward. The data shown that digital literacy could give significant impact for students in the process of writing, with the guidance of the teacher and agreement to use their smartphone wiser will lead the students to be better in writing class.

Digital application such as Canva, Google Spreadsheet, Google form, Google Chrome and another online application can help students to be more confidence in doing writing activities, since the data tells that most of students are

confidence is using smartphone as media to write and to do the assignment, it is expected that smartphone can give significant effect in learning process especially in writing. It is why digital literacy dimension such as technology skills, communication skills, information skills, critical skills, device security skills, informational skills, and communication skills must be exposed by the students by the teacher take a role as facilitator to guide the students to choose which application is good and better and which site is considered save to open and also to strengthen their attitude in using their smartphone that can give positive impact.

As conclusion, digital literacy which its dimension become the gate for the students that motivate them to write within their own experiences, to trigger their self-efficacy that they are able to write and keen to improve themselves to be better in writing.

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

5.1 Conclusion

From the results of the discussion of the findings that have been described in the previous chapter, the conclusions obtained from this research are as follows:

1. Students' belief in writing has given them motivation to write and explore their writing experiences although some of them encounter a problem, they have motivation to study hard considering that they have been improved in writing for two years study
2. In line with Pajares (2021) this research reveals that students based on their gender, especially girls can express their ideas in writing more than boys. It seems that they have their own writing self-efficacy in writing class
3. In terms of students, effort to write especially boys, it seems the finding is in line with Bozgün & Akın-Kösterelioğlu (2021) that most students expect to gain win and reward.
4. Students have strong effort to write by typing in their smartphone instead of manual writing by using a book. However, since they come from secondary school that considered in basic for writing it can be facilitate them both using smartphone and book.

5.2. Implication

1. Digital environment setting, where students learn by exposed digital tools seem could increase students' motivation and can trigger their self-efficacy especially in writing

2. Digital tools such as Canva, Google Docs, Google Spreadsheet, WhatsApp and others considered valuable tools that can be applied during the digital class setting
3. Digital literacy dimension can lead the students to apply appropriate online behavior to promote their understanding in writing

5.3. Recommendations

1. Learning environment should give students health situation and supporting their interest to promote writing class
2. Understanding of digital literacy must be campaign to lead the students to be more aware in enjoying their digital environment
3. Teacher should become the facilitator to led the students to obtain save online environment to avoid
4. Digital tools such as Canva, Google Docs, Google Spreadsheet, WhatsApp and others considered valuable tools that can be applied during the digital class setting
5. The institution such as public school should facilitate the training to their teacher in exposing digital environment

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Appendix 1: Research Question dimensions

How is students' writing motivation during digital classroom activities in writing class?

WRITING MOTIVATION DIMENSION

1. Do you like to write, if yes why and if no why?
2. How do you feel about your writing ability?
3. Do you feel you have improved your writing compared with two years before (when you at first grade and second grade)? Please explain
4. Does score or grade motivate you to write? Please explain
5. Have you ever shared your writing with your friends? How do you feel?

WRITING SELF-EFFICACY DIMENSION

6. Do you think that you are quick to write a text on a smartphone? Please explain
7. Do you think you can write a simple English sentence with grammar structure? Please explain
8. Do you think you can write an English paragraph with the topic given? Please explain
9. Do you think that you can get good grades in English writing?, if yes why. If no why
10. Do you think you can write narrative text with your own ideas?, please explain

DIGITAL LITERACY DIMENSION

11. What application do you use to help you write assignments? How do you operate it, Please explain
12. Do you know the consequences of illegal downloading? Please explain
13. Do you always compare what is valid information and what is invalid information regarding disinformation you got from the internet?
14. Are you aware of your smartphone, for example scanning viruses, if yes please explain
15. Please explain your experience accessing source information through the internet
16. How do you communicate with your friends or family, the application and the items you send and share, please explain

Appendix 2 : Raw Data Writing Motivation Dimension

NO	NAME	GENDER	(1) Do you like to write?, if yes why if no why	(2) How do you feel about your writing ability? please explain	(3) Do you feel you have improvement your writing compared with two years before (when you at first grade and second grade)? Please explain	(4) Is score or grade motivate you to write or your experience to write motivate you? Please explain	(5) Have you ever share your writing to your friends? How do you feel?
1	Iqram satria pratama	BOY	I like writing because I can learn from my own writing	I'm happy because I can find out the meaning of the writing	Good, because I started writing badly, I was able to improve my writing to be better than 2 years ago	I feel that my writing has improved	It's very good because my writing has become better
2	FELIK IMAM BUDIYANTO	BOY	I like writing because I can learn from my own writing	I'm happy because I can find out the meaning of the writing	Good, because I started writing badly, I was able to improve my writing to be better than 2 years ago	I feel that my writing has improved	It's very good because my writing has become better
3	achmad farisal zildane	BOY	No, I don't really like writing because my writing isn't that good	My writing skills are still not that good	Yes, I feel there are levels because it's a little clearer to read	I give my writing a score of 7/10 because it's still a little better	Yes, darling, I once shared my writing with my friend and I felt bad about my writing
4	Muhammad fikriy	BOY	Yes, because writing is fun	I'm happy because writing teaches us from having random writing to neat writing	Yes, it started from bad writing to good and neat writing	Yes, because having dkor or grades makes me motivated	Never, I'm happy because my writing can be read by friends
5	Alfian Risqi Santoso	BOY	I really like it because when we write we can understand the material we note down	Planning and/or outlining. ..	when I was in first grade, my writing was different from what it is now when I was in first or second grade, but it wasn't that good, but now there's an improvement in me, that's all.	1Break the Writing into Bite-sized Chunks. 2Provide Mentor Texts for Inspiration. 3Use Graphic Organizers. 4Respect the Students' Autonomy. 5Encourage Students to Self-Assess.	At first I was a little nervous because my writing for myself was not convincing, but after showing it I felt relieved, some praised my writing, which made me happy.
6	Ahmad fahlevi	BOY	No, because I'm not confident with my writing	My writing ability is normal because I can write but sometimes it can be read clearly, sometimes it is not clearly readable	Yes, my writing used to not be very clear to read at all, but now it is a little more legible than before	yes, because with these values or motivation we try to get more than that and with values and motivation we know our writing is appreciated	Once, I felt a little scared at that time because my writing wasn't as good as my other friends'
7	Faizan Adha	BOY	No, I don't like to write a lot	Good, because my writing skills have improved	Yes, I have experienced an improvement in writing this year compared to the previous year	Yes, because with these values or motivation we try to get more than that	Yes, my feelings are normal
8	Aria	BOY	No, because my writing is not good	I'm happy, because my writing skills are always said to be good and neat	Yes, because in grade 1 my writing was difficult to read and not clear, in grade 2 my writing was easy to read and clear	Yes, because with these values or motivation we can get what we want	I did, and my friend said my writing was neat and good
9	satya novandra	BOY	no, because it makes my hands sore	i feel dissatisfied, because my writing is not neat and messy	i think... no, because it still same	grades are important, but i still have to keep getting better at writing and learning from experience	Yes, I feel normal
10	Natasya auria putri	GIRL	Don't really like writing	I am very dissatisfied because my writing is not good	No improvement at all	Writing is my best way to calm down	That being said, I'm happy to share that
11	Vira Dwi Oktafitriani	GIRL	Yes, because when I was little I was told that my writing was good	I think my writing will be good when I'm in a good mood	Yes, the writing is now neater	because I was told that my writing was good, that was my motivation to write	Yes, it feels normal

12	Marsya Siti Chairani	GIRL	Yes, because writing allows someone to explore their imagination and creativity. Crafting stories, poetry, or articles can be a satisfying form of artistic expression.	My feelings when writing can vary depending on many factors, including the context, writing goals, and personal emotions. When writing something that motivates or inspires me, I can feel enthusiastic and creative.	Yes, my writing is neater and easier to read than my writing 2 years ago	"Start by writing down the things you know. Write about your own experiences and feelings."	I feel worried, because I'm worried that my friend won't understand or can't read my writing
13	Annisa Salsabilla Bagus Putri	GIRL	I like writing and the moments when I learn something or what can be said are the happiest, saddest or other times.	I feel my writing skills are quite good	The previous year I was very lazy to write and my writing was quite bad, this year my writing has improved and I am not lazy to write	Good grades can be motivating because they provide a sense of accomplishment and recognition, which can increase a person's self-confidence and encourage them to continue putting effort into their work.	I feel happy when I share my writing with my friends and no one has any objections
14	Syafa Dwi Rahayu	GIRL	Yes, I like writing, because if write frequently, I can improve my writing and I can remember what I have written if I want to answer a question.	In my opinion, my writing skills are not yet satisfactory, because if I get bored of writing my writing will become bad.	Yes, I feel there has been an improvement in my writing two years ago, now my writing is neat and I can use a brush pen as a title in my writing.	Yes, grades motivate me to like writing because if my writing is good and neat, my grades will be higher.	Yes, I feel quite happy
15	Aulia Putri Ramadhani	GIRL	yes, because i want to keep practicing so that my writing becomes good	I'm happy, because I feel my writing is getting better	Yes, because I was motivated by other people's writings from social media	It was experience that made me write motivation, because I saw my diligent friend, so I was motivated	I just feel happy, as long as it's not the context I share
16	Angel Monica Marshaulina M	GIRL	yes i do, i like writing because it allows me to share my thoughts and feelings and express them in the form of written works.	my feelings about my writing ability vary. I experience a sense of accomplishment when I receive positive feedback or good grades on my written assignments. However, there are moments of self-doubt especially when faced with challenging topics.	of course. As I progress to higher grades, i understand better how to write in terms of punctuation, neatness and proper sentence structure.	As a student, both scores or grades and personal writing experiences can serve as motivation. Positive feedback in the form of good grades can be rewarding and encourage continued effort. On the other side, my personal experiences and the feeling of getting better at writing really drive me to enjoy it.	Yes, I feel happy because sometimes they give me compliments, thinking my writing is good and neat. However, I am also scared that they can't read my writing well
17	Sabriel Sabrina Muslims	GIRL	No, I don't like writing much. It feels kinda hard and tiring for me	I feel pretty good about my writing. When I focus and put effort into it, I believe I can express myself well and make my ideas clear.	Yes, I'm better at writing now compared to two years ago. School makes me write more, and that helps me learn from experiences. I'm getting wiser at expressing my thoughts.	Grades are cool, but what really keeps me going is getting better at writing and learning from the experience.	Yes, I have shared my writing with friends, and it makes me really happy when they give compliments about it.
18	fathia cahya andini	GIRL	I like writing. Because by writing I can practice my writing, when I study I can remember what I wrote, and also by writing I can create a short story.	I am not satisfied with my writing, because I need to practice more on my writing.	I feel there has been an improvement in my writing, because my previous writing was messier than my current writing.	No, scores or grades do not directly motivate me to write. My motivation comes more from writing experiences that build my skills and understanding	no, because I feel less confident with my writing.
19	FA'IZ HABIBYA QORIBY	BOY	not because writing is tiring	My writing skills are not bad but not good either, neutral	Yes, because the longer I write, the more I practice and the better I get	No, just normal	just normal
20	Argha Christian Saragih	BOY	Kinda cause my writing its not that good nor bad	Its decent its not deviated	Yes my writing when im in the 2nd grade elementary school is better compare than when I was in 1st grade	On my experience score or grade is the one that motivate me so i can get from 1st grade to 2nd	Yes i have and i feel fine even if the say its bad or not good
21	JAKA WIJAYA SAPUTRA	BOY	No, because my writing is bad	a little disappointed because I couldn't write neatly	Yes, because it's a little neater	Yes, because writing affects raport cards	Never

22	FEBIANSYAH	BOY	Yes, because I think writing can train finger strength and I feel satisfied that my writing is read by many people because the writing is neat	I'm happy because I can feel proud because my writing can be neat and clearly read	yes, because since I was little and still needed guidance from my parents to be able to write letters and now I can write neatly from my hard work which is satisfying	Yes, because writing can affect our raport card grades	Yes, I'm happy because I can help my friends
23	Muhamad risqi Maulana	BOY	Yes, because I just like writing	Writing skills are very good and readable	Yes, it's like the writing is getting neater and easier to carry	Nothing, I just like writing	When I share my writing they can read it
24	DanuarRamadhanJoviansyah	BOY	Yes, because in my opinion you should be able to write because it is useful in any case	My writing skills are not very good and I am still trying to improve my writing	My writing has changed from the previous 2 years to become better	Writing is very important when it comes to writing because writing can affect grades	I once shared my writing with my friends, I felt very happy, because they could read my writing
25	Rakha Hutama	BOY	No, because it's tiring	just normal, because my writing is neither bad nor good	Yes, because as I move up to higher level classes I try to write better	Yes, because a good score motivates me to write well	Yes , just normal
26	SAYID ALI	BOY	Yes, because I think writing can train finger strength and I feel satisfied that my writing is read by many people because the writing is neat	I'm happy because I can feel proud because my writing can be neat and clearly read	yes, because since I was little and still needed guidance from my parents to be able to write letters and now I can write neatly from my hard work which is satisfying	Yes, because writing can affect our raport card grades	Yes, I feel happy and can help my friends
27	Ahmad Muzakki	BOY	I like to write while laughing so I don't feel tired	Just normal	Yes, I really feel that now I write it a little better than before	Nothing, I like it when I write while laughing	It's normal, in fact I was the one who saw my friend's writing
28	Zahra nurmaulida	GIRL	Yes, I like it, because writing makes me happy and my mind quickly gets some inspiration	I feel my abilities are still average because I sometimes make mistakes when writing	Yes, my writing was not as good as it is now, so some friends and teachers found it difficult to read	Yes, because the grades give me motivation to write	Very often! Because by sharing writing with friends, I feel very happy because my friend appreciates the writing I wrote for him
29	Nazwah Aulia Arsita	GIRL	Yes, because I like to express my feelings in writing	My writing is not bad but I have to write often to make my writing better	Yes, because the next class has more writing activities than the previous class.	8, because my writing is a bit lacking and I need to write more in writing a word	Yes, I have, because I like expressing my feelings through writing.
30	Safari Pari	GIRL	I like writing if I just state it, because I like direct	I just feel normal	there are a few, from those who wrote not neatly, now they are a little neater	Maybe it's good enough but it doesn't make it possible to motivate other people	Once, I felt happy if my friends could read my writing
31	Alia Fatimah	GIRL	no, because my writing is bad	It's very bad because my writing can't be neat	Nothing, still ugly. But if I had the intention, it could be a little good	I think not because I feel my writing is bad	Once, I was unhappy because my friend didn't understand some of my writing
32	Nawra Shafa Fajria	GIRL	Yes! because if because writing can express the ideas and expressions I want. ✨ ✨ 🌟	Actually... I think, I'm not very good at grammar and makes the story come alive as if it were happening to the reader.	Yes, I feel. A year or two ago, I didn't really care about past tense, present tense, and so on for writing. So when I write, I just say the words I want to say, I don't care if the grammar is wrong or not. 😊	Yes! In my opinion, score or grades really motivate me to be enthusiastic. If my grades are good, it means I will do my best again, if my grades are bad then I will try until I get the grades I want. 🌟	Honestly, no. I never showed it because I didn't think it was important to show them my writing... 😞
33	Cleva Aspasia Azky	GIRL	I like to write, like stringing words together and then making a letter that expresses my feelings to the person I'm addressing, like on Mother's Day, I gave a letter to my mum. or writing everyday in my diary. besides it makes my writing good	quite good, because my writing became better. and also I can express what I feel.	Yes, my writing is tidier and also if I write on blank paper, the writing stays aligned or not slanted	8.5, because if my learning score is good, I get excited to write	I have given it, which is certainly happy because my writing is easy to read

34	Trizahrini	GIRL	It depends, but I prefer no. It also depends on what topic. But as far as I know. Teachers give harga topics. I will not be able to write well when my teacher asks me to write about a topic because it's either I'm embarrassed, it's a difficult topic. I don't have the courage to write. Or I am not that so good at writing about a certain topic in a sudden .	Till the age of 32,I did not know what good writing meant.	Improving your writing is a gradual process.	It really depends on the student. I grew up in a household where working hard was in school	I wrote one to my ex best friend when we were still friend we would not be friends after the
35	SALWA FRIDA ARFANI	GIRL	I like it, because writing can remember something I forgot and I can reread it again	It's normal because writing is something that is usually done at school to study and record material	there was an improvement because two years previously my writing was messy and my daily Indonesian grades were less than satisfactory because the writing was not neat	Yes, the score motivates me to write, because of the score, I changed my way of writing to be much better than before	Once when I was sharing cheat sheets or looking at friends' notes, I felt normal
36	Nada Ramadani	GIRL	Yes, because I often get small ideas that continue to develop in my head, so instead of having a headache thinking about these ideas, I put my ideas into a story.	I think it's not bad. I can make a better narratives, but sometimes it's still difficult to create dialogue and make my narrative to life.	Yes. When I was in first grade, I was still confused about writing words and the narratives I made were still too stiff. I even used to write dialogues with the subject: "dialogue". I think it's very strange and ugly.	I became more motivated to write when I read an AU (alternate universe) of my favorite characters. My favorite character in the story was made through major improvisation. He used to be a bad boy and now he is better. In fact, this story also taught me many lessons to change for the better. From there, I tried writing other AUs with my favorite characters and also several other stories with characters of my own making.	Yes. just a few days ago I finished a short story and shared it with my friends via WhatsApp Story. I also published the story on Wattpad, so everyone can read it too.
37	Petra Richy Sumendap	BOY	Yes, because it would improve my skill on learning English and know more about english word	Just normal, nothing interesting. I only write to improve my english skills	Yes, because two years ago, I still write english word with incorrect alphabets, while in third grades, I now know the right alphabets to write english word	My experience is the one that motivates me to write english. Because my older sister teach me the correct ways to write in english.	Yes, I feel nervous at the beginning, but after few moments, I feel relief because my friend only give me some advice and teach me how to improve my writings, and not mock or laugh at my writing.
38	ELFYAN IKRAM HANIF	BOY	No, because my writing is quite bad and I have little interest in writing.	My writing skills are pretty bad, but not terrible, I just don't like to write.	I feel that there is enough improvement from grade 8 to now	I am motivated from my grades, but I don't like to write	once, I felt they were praising me but I still felt that my writing was quite bad
39	Feyzar Hadi Abdullah	BOY	yes ,Because by writing we can memorize it too	My writing skills are still not good	Two years ago my writing was not good, now there has been a slight improvement to be better than two years ago	Yes, because if the grades are good then the writing mood will also be good	Once upon a time, I was happy because I could share it with friends

40	Septian Nur Ramadhan	BOY	Yes, because by writing I can train my hands to work and the strength of my hands in writing, and also to train my hands so that my writing becomes good. But I also don't like writing a lot, it can make me stressed hehe	Could say that my writing skills are still low, because my writing is not good	Yes, there has been an improvement in my writing when compared to the writing in class 1, in class 1 my writing could be said to be very large and not neat unlike in class 2. In class 2 my writing started to get smaller but it was still not neat, and during class 3 can be said to be neat but it depends on the condition of my pen	Yes, because good grades can motivate me to always write to get the best grades	Once, I was really humiliated because I felt that my writing wasn't good enough
41	AHMAD ZAKI MUBAROK	BOY	I don't really like writing, because I think writing too much can make me bored	I think it's fine	yes there is an increase because I now write more	Yes, it's very motivating because that way I can write diligently	Yes, I have given my writing to friends several times, I feel happy because I can help friends who are behind or in trouble
42	MUHAMMAD RAYHAN SYAHPUTRA	BOY	Yes, I like writing. I think writing is fun and we can write	Yes, I really work hard to write assignments at school to be able to study	yes there is an improvement because I am much more than the previous class	In my opinion, grades are because they motivate you to progress further and make it easier to learn	once because he saw my writing
43	Ahmad rayhan	BOY	I like it, because by writing you can remember rather than just seeing	quite good, because my writing is easy to read	Yes, there is, now the writing is neater	Yes, it's motivating, because if the score is high I will be happier writing again	Never, I'm happy when friends praise my writing
44	M.Rachel Ramadhan	BOY	I like writing, because it's better to write than to think heheh	Very happy because I like writing more than thinking, and no matter how much I want to write, I would be much better	yes, I have changed quite a lot for the better, because in grade 7 and 8 I felt very lazy about writing, I even put off postponing my assignments, and thank God, in grade 9, I have changed quite a lot compared to before.	Yes, because I became confident and active in studying and getting the school I dreamed of	I'm happy because none of my friends mock or badmouth my writing, and my friends always give praise or support.
45	JAKA WIJAYA SAPUTRA	BOY	I like writing, especially when recording material	It's normal, but by writing I can focus and remember by writing	I feel there has been an improvement, because my writing used to look small and now it looks clear I feel there has been an improvement, because my writing used to look small and now it looks clear	Yes, that's why I improved by noting down material and grids	Once, I felt happy to be able to help
46	Najwa Tihany	GIRL	yes, because I like to write in my free time, sometimes I also write a diary	I think it's quite good, I feel my writing is good enough so it can still be read	Yes, I feel my writing is better than the previous two years	Yes, I like it when I get good grades and then write about my achievements to motivate me to speak in the future	Yes, they brag about my writing but I still feel bad
47	Ditha Alisa Putri	GIRL	No, because my writing is quite bad, and i have little interest in writing	My writing skills are not good, and I am not interested in writing.	Yaa, i feel that there is enough improvement from grade 7,8 to now	Yes, I am motivated by grades, because it makes me enthusiastic	Yes, once. but I still don't feel confident
48	Aurellia Azhara	GIRL	Yes, because from writing I can develop intelligence	Quite satisfying, because my writing is much better than before	Yes, because my writing is now more improved than the previous second grade	Yes, motivate me to further improve my writing and attract readers, so that I can become a writer and work	Ever, because they are interested in reading my writing
49	syifa nur azizah	GIRL	no, because writing in a book makes your fingers sore	i'm happy, because it's pretty good even though it's sometimes bad	yes, because my writing in the previous class was quite messy	yes, because the grades make me more enthusiastic about writing	never, just normal
50	Nur yasmin	GIRL	no, because writing makes my hands sore	a good bit, from 7th and 8th grade	Yes, because in the previous two years I rarely wrote so my writing was still not good	write better, so readers can read well	once, i'm happy because my friend are interested in reading my writing, and they praise it

51	NAILAH SYAH FITRI	GIRL	i like it. because, i can put my expression into the writing that i write	nothing special, i feel my writing skills are ordinary	yes, because in my opinion, my writing style is getting better compared to grades 1 and 2	my experience to write motivate me, because i was a little unsure about the results of my writing, but that actually motivated me to write more and correct my mistakes	i've ever share my writing, i feel a little nervous when sharing the results of my writing, i'm afraid my friends will think my writing is strange
52	Zahra tulhusna	GIRL	Yes, I like it, because it's something for me that I like	my ideas or thoughts	Last year I was lazy about writing, but now I am more diligent in writing	do it wholeheartedly	Once, I helped him, for reasons such as when he forgot
53	VIVI ALILLAH SYAHTRI	GIRL	Yes, I like writing, because it can train my hand muscles to write quickly and can train me to write well	I feel happy because I can write neatly	Yes, there is, my writing is much neater than the previous two years and I can write more consistently	Yes, it's motivating, because we can know how to write neatly and not neatly	Yes, I felt a little disturbed because I was afraid that my writing wouldn't be read by my friends
54	Zeilena Audrey Khesya Putri Pinem	GIRL	Yes, because sometimes i writing something randoms if I bored	my writing skills are not bad, because i always train my writing skills	Yes, because the font size of ky writings sometimes is Capital, sometimes is not capital, or the font size is sometimes large, sometimes small. while in Third grade i can write normally.	my Experience motivate me to write in English, because i only want to improvise my Writing skills	Yes i ever share my writing to my friends, and im just act normal. because i think nothing special with my writing skill
55	Rafi Putra Pratama	BOY	I don't like writing because I prefer reading or learning by direct interaction	I just have normal feelings about my writing	I feel there has been an improvement compared to two years ago, my writing looks neater	scores or grades motivate me to write	I've been there a few times, my feelings are normal
56	M. Ismailovic Busro	BOY	Not really, because it made my hand tired and shivering	Probably above average, i can say that i write very well	Definitely, when i'm at 1st grade my writing is really bad, it's really messy, but in 2nd grade my writing is beginning to be better	I'm pretty sure there's no motivation i got for writing, it's just because i get to write consistently so my writing is slowly getting better than before	I don't quite understand the context of this question, but i'll try my best to answer it, i once wrote a letter to my friend in jakarta selatan as a project of my 3rd grade in primary school, and he actually post a letter back to me, i don't know how to describe it but that's really awesome
57	M Ramzi Nasuha	BOY	No because my writing is so bad	Bad because i don't train my writing	No im not because im to busy training in basket	For me is score because a big score can motivate me	Yes, i feel little embarrassed because my friend make a joke about my bad writing
58	bagas lintang Permana	BOY	Yes, I like writing a little	I think it's noYes, there is writing now that is better than what was written two years agormal	Yes, my writing is better now	Yes, that's an encouragement for us to study harder	I never felt normal
59	Tegar Adi Nugroho	BOY	Yes, so that my English writing becomes more fluent	My writing skills are still not good, I sometimes rush too much in writing and it makes my writing difficult to read	Yes, the more often I write, the better my writing is compared to 2 years ago	no, because the important thing is that I understand the material and get good grades, writing is in second place	Yes, I'm a little embarrassed because my writing is difficult to read
60	Luqman Pandu Waskita	BOY	Not really, because it made my hand tired and shivering	Writing in English is still quite difficult for me	I feel there is a slight improvement from the last 2 years	For some things yes	occasionally, just normal
61	Muhammad Irsyad Sanjaya	BOY	Yes, sometimes writing also trains our hands so that writing that was previously bad turns into good	.Not satisfactory because my writing is still not good	Yes, in grade 8 and grade 7, my writing was like an ant	Yes, good writing can add value	Yes,happy

62	RAGIL GALIH TIRTO	BOY	yes, because I can write diary about someone	is good, because I just can read my writing	I think my writing skills greeting better, when I first grade my writing is so not good my teacher can't see my writing, when second grade it's same like first grade	I think my score or grade motivate me to write, because I like to try something new	yes, I feel proud but sometimes I don't feel my writing is good
63	Rafi Putra Pratama	BOY	yes, sometimes I like to write for assignments and diaries	I am quite good at arranging words using cursive writing	Yes, I feel like I've made quite a decent improvement in my writing	Grades can motivate me to study or work harder	I shared my diary with the doctor and it made it easier for us to talk
64	Ratu nailah hana	GIRL	Yes, I like writing but I don't like writing too much	happy and excited	increased a little because before my writing was not neat	motivates me, I enjoy writing	ever, it's nice if I give an example to those who don't understand
65	shaqira	GIRL	No, because my hands are sore.	Good because people can understand my writing	yes, because it's better this year.	For me, it's not just about the score or grade that motivates me to write. It's more about my personal experience and passion for writing that drives me. The joy of expressing my thoughts and creativity through writing is what truly inspires and motivates me	yes, I have. I feel happy because my writing is praised as being like a proclamation
66	Seftiya alqori	GIRL	Yes, I like writing but I don't like writing too much	I am happy and I am proud of my writing which is getting better and better compared to 4 years ago	Yes, my writing used to be like that of a preschool child, from there I learned to write so that my writing was good and could be read by my friends and teachers.	motivates me, because I like writing	ever, I feel happy
67	Kini citra palestine	GIRL	Yes, I like writing, because I prefer writing to drawing	happy, because I can understand my writing	Yes, my writing is much better than it was two years ago	Yes, because grades motivate me to improve my writing	I'm happy because when I help my friend, my friend can understand my writing
68	Fauziah Nur'ain	GIRL	I don't like it because I prefer to listen to explanations directly	I feel satisfied with my writing skills even though there are still some mistakes in my writing but I am grateful	Yes, I feel that because my writing has improved quite well	I like writing because of my good grades and experience in writing	I feel happy because I was praised for my good writing
69	Khoirunnlsa	GIRL	Writing can help you express the emotions you are feeling and pent up. You are free to write when you are sad, happy, confused, angry or otherwise when you can't tell other people. Believe it or not, this is a very effective way to express your emotions so that nothing gets bottled up.	The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling.	Class management will really manage the classroom atmosphere as best as possible so that students are comfortable and happy during the teaching and learning process.	Find Out the Purpose of Writing. ... 2. Remember the original purpose of writing. ... 3. Find out the benefits of writing and reading. ... 4. Arrange Time Management for Writing.	feel happy and happywhat is this text about? This question asks for a general description discussed in a text
70	Erliyana Arifiani	GIRL	yes, because I feel much better when I channel my emotions, anxiety, or whatever I'm thinking into writing.	happy, because my writing can be read by other people	no, it remains the same	Yes, because having grades can motivate me more	ever, I feel happy
71	hairinnisa	GIRL	no, because I prefer reading than writing	I am satisfied with my writing	Yes, because my writing is improving	Yes, because my writing makes me even more enthusiastic about learning	I'm happy because I received praise because my writing was good

72	azmy azzahra	GIRL	no, because I feel my writing is not good as my friends' writing. I also get tired easily when writing, such as writing summaries or long texts (maybe because I feel my writing is bad). You could say I prefer long typing rather than long writing.	As before, I felt that my writing was not good as my friends' writing. I'm also aware of that because basically my writing skills are far from perfect and that's what makes me hate writing.	Yes, I feel that my ability and desire to write have increased even though it is not perfect, I am happy to have good progress	I actually don't have any motivation to write, hehe. but I've heard that when we can't talk about something that's on our mind, we can express it by writing.	Sometimes I feel embarrassed because my writing is bad, but if they ask and they don't mind, I'm happy to be able to help
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Appendix 3: Raw Data Writing Self-Efficacy Dimensions

NO	NAME	GENDER	(6) Do you think that your are quick to write a text on the smartphone? Please explain	(7) Do you think you can write a simple English sentence with grammar structure? Please explain	(8) Do you think you can write an English paragraph with the topic given? Please explain	(9) Do you think that you can get good grade in English writing?, if yes why. If no why	(10) Do you think you can write narrative text with your own ideas?, please explain
1	Iqram satria pratama	BOY	I often write quickly on my cellphone because I am used to writing on my cellphone	I can't, because I don't know it yet and I will learn it	I can only understand a little of the topics given by the teacher	Yes, because I can understand the lessons taken and understand the lessons taught	I can even though I'm not good at English
2	FELIK IMAM BUDIYANTO	BOY	I often write quickly on my cellphone because I am used to writing on my cellphone	I can't, because I don't know it yet and I will learn it	I can only understand a little of the topics given by the teacher	Yes, because I can understand the lessons taken and understand the lessons taught	I can even though I'm not good at English
3	achmad farisal zildane	BOY	Yes, because it's easier than writing directly by hand	Yes, I can write a little English	yes I can	I'm not really sure I can get good grades but I will still try to get better grades than the previous grades	I can't because I don't really understand what narrative text is
4	Muhammad fikriy	BOY	Yes	I'm happy because I can write English, even a little	Yes,,	Yes, if I study English	Yes
5	Alfian Risqi Santoso	BOY	Email and messaging. Email and messaging applications can be loaded on a smartphone, letting users receive and send messages from their phone.	simple sentence contains a subject and a verb, and it may also have an object and modifiers. However, it contains only one independent clause.	a topic sentence that states the main point of the paragraph. supporting sentences with details and specific examples as proof of your point. logical, coherent thoughts that are developed in order from one sentence to the next. a concluding idea that wraps up the point of the paragraph.	Adopt the Habit of Reading English Books Participate More in Classroom Watch English Movies and Series Develop your Writing Skills Communicate in English Specifically Schedule your Daily Routine Practice English Regularly	Narrative text is a kind of text which tells a story based on a series of events. Generic structure of narrative text usually has three components: orientation, complication, and resolution. Orientation is placed in the first part which tells about characters, place, and time (setting).
6	Ahmad fahlevi	BOY	No, because if you're too fast, you sometimes end up writing it wrong	I can do a little, because I don't know much and am still learning to be able to do it	no, because I only understand some English, maybe if I use a dictionary I can	no, because you can't really use English grammatical structures	I can, because I like making up stories
7	Faizan Adha	BOY	Yes, because writing text on a smartphone is faster than writing	No, I can't do grammar fluently	Of course not, because I'm not fluent in English	No, I can't do grammar correctly and use verb sentences	Yes, but I can make a short narrative

8	Aria	BOY	no, because if I type quickly on my cellphone something will go wrong	I can't, because I don't speak English very well	No, because I don't speak English very well	Yes, I will get good grades by being enthusiastic about studying and having no intention of being lazy	I like it, because I like putting together stories
9	satya novandra	BOY	i think... yes, because I've been playing with my smartphone for a long time	Yes, I can because I study	yes i can, if the teacher give me the topic, but i think i still make mistakes while writing the paragraph	yes, i can write about a english topic and a paragraph, but there's always a mistakes while writing the topic	hmm i think i can, if someone help me to find a stories
10	Natasya auria putri	GIRL	Yes, because typing on a cellphone is easier	Don't know	Yes, because writing paragraphs is very easy	Yes, because Pa Felani is not stingy in providing value	Yes, because Sometimes I write using ideas from my brain
11	Vira Dwi Oktafitriani	GIRL	I think this is quite fast, because every day I type on my cellphone	Yes, because writing English is the same as writing Indonesian	I think not, because I need help translating	no, because I think English is a bit difficult	no, because I don't understand
12	Marsya Siti Chairani	GIRL	If you write on your cellphone, maybe the writing will be clearer. However, everyone is different, some people don't like typing long Eid words.	maybe, but I can't really understand English	Yes, I also understand English a little and besides, now it's easy, just search on Google or translate	yes, because if I learn to understand English better, I can definitely do English assignments more easily	Yes, because I like making stories but in Indonesian and in English, I will try
13	Annisa Salsabilla Bagus Putri	GIRL	Yes, because I think writing text on a cellphone is fast because it is typed in the hand and it is dirty like in a book	Yes	Yes	I think we can, because if we can't, our grades will definitely be bad, so we have to be serious about writing	Yes
14	Syafa Dwi Rahayu	GIRL	I think I'm not fast enough to write text on my cell phone because I like to type mistakes.	I think I can, because I already understand a little about grammatical structures in English.	If given the opportunity to translate via Translate I can but if not given the opportunity then I can't, because I don't understand how to translate Indonesian into English without help.	I don't think so, because I like not knowing how to write any words in English.	I think it's possible, because narrative text is text that matches the facts of events.
15	Aulia Putri Ramadhani	GIRL	I don't feel fast or slow in writing texts on my phone, because I don't have experience	no, because I don't fully understand English	no, because I'm trying to get good grades in writing English	maybe yes, because I'm trying to get good grades in writing English	no, because I don't fully understand English

16	Angel Monica Marshaulina M	GIRL	yes, i think im pretty quick, writing on a smartphone can be quick due to the convenience of touchscreens and predictive text features. The autocorrect function also helps maintain the clarity of the text, contributing to a faster writing process.	im not sure, I can write a simple English sentence with grammar structure. but i think i need more practice.	Yes, I can certainly write an English paragraph on a given topic, It starts with a main idea in the topic sentence and then I add more details or examples to explain it. Doing this makes my writing clear and easy for others to understand. It's a way I make sure my thoughts are organized and make sense to the reader.	yes I think i can get good grade if i consistently practice Additionally, understanding more the fundamentals of grammar, sentence structure, and effective communication contributes.	yeah, i believe I can write a narrative text with my own ideas. By tapping into my creativity and understanding the elements of storytelling, Generating unique plots, developing characters, and setting scenes are essential skills that, with practice, allow me to express my ideas.
17	Sabriel Sabrina Muslims	GIRL	Yes, I can write on my phone quickly. autocorrect features, and predictive text make the process efficient for me.	Yes, I guess im good enough to make simple English sentences with the right grammar. I can arrange words correctly to express my ideas.	Yes, I can write about a topic in English. It means I can put sentences together to talk about one thing.	Yes, I can write about a topic in English. I am able to put sentences together to talk about one thing.	Yes, I can make up stories with my own ideas. But some preferences like google helps me come up with more interesting stuff.
18	fathia cahya andini	GIRL	yes, because I'm used to writing on a smartphone.	i think i can write a simple English sentence with grammar structure, because I understand a little about the structure of English grammar.	i don't think so, because I have a bit of difficulty making paragraphs in English.	i don't think so, because I'm having a little trouble write stories in English.	I don't think so, because I lack confidence in my own ideas and writing.
19	FA'IZ HABIBYA QORIBY	BOY	Yes, because writing on a cellphone is very easy and not tiring, compared to writing on paper	it could be but I'm not sure either	Not because I'm not that good at doing that	no because I can't speak English that fluently yet	Yes, insyallah
20	Argha Christian Saragih	BOY	yes because I don't need to hold a pen and i can just type	Yes i can because I've learned it from my teacher	Yes i can because i have made it based on the teacher's example	Yes because i have known punctuation and i have learned it from my teacher in 8th grade in Junior high school	I can by using ideas from other narrative text and mixing it with mine plus adding new text thus making my own narrative text.
21	JAKA WIJAYA SAPUTRA	BOY	Yes, because I'm used to it	I can't because I'm not used to it and I'm still spelling	I can't because it's still wrong to write English	We can if we study harder to understand English more deeply	I can because I have the ability to think
22	FEBIANSYAH	BOY	Yes, because I'm used to playing with smartphones	no, because I'm not used to it and have to learn English again	no, because I'm not used to writing English and there are still a lot of spelling mistakes	I can, if I study hard and understand the material given	yes, because I have the ability to think to write narrative texts

23	Muhamad risqi Maulana	BOY	Yes, because on cellphones it's easier with a clipboard	Yes, by understanding vocabulary and d	Yes, I can by listening and understanding the lesson material	Yes, I can	Yes, I can think of lots of ideas and vocabulary
24	DanuarRamadhanJoviansyah	BOY	I'm not very fast at writing on my cellphone because I'm not used to writing on my cellphone	I'm just normal, I think English is quite difficult for me and I'm still learning to be able to write English	I can't, I can't write paragraphs in English, because I'm not very good at English and I don't understand	Yes, because English is a subject that we have to understand to get good grades	Yes, I can write narrative texts with my own ideas using English
25	Rakha Utama	BOY	Yes, because on a cellphone we can directly type or touch the keyboard letters on the cellphone	Yes, I can do a little, because I still need to learn more English vocabulary	Yes, I can do a little, because I still need to learn more English vocabulary	Yes, maybe a little bit, because I'm still learning English vocabulary	Yes, maybe a little bit, because I'm still learning to look for information or ideas to create narrative texts
26	SAYID ALI	BOY	Yes, because I'm used to playing with smartphones	no, because I'm not used to it and am still learning English	no, because I'm not used to writing English and I often make mistakes	I can, if I study seriously and understand the material given by my teacher	yes, because I have the ability to think to write narrative texts
27	Ahmad Muzakki	BOY	Yes, because in the past during Covid, I learned to use a cellphone	can be a little bit	Maybe you can if you don't have to memorize it	bismillah, must pd	No
28	Zahra nurmaulida	GIRL	Hmm... Maybe yes, because writing text on a cellphone is easier and more practical	can, because by using grammar, English becomes easier to write	It's possible, I'll write it down and try to understand the topic in question	Yes, because sometimes I like to write something in language and that can give me motivation to got good grades in English	Yes, because I can think about the text according to my own ideas
29	Nazwah Aulia Arsita	GIRL	Yes, because it's easy just to press the letters and there is also an auto correct feature on the keyboard	Maybe, because I am trained to write simple words in English.	Not bad, because I'm not good at arranging words in English, such as arranging words, verbs, etc.	Yes, because it's normal but maybe the writing is a bit ugly but there are no missing letters in the words.	I can, but it's a bit difficult to make sentences in English and I can put together a story.
30	Safani Pari	GIRL	Yes, I can type fast but I often make wrong words	I can't because I don't understand	maybe I can	no because I think my English is bad	I can't because I can't create my own narrative text or ideas
31	Alia Fatimah	GIRL	Yes, I can write quickly on my cellphone	I can't because I don't understand	maybe yes	no, because I think my English is bad	I can't, because my English is bad

32	Nawra Shafa Fajria	GIRL	Of course! I can even type fast with a smartphone. In just 5 minutes I can write 4 paragraphs if I have the intention. Hehe. :P	If it's simple, maybe... I can? 👤 👤	Actually, if the topic is given, I can do it. but sometimes it feels lazy to do it if the topic given is not a topic that I like. 👤 👤	I actually don't want to be "overconfident"... But I'm confident that I can get good English grades because I have liked and studied English since I was young. ❤️	Yes.. i guess? I don't really understand how to make narrative texts that are easy for people to read.
33	Cleva Aspasia Azky	GIRL	I think it's fast, because I reply quickly to messages from my friends.	I'm not very good at it, besides that I don't feel confident when writing in English, I'm afraid I'll get the vocabulary wrong.	maybe, depending on the topic	maybe	not very good at it
34	Trizahrini	GIRL	To all the people saying no,	A simple sentence has the simplest	A paragraph is a series of sentence the are organized and coherent,	English is a strange thing.	Noun phrases help create detailed and vivid descriptions in stories.
35	SALWA FRIDA ARFANI	GIRL	Yes, because I play with my phone every day and am used to writing quickly	I can write a few English sentences, but I can't write all of them	if you can help with Google Translate, but if you can't look directly at your cellphone, I can't because I don't speak English	Yes, if we study English first	Maybe you can, but you have to think about the title and content of the narrative
36	Nada Ramadani	GIRL	Maybe, yes? If I write on a smartphone, I am more helped by the word correction feature. But I think it's better to writing on laptop.	I'm not sure. My grammar is still not that good. But maybe I can try first, right?	Yes, I can. If I've the main topics, it's will helping so much. I just need to understand the topic and then just rewrite it according to my understanding	At first, I think it's yes because I often talk to myself in English. I also often listen to English songs and watch English films. I also find it easy to understand English. However, my SAS English results yesterday were not satisfactory, so I think I still need to study a lot more.	Of course! I often created a narrative text from my original ideas.
37	Petra Richy Sumendap	BOY	Yes, because there's also an auto correct on my phone keyboard that help me a lot to write in english.	I'm not sure, because sometimes I forgot the Grammer structure of my writing and make it looks weird for some reason and doesn't looks like formal english word.	Yes I can, because writing english in paragraph is something quite simple for me. There's a view times I've write an english paragraph to help my friend who is abroad to finish her homework.	Yes, not because I'm optimistic, because I trust in my English skill at writing that I can get good grades.	Yes I can, I write a lot of Stories that written in English. So I have a lot of ideas to write my own narrative text.
38	ELFYAN IKRAM HANIF	BOY	fast enough, because it's easier for me to type on my cell phone than to write in a book.	less able, because of my English comprehension in making or translating a sentence in English	It's quite possible, as long as there aren't too many sentences.	I can do it, although my writing is quite bad, but I'm sure I can get the best score.	if writing in Indonesian I can create narrative text quite well, but if in English I can't understand the grammar of the text created.

39	Feyzar Hadi Abdullah	BOY	Yes, because writing on a smartphone is easier	yes maybe I can	it could be a little, or you could say it's not smooth	yes because I can still do a little	I don't know, maybe I'm not fluent
40	Septian Nur Ramadhan	BOY	Yes, because I feel writing on a smartphone is more comfortable compared to writing directly	It could be, because writing richly in English can be said to be easy, but if there is grammar I can't do it	Maybe yes, Maybe not	Yes, if I study harder in studying English and grammar, chances are I will get the best grades	May be yes
41	AHMAD ZAKI MUBAROK	BOY	not really because I like to make typos if I type quickly	It's possible because with a cellphone I can know how to write sentences with grammatical structure	I think I can write it or not because I like not understanding the material	I don't think so because writing English is more difficult than writing Indonesian	I think it's possible because it's our own idea
42	MUHAMMAD RAYHAN SYAHPUTRA	BOY	I don't think so, for me there are cellphones that are not good and there are some that are good	I write a little bit of English and I also understand what is written in English	Yes, I wrote English paragraphs and topics that were given by the teacher	yes maybe I want to get as good an English score as possible	Yes, I can write a little narrative text
43	Ahmad rayhan	BOY	Yes, because on a cellphone you can type it	it can be a little, with the English vocabulary that I remember	I can't, because I'm not proficient in English vocabulary	I don't know, I'm not sure yet	You can, because with your own thoughts it's quite easy
44	M.Rachel Ramadhan	BOY	I think I'm smart enough to write on a smartphone and write in a notebook, but I'm smart enough to write fast, sir...	When it comes to writing English, I can't be very fluent yet, sir, because there are still words that are missing or wrong.	I can't yet, sir, but I will try my best to understand and comprehend, sir	In my opinion, I am confident to get good grades, because my efforts are probably far more than enough	I can't make news, sir, because it's difficult for me to write and create stories
45	JAKA WIJAYA SAPUTRA	BOY	Yes, of course. Because I feel that when I reply to a message, then type, I don't think people need to wait for me to type, unless what I write is long text	I'm not sure I can write in a structured way, but I understand what is meant when reading an English sentence	I think it is possible but it may not be structured	I think I can if I continue to learn to write in English	Yes you can, because I have written narrative texts
46	Najwa Tihany	GIRL	I don't think so, I still feel like I'm not fast enough when writing on a smartphone	Maybe yes, because I understand a little about grammar structure	Maybe no, I'm not good at writing paragraphs quickly	No, because I'm not sure I'll get a good grade, I'm not confident	I don't think so, because I'm not very good at writing narrative text

47	Ditha Alisa Putri	GIRL	fast enough, because I think it's easier and faster than in the book	yes i can, cause i understand in grammar structure	I think i can, as long as there aren't too many sentences	yes, because I will study it again and try to get good grades	if writing in Indonesian I can create narrative text quite well, but if in English I can't understand the grammar of the text created.
48	Aurellia Azhara	GIRL	Yes, because I type on my smartphone almost every day to communicate, it makes it easier for me to vocabulary	Yes, but I'm not very fluent in writing English sentences	i think i can, as long as there aren't too many sentences	Yes, because I study and keep trying to get good grades	if writing in Indonesian I can create narrative text quite well, but if in English I can't understand the grammar of the text created.
49	syifa nur azizah	GIRL	yes, because cellphones are more sophisticated	a little can be done, because i think simple english sentences are easy for those who don't speak english	you can, because writing paragraphs is easy *like writing Indonesian paragraphs	maybe not, because I'm not good at english lessons	maybe you can, because there is lots of inspiration on the internet
50	Nur yasmin	GIRL	yes, because I have memorized the keyboard	i can, but not very fast	i think i can, as long as there aren't too many sentences	yes, because i study and keep trying to get good grades	if writing in indonesian i can create narrative text quite well, but if in english i can't understand the grammar of the text created
51	NAILAH SYAH FITRI	GIRL	yes, because there's an auto correct in my phone keyboard to fix my english word and helping me to know more about english	no, i'm still a beginner in English,my grammar still bad. so i might forgot the word of the sentence i write	no, because i still not good enough in english, sometimes i miss one alphabet that might important for a single word	no, be honest, im so pessimistic on my english skill	not Sure, i have a lot of idea to make a narrative text,and at the same time i rely on google translate to translate each word to make a narrative text in english
52	Zahra tulhusna	GIRL	no lack of understanding	I can't, because I'm not able to understand	I can't help but understand it	Yes, I have to be able to and try it	I can't, because I'm not capable enough
53	VIVI ALILLAH SYAHTRI	GIRL	Yes, I feel it's fast on a smartphone, because just by clicking on the button the letter/number we want appears	yes, I think that I can write English with the correct word structure	I can't, because I don't understand all the correct English words	Yes, I can, because beforehand I have read the materials that will come out during the exam	yes I can, because I can see the correct English words
54	Zeilena Audrey Khesya Putri Pinem	GIRL	Yes, because i often using my phone to chat with my friends, even though i barely use english with my friend	Yes, Because its simple to learn. even though it quite complicated to say.	No, because i always rely on google translate to write an English paragraph	No, i can't write English without translation of google,even though its not 100% accurate	No, because its hard to find a correct word and not sure about the words i Choose

55	Rafi Putra Pratama	BOY	yes, because I often use text on my smartphone to send messages	I can't because I don't understand English	I can, because I am able to make a paragraph on the topic given	I think I can write English with a good grade	I am able to create narrative texts with my own ideas
56	M. Ismailovic Busro	BOY	Pretty sure i do, i can write on keyboard and smartphone really quick	Yes i do, but i need more practice to understand more about that topic	Yes, i can write an english paragraph with the topic given, for me it's one of the easiest lesson in english	Yes, i'm pretty sure i could, because english is one the lesson that i really liked	Pretty sure i could, yes.
57	M Ramzi Nasuha	BOY	I think yes, because is more easy writing in phone	Yes i think, because i was really like English	Yes, because i think i can write a little paragraph with the topic i know if is a random topic i still can but its gonna take a while	Not really because my bad writing	Yes actually, i have experience writing a narrtive text when a was in elementary school
58	bagas lintang Permana	BOY	yes, because I have memorized the alphabet on the keyboard	I don't think so because I'm not very fluent in writing English	Maybe, because the writing topic has been given	maybe, because I still like making mistakes in English writing	yes, use google translate
59	Tegar Adi Nugroho	BOY	yes, because I'm used to typing long texts on my cellphone	I can, because I have learned about grammar on social media with online friends	no, I still need translation to correct whether the words I use are correct or not	yes, because I am confident in my English skills	I can, because I understand what narrative text is
60	Luqman Pandu Waskita	BOY	I feel quite fast because I'm used to it	I think i can do a little	I can't because I still have difficulty writing English	I'm not sure about that	I think i can't
61	Muhammad Irsyad Sanjaya	BOY	Yes, because on our cellphones we have a keyboard that can be printed by touching it, so it becomes easy and fast for us to write/type on the cellphone screen	Yes, a little bit, because I don't really understand English	Ya	Yes, because if we learn we can definitely do it	Yes, because it uses my idea
62	RAGIL GALIH TIRTO	BOY	sometimes I quick, but sometimes I don't quick when write a text on the smartphone, like i'm on middle of that	I don't think I can, because i'm not good at grammar	I don't think I can do it, I just can't do it	yes, because I'm good at english like I in the middle of it	I don't think I can do it, because I have to think what kind of narrative text is it
63	Rafi Putra Pratama	BOY	I'm pretty fast at typing on my phone	maybe I can write it in a few words well	Because I'm quite good at putting words together, chances are I can do it well	I'm not sure about that because I rarely see values	of course, I'm used to making up stories for books
64	Ratu nailah hana	GIRL	maybe not very fast, but it can be done	Maybe I can if I understand	Maybe it could if it was explained and I understood	Maybe I can but I'm not sure myself	maybe you can but not sure

65	shaqira	GIRL	yes, because it's typed.	yes, I can, but just a little.	no, because I can't speak English.	yes, I think so because writing in English can earn me good grades.	Yes, I think I can do it because I have ideas.
66	Seftiya alqori	GIRL	Yes, because I'm used to writing text on a smartphone	I can write simple English sentences but I can't be given too much time	Yes, I will write an English paragraph on the topic that the teacher provides as much as possible	I'm not sure I'll get a good English grade, because I'm not very smart or good at this subject	Yes, I will make a narrative text with my ideas well
67	Kini citra palestine	GIRL	sometimes I quick, but sometimes I don't quick when write a text on the smartphone, like i'm on middle of that	I don't think I can, because i'm not good at grammar	Sometimes I can, sometimes I can't, because I don't always understand the topic	no, because sometimes I make mistakes when writing English texts	no, because I have to think about what a narrative text is
68	Fauziah Nur'ain	GIRL	yes because I can read it first	Yes, I can because I have also learned from English lessons in previous years	Yes, I can because I have studied in the previous year	Yes, I can because if you want to learn you can definitely do it	Yes I can but maybe I want to take some references from social media instead
69	Khoirunnlsa	GIRL	fast and easy	Yes, if we write on a cellphone it will be faster because we are just typing, not writing like in a book	Simple sentence, Compound sentence, Complex sentence, Compound-complex sentence.	Increase Listening. ... Reading English Books and Articles. ... Practice Speaking in English. ... Learn Through Podcasts. ... Using Supporting Applications.	What application you use to help you writing assignment? How you operate it, Please explain
70	Erliyana Arifiani	GIRL	Yes, I quickly write texts on my phone	I can't really do it because I have to be taught how to write sentences using English	i could if only to write it	I can, because I wrote it correctly and clearly	I can if I use Indonesian
71	hairinnisa	GIRL	Yes, but sometimes I like to type mistakes	Yes, I can but not very smoothly	no, because I don't understand	yes if I understand	no, because I can't make a narrative story
72	azmy azzahra	GIRL	Yes, I prefer to write on a smartphone rather than writing on paper because compared to me writing on a smartphone is easier and I don't have to delete wrong sentences by using labels...	Yes, because when I write in Indonesian I also use existing language structures such as making paragraphs, using punctuation and putting capital letters at the front of sentences.	yes, but I need examples and time to do it	Yes, even though I don't have the ability to write, I don't even like writing, but that's not the reason I can't get grades. I will try for that...	yes, as long as I am given time to do it and given examples of how to do it

Appendix 4: Raw Data Digital Literacy Dimensions

NO	NAME	GENDER	(11) What application you use to help you writing assignment? How you operate it, Please explain	(12) Do you know the consequence of illegal downloading? Please explain	(13) Do you always compare what is valid information and what is invalid information regarding about disinformation you got from internet?	(14) Do you aware about your smartphone, for example scanning viruses, if yes please explain	(15) Please explain your experience to access source information through internet	(16) How do you make communication with your friends or family, the application and the items you send and share, please explain
1	Iqram satria pratama	BOY	I use the goggle application because it can help with assignments	know, there will be piracy on cellphones	Yes, because I can find out genuine information and false information	It can cause viruses to appear on your cellphone, such as advertisements or other things, so prevent viruses and don't download applications illegally	I can study information obtained by the internet and understand that information	By using the WhatsApp, SMS and communicating with family or close friends through the application or face to face
2	FELIK IMAM BUDIYANTO	BOY	I use the goggle application because it can help with assignments	You know, there will be piracy on cellphones	Yes, because I can find out genuine information and false information	It can cause viruses to appear on your cellphone, such as advertisements or other things, so prevent viruses and don't download applications illegally	I can study information obtained by the internet and understand that information	By using the chat application and communicating with family or close friends through the application or face to face
3	achmad farisal zildane	BOY	I use Google Chrome to help me search for information or tasks	I do not completely understand	Yes, I always pay attention to correct and incorrect information	I don't understand	My experience is that I once searched for information on the internet and I got the information and then I read it first to make sure that the information was correct. or wrong	How do I contact my family or friends using the WhatsApp application to contact friends or family
4	Muhammad fikriy	BOY	Google by translating it	the cellphone becomes laggy	No	No	create google slides	cellphone
5	Alfian Risqi Santoso	BOY	1 Grammarly. Grammarly is a writing assistant. ... 2 Evernote Web. Evernote is a platform that allows you to take all kinds of notes. ... 3 Google Docs. ... 4 Draft.	Illegal downloading can have serious consequences, including fines, legal action, and even imprisonment in some cases. It can also harm the industries that rely on the sale and distribution of copyrighted material, such as the music and film industries.	When distinguishing between misinformation and disinformation, keep one very important word in mind: intent. Although both words refer to types of wrong or false information, only disinformation is wrong on purpose.	Downloading apps from third-party sources also increases the risk of installing a virus or malware. Android's open-source platform and delayed update rollouts are two major reasons why you should always use strong Android antivirus software to clean your phone of any viruses or malware	Most information on the Internet is on websites. Once you are connected to the Internet, you can access websites using a kind of application called a web browser. A website is a collection of related text, images, and other resources.	such as WhatsApp, SMS, Instagram, Gmail, etc

6	Ahmad fahlevi	BOY	WA and note applications on smartphones, because you just have to type or copy and move to the application	You know, from illegal downloading we can be punished and even go to prison	Yes, because otherwise it might be fake news	Yes, use a virus detection application so that your smartphone doesn't freeze	At first I just wanted to find information for an assignment that I didn't understand and I looked for it not from 1 source but many sources and I wanted to know information that I didn't know and become a source of knowledge	with WhatsApp to talk and send photos or videos or speech and Google Drive for photos and videos, and social media such as Instagram
7	Faizan Adha	BOY	WhatsApp, because you just have to type	You know, because if you download illegally you can be charged or even jailed	Yes	Yes, I always clean the trash on my smartphone	awalnya saya mencari informasi untuk tugas yg belum saya pahami	With WhatsApp, because it makes communication easier over a distance
8	Aria	BOY	WA and notes, because they are easy to use	increases the risk of exposure to personal identity theft and irreparable or costly damage to both university and personally owned computing devices	Yes, because I compared it first and then took notes	Yes, because I often delete trash on my cellphone so it doesn't get viruses	Please explain your experience to access source information through internet	I communicate with the wa/ig application because this application is easy to communicate over long distances
9	satya novandra	BOY	canva, because it's simple and easy to use	Yes, because you can be charged or fined for stealing someone's items without permission	yes, so that you can know the true information and not true information	yes, i always scan my phone everyday to avoid viruses	When I search for information on the internet, I have to find out what information is true and what is not true	whatsapp, because it is simple and easy to use
10	Natasya auria putri	GIRL	I copy all my assignments in my cell phone notes so they don't get lost	Yes, I know it will cause viruses on our cellphones	Yes because If valid information is sent with a correct and accurate number, if invalid information is sent randomly	Yes I know about my cell phone	Sometimes the network here is very slow so it's difficult for me to access it and sometimes my cell phone won't work so I have to turn it off first	By using WhatsApp, Instagram
11	Vira Dwi Oktafitriani	GIRL	Google and YouTube, search for what we are looking for	Yes, it is detrimental to many parties	of course	Yes, because some time ago my cellphone got a virus	Sometimes when viewing news on the internet there are lots of annoying advertisements	use WhatsApp because many people use it and it's easy

12	Marsya Siti Chairani	GIRL	Word application, usually for writing. I learned to use the application from YouTube and now I understand the application	Illegal downloading can lead to legal violations, financial loss for creators, spread of malware, negative impact on creative industries, loss of support for content creators, and potentially harm to consumers.	Yes, so I know whether this information is true or false	a computer program that can detect, disable (turn off virus performance) and remove computer viruses and other dangerous programs.	When accessing the internet, I more often use social media in the form of WhatsApp, Instagram, YouTube, Twitter and Telegram. Social media is online media that is used for long-distance communication needs, the process of interaction between one user and another user, as well as obtaining information through special application devices using the internet network. I use WhatsApp social media to interact by giving and receiving messages so that goals can be conveyed without meeting in person.	I send messages via WhatsApp, because WhatsApp is an application for communicating over long distances and if I send goods I can use Gojek
13	Annisa Salsabilla Bagus Putri	GIRL	The application that I often use to help with my assignments is Google	The consequences of illegal downloading increase the risk of exposure to personal identity theft	No	No	write the question in the search and start looking for information	I communicate with family and friends via WhatsApp
14	Syafa Dwi Rahayu	GIRL	Canva application, because teachers often give assignments via Canva.	Can be fined or even sent to prison.	Yes, because can find out real information	I don't know about virus scans	At that time I tried searching on Google to find the level of corona in Indonesia. After I clicked on all the media about this matter appeared and I read some of these media.	I communicate with friends or family via WhatsApp if it's long distance
15	Aulia Putri Ramadhani	GIRL	google	can be threatened with criminal sanctions in the form of prison and fines	yes	no	First I read the question first, after that I searched on the internet	whatsApp

16	Angel Monica Marshaulina M	GIRL	I often use word processing applications like Microsoft Word or Google Docs to assist with writing assignments. These applications provide a user-friendly interface where I can type, edit, and format my text. I typically start by creating an outline to organize my ideas. Then, I input the main points and supporting details into the document.	i understand that illegal downloading can have serious consequences. Firstly, it violates copyright laws, which protect the intellectual property of creators. Moreover, engaging in illegal downloading may lead to the spread of malware or viruses, posing a threat to the security of one's device. Additionally, it fosters an environment of unfairness, as it deprives creators of the compensation they deserve for their work.	Yes, I make a conscious effort to discern between valid and invalid information, especially when dealing with disinformation from the internet. I employ critical thinking skills to evaluate the credibility of sources, cross-reference information, and verify facts.	I am aware of the importance of ensuring the security of my smartphone, including scanning for viruses. I utilize reputable antivirus applications, regularly update my device's operating system, and avoid downloading apps from untrustworthy sources.	Accessing information through the internet has been a part of my academic journey. When working on assignments or conducting research, I begin by clearly understanding the topic or research question. I source information through online learning platforms and visit websites to find relevant and reliable materials.	communication with friends and family primarily occurs through messaging applications such as WhatsApp. I often share updates, photos, and documents through these apps. For academic purposes, sharing notes or collaborating on group projects is made easier through Google Drive. Video calls via Zoom also essential for maintaining a sense of connection, especially when physical distance is a factor
17	Sabriel Sabrina Muslims	GIRL	I use Canva to help me do my assignments. From there I pick a design, add pictures or charts, and make it look cool. It helps me create visually interesting assignments.	Yes, downloading stuff the wrong way can put viruses on our devices	Yes, I always check if the information I find on the internet is true or not, especially if it seems suspicious.	Yes, phones can get checked for viruses using apps. These apps find and remove bad stuff.	I'm aware that the internet has both reliable and fake information. So, I try to use trustworthy websites to make sure what I find is right. And i gotta be careful with the info I use.	I use WhatsApp to talk to my friends and family. I send them messages with stickers, regular chats, and sometimes voice notes
18	fathia cahya andini	GIRL	The applications that help me write assignments are Canva and Word. With Canva I can use the templates provided, add elements provided by Canva, and change the writing font provided by Canva.	i know, illegal downloading may provide potential legal action, economic loss, stifling of innovation, security risks.	I always compare valid and invalid information regarding disinformation that I get from the internet so as not to give rise to hoaxes.	i don't know	My experience of accessing information sources via the internet is very diverse, such as studying via the internet, looking for news that I want to know.	I communicate with friends and family using the WhatsApp, Instagram and Telegram applications.
19	FA'IZ HABIBYA QORIBY	BOY	Canva, because with Canva you can edit assignment images and write articles there	Yes, because there will be lots of viruses	Yes, because to compare which one is better	Yes, because I routinely clean viruses on my cellphone so it doesn't lag	because via the internet it is easier and more practical	via wa ig to communicate with everyone

20	Argha Christian Saragih	BOY	I use Google Translate to help me write English assignments combined with a dictionary.	The consequence of illegal downloading is the possibility of a virus, being hacked or worse, personal data being taken.	Valid information is based on genuine events, while invalid information distorts with it.	Yes in aware because I scanned my smartphone and it turned out there was a virus so I destroyed the virus with Smadav	I searched for information with Google and I checked twice to see if the information on other websites was the same.	I make communication using whatsapp and telegram with my friend and family
21	JAKA WIJAYA SAPUTRA	BOY	Google, search for what we want to learn	will be jailed for stealing someone else's work	Yes, because I'm afraid it's fake	Don't know	on social media and find out whether it is real or fake	Shopee.. WhatsApp
22	FEBIANSYAH	BOY	Google application, by searching for all the material in the Google application	the appearance of many annoying advertisements, Smartphone becomes slow	Yes, so that there are no misunderstandings when looking for information, and you have to be careful hoax news	Yes, usually when a smartphone is infected with a virus, the smartphone often gets hot and is difficult to deal with	At first I didn't really understand, but after a long time I started using the internet anywhere and anytime, I really need the internet because the internet can help me to be more	with the WhatsApp application, I can communicate with my family and friends wherever they are, The application I sent to send goods is Gosend
23	Muhamad risqi Maulana	BOY	Applications that can help me make my assignments easier are Google and Duolingo	Can get sanctions	Yes, so that there are no hoaxes and slander in the news	ensuring that viruses have no chance of harming your device	My experience is to gain new insights	Using WhatsApp and messenger applications
24	DanuarRamadhanJoviansyah	BOY	I use Google to help complete difficult tasks	Illegal is an act or use that is not authorized	No	Yes, I know that every smartphone has a virus, maybe I don't know the name of the virus, the way to solve it is that you don't open dangerous sites if you don't want your smartphone to get a virus.	I can get information about natural life through media such as Instagram, Facebook, TikTok	I communicate with family or friends using polite/polite language
25	Rakha Utama	BOY	Google, namely looking for information from the Google application	No	Yes	yes, because I know about what's on my cellphone, for example scanning for viruses	In my experience, for example, looking for information about news on social media on Instagram, YouTube and others, about election news in Indonesia	I first look for the truth of the information I get and I compare the wrong news and the right news, and I communicate with polite words
26	SAYID ALI	BOY	Canva, because its simple and easy to use	Taking other people's rights And can get in jail	Find out more about the information Until it's true	Yes, because i still want to use my phone for an activity	When looking for information from the internet, I have to find out the truth so that I don't misunderstand	WhatsApp, Because it is easy to use and simple, and many people already use it
27	Ahmad Muzakki	BOY	Google	I do not know	Yes, because I don't want to miss the news haha	I knew about the existence of virus scans, but didn't really know about them	Very happy because once called or typed the answer immediately comes out	use the WhatsApp application, and if you send goods using JNT

28	Zahra nurmaulida	GIRL	I use an application called notes/notepad, there I write my assignments then operate them in a book to copy	Of course you know, illegal downloads are downloads that are not official from the application maker itself. As a result, sometimes the application fails to download and gets several viruses in it	Yes, because valid and invalid information is different information, therefore I compared the two pieces of information to get the right information	Of course you know, with virus scanning my smartphone can be protected from viruses that will damage my smartphone	In my experience, by accessing the internet I know more about things that I find difficult to know in life	I use an application to communicate with my friends and family, the application I use is WhatsApp with this application I can communicate without
29	Nazwah Aulia Arsita	GIRL	WhatsApp, Telegram because it's easy to type in these applications. If there's a typo, just press the edit feature	Copying other people's work or content without that person's knowledge	Yes, because the information must be more carefully examined so as not to be misunderstood	Yes, but I don't know about virus scanning, I only know barcode scanning	Sometimes there are hoaxes, there are also those that are made up, but if I'm looking for information you have to get to the core, not just know about certain people.	Communication directly, but also via applications, such as the WhatsApp application and Telegram Tik Tok too
30	Safari Pari	GIRL	google translate	It can expose your cellphone to viruses or fraud because it is not safe	Yes, I will always find out first	no because I never download illegal applications	really helps avoid invalid information	I use the WhatsApp application to communicate with family and friends
31	Alia Fatimah	GIRL	google translate	can make your cellphone exposed to viruses/fraud because it is not safe	Yes, I always look for it first	probably not because I never download illegal apps	very helpful to avoid invalid information	I use the WhatsApp application to communicate with family, friends or others
32	Nawra Shafa Fajria	GIRL	I use write.as, notion and medium for writing assignment! It's easy, just log in using your Google account, and.. VOILA ✨ ✨ you can immediately use it for writing, hahaha.	Yes, Downloading content from unauthorized sources exposes users to security risks. Illegally obtained files may contain malware, viruses, or other harmful software that can compromise the user's computer or personal information.	Of course. Because we don't know whether the news from the source is true or false? And it should be digested first. Try looking at source 1, then look at source 2, are there any irregularities? If there is, we should be aware that there is false news and there is true news.	Yes, because.. Viruses and malware can significantly impact the performance of your smartphone, causing it to slow down, freeze, or crash. Also, Smartphones are vulnerable to phishing attempts and scams. Very terrible. 🤖	I have quite a lot of experience accessing information on the internet. Starting from information about music, concerts, kpop, politics. And on average each piece of information has.... different (?) What I mean is, they sometimes exaggerate it to make it look... interesting. 📺	Communication with friends and family often involves using messaging apps (Whatsapp, Telegram, Line), social media platforms (Instagram, Facebook, Tiktok) or email. You can share items such as photos, videos, or documents through these apps by selecting the relevant option (like attaching a file or sharing media) within the app interface.

33	Cleva Aspasia Azky	GIRL	for the application that helps me in writing English is deepL translator. and for presentation tasks I use canva	disadvantage the creators of the works, and reduce their income	Yes, I always compare information on the internet, I always look for whether the information is valid or not.	perform mobile phone cleaning with the features provided in the smart phone	looking for learning materials and also looking for information on idols that I like	I communicate with my friends and family through the whatsapp application. if there is a distance we are far from each other
34	Trizahrini	GIRL	Here are some tips on how to do your assignment	increases the risk of exposure to personal identity theft and irreparable or costly damage to both university and personally owned computing devices	Information has real-life consequences. It can be a literal life-saver—when it's true. Unfortunately, the opposite is also true.	How can we identify if our mobile is affected by a virus? Is it necessary to install an antivirus before the problem occurs	Which do you prefer, getting your information from internet sources or published sources?	How do you usually communicate with your family and friends
35	SALWA FRIDA ARFANI	GIRL	on Google by typing what we want to search for and sending it then the answer comes out	resulting in loss of profits and jobs		Yes, sometimes I always compare valid information and invalid information regarding the information I read	send SMS messages or telephone and search for information on the internet	comics using the WhatsApp application and telephone
36	Nada Ramadani	GIRL	Wattpad. If I get an idea, as much as possible I immediately write it on Wattpad or in notes on my smartphone. On Wattpad, we can create a new story by adding a title, story description, and we can also make our story into several chapters. We can also publish stories that we have created so that other people can read them.	Yes. Illegal downloading constitutes copyright infringement, and can result in hefty fines, legal action, and even prison sentences.	Of course. I always compare every information I get from the internet by looking for the source of the information. If the source of the information seems strange and suspicious then there is a possibility that the information is not valid. However, if the information comes from a trusted source then I will conclude that the information is valid.	Of course. I always read my smartphone information from the box or from my smartphone software guide. so I can handle it immediately if one day my smartphone experiences an error, whether due to a virus or something else. Usually when my smartphone feels very slow, I will use a virus scan to make sure no viruses have entered my smartphone software.	Usually I am satisfied with the results I get. but sometimes the results I get vary, which makes me confused and makes me have to look deeper to be sure.	Usually I chat with friends or family using the WhatsApp application. but sometimes I also use other applications such as Telegram or Instagram. I even chatted with my friends via YouTube comments.

37	Petra Richy Sumendap	BOY	To be honest, I use ChatGPT to help me finish my assignment, but it's only to fix my grammar when writing an assignment. For the other applications, I don't use it. Not even Google Translate.	Yes I know, there might be a virus or Trojan Horse inside the illegal file or application that we download in ilegal site. And also it will detrimental to the owner of the file or application.	Yes I am, I never trust the internet information without knowing what is truly happened.	Yes, even though my phone is quite old for a few people, but I always take care of my phone like scanning the virus, and clean my phone from trash apps.	I barely see an information through internet, because I usually find I information through Television or from my mother.	I mostly use WhatsApp and Facebook to communicate with my friendd and family.
38	ELFYAN IKRAM HANIF	BOY	wordpress and spreadsheet, how to operate it by opening the application, and creating a new page, then writing on the blank or filled page.	Illegal downloading is punishable by a maximum of 4 years in prison and/or a maximum fine of 1 billion.	I always sort out which information is true or false so that I am not consumed by fake news.	yes, my phone can scan for viruses, so when there is a virus that can damage the components of my cellphone	I often look for a lot of information on the internet because news on the internet spreads faster.	I communicate with my family or friends using WhatsApp, Instagram, and Facebook apps.
39	Feyzar Hadi Abdullah	BOY	usually I use Google	I do not know	Yes, because you don't get the wrong information	Yes because I'm afraid my smartphone will be damaged	Just the same	WhatsApp/ Instagram Because the application is very easy to understand and use
40	Septian Nur Ramadhan	BOY	Usually I use Google	Maybe he could go to prison, but I don't know	Yes, because with this I can sort out the correct information	Yes, of course	Just the same	WhatsApp/Instrogram because the application is easy to understand and can communicate with my fellow friends
41	AHMAD ZAKI MUBAROK	BOY	WhatsApp application, the method is we search first on Google and then we move it to WhatsApp	Yes, I know, if I do that my cellphone could get a virus or something	I never compare that information	I don't know what virus scanning is	In my experience, I can access information easily and quickly	I can use the WhatsApp application because it has telephone and video call features
42	MUHAMMAD RAYHAN SYAHPUTRA	BOY	English app for writing interesting English	didn't know illegal download	Yes, I often get valid and invalid information	No, I don't know what that is	accessing information on the internet every day can get the latest news on the internet and can dig up good information	passing chats from social media such as Instagram, WhatsApp and others

43	Ahmad rayhan	BOY	Docs, note, wordpres	Illegal downloading can result in hefty fines, legal action, and even prison sentences.	Yes, I always compare, because I'm afraid it's false information	No	The internet can be used as cheap entertainment, access to information, music, films and other multimedia, which is very helpful in simply relieving fatigue from work stress or just looking for entertainment.	WhatsApp, Instagram, Twitter,telegram
44	M.Rachel Ramadhan	BOY	To write assignments I usually use the notes application	In my opinion, illegal downloading will result in files that we need to keep private, which can be taken using non-illegal downloads, for example, WhatsApp GB.	Yes, but I rarely compare them	You know, applications that have a lot of garbage can also get viruses which might fill up quite a lot of cell phone memory.	My experience of accessing the internet is making informatics assignments using social media and then posting them on the Instagram application	I learned to communicate via Instagram, TikTok and WhatsApp, these applications are very sophisticated for communicating, even now there are many applications for shopping for goods.
45	JAKA WIJAYA SAPUTRA	BOY	WhatsApp application, I write assignments on my own number then send them and I just copy them if I want to collect them	I know, it could be a virus and the security of the application is not verified	Not always, because I'm not influenced by whether I believe it or not	Yes, because if suspicious activity occurs a notification will appear or the account could be locked	I can look for information through my news application or social media, I can get news if I don't believe the news I look for websites that are official	I usually communicate with friends or family via WhatsApp, either chat or telephone. Usually I also exchange stories or replies to stories, sometimes I also send pictures or exchanging funny stickers
46	Najwa Tihany	GIRL	Wordpress & spreadsheet First, open the application Second, creating a new page Third, writing on the blank or filled page	is threatened with imprisonment for a maximum of 4 years and/or a fine of a maximum of 1 billion.	Yes, I always look for information or news that I get on the internet so that there are no hoaxes or fake news	Yes, my phone can scan for virus	I quite often read on the internet because the information is complete and can be searched for the truth of the information	WhatsApp, Instagram, Tiktok
47	Ditha Alisa Putri	GIRL	Wordpress, spreadsheet	i dont know, but I think is something that is not good and has a negative effect	Yes, sometimes I find out the truth	Yes, I realize, because my smartphone can charge the virus so that my smartphone performs smoothly	Google, because it makes it easier to find information	WhatsApp, because the application makes it easier for me to communicate with friends or family

48	Aurellia Azhara	GIRL	spreadsheet, wordpress	i dont know, but I think is something that is not good and has a negative effect	Yes, sometimes I find out the truth	Yes, I realize, because my smartphone can charge the virus so that my smartphone performs smoothly	I access information through a smartphone	WhatsApp, because the application makes it easier for me to communicate with friends or family
49	syifa nur azizah	GIRL	canva 1. sart by logging into your account 2. click the "Create Design" option 3. choose a template according to your preferences 4. insert an image or photo 5. add text as needed 6. use effects or filters and adjust the appearance 7. save or share your design results	violates the economic rights of the creator or copyright holder who has the exclusive right to exploit the economic matters contained in a copyright	always	this is a step to detect viruses that may be attached to your smartphone.	i can find out a lot of information, but I also don't easily believe this information. because there is a lot of false information	via social media (such as WhatsApp, instagram, tiktok, go send)
50	Nur yasmin	GIRL	spreadsheet and wordpress	i don't know, but i think is something that is not good and has a neegative effect	yes, sometimes i find out the truth	yes, i realize, because my smartphone can charge the virus so that my smartphone performs smoothly	i access information through a smartphone	WhatsApp, because the application makes it easier for me to communicate with friends or family
51	NAILAH SYAH FITRI	GIRL	google translate. open google, type "google translate", put the word/sentence you want to translate into the translation column	detrimental to the owner of the application/file	yes, because i'm not easily believe on ehat it shown on internet.	yes, because my phone is expensive and my mom doesn't want to buy it again if it broken	no i dont have information, because sometimes i don't read Information from internet.	whatsApp and telegram
52	Zahra tulhusna	GIRL	I don't use any applications, except Google	Don't know	Yes, because I made sure the information was a hoax or not	Don't know	access information	clear and good information via WhatsApp

53	VIVI ALILLAH SYAHTRI	GIRL	I use Google Translate, the way to operate it is to open Google Translate and enter English words that we don't understand	Yes, I know, illegal downloading is an act of copying digital content without permission from the copyright holder	yes I have	Smartphones or smartphones are a class of mobile phones and general-purpose mobile computing devices	I think the internet is very important, because the internet can provide information throughout the world	I communicate with friends, family and others via the application, namely WhatsApp
54	Zeilena Audrey Khesya Putri Pinem	GIRL	Google Translate Open Google, type "Google Translate", enter the language you want to translate	It could be detrimental to the owner of the file or application	Yes, because I don't want to get fooled by a hoax	Yes, Because i dont want my mother get mad.	Just to find an Answer of for example like Brainly, Wikipedia and Other Source of information to help my study	WhatsApp, Instagram. because the application is easy to use and the application is useful for communicating
55	Rafi Putra Pratama	BOY	I use the Google Translate application to translate the text I am going to write	These illegal downloads may contain viruses	I always pay attention to whether the information is valid or not	Yes, I know, because my smartphone has a cleaning feature	Usually I look for information from the Google application	I communicate, send or share with them using the WhatsApp application
56	M. Ismailovic Busro	BOY	Depend of the assignment, if its uses google form then i finish it with google form, etc.. its simple to operate the application, for google form just click the link, then log into your account, then just fill the questions with answers	Of course, downloading apk from an unknown website can be pretty bad for your phone, that apps can contain a virus	I'm pretty sure i'm a very aware person on my surrounding, i know how to sort a information i got from internet	Yes i aware, i always think about the risk when downloading apk from unverified website	I used browser for about 4 years, and the main reason i use browser is to find a information	Mainly i used whatsapp, its a great application to communicate with friends, long distance family, etc.
57	M Ramzi Nasuha	BOY	Usually i use google to help me find the answer, just turn on the internet and open google and then search the assignment that you wanna know the answer	Yes i know, illegal download can get you some problem to your device maybe can get your device a virus or else	Yes of course because you cannot really trust the internet	Yes, usually if my phone have a virus it will be automatically send me a warning	My experience of access source from internet is little bit confusing because you don't really know the information that you get is true or not	I use WhatsApp to contact my friends and family, i always send my friend a meme and sometimes i will chat my friend to discuss some assignment i don't really contact my family from WhatsApp because rarely leave my house

58	bagas lintang Permana	BOY	How to operate the Google Translate application by selecting which country you want to translate to, then writing what you want to translate	causes viruses	yes	I do not know	very easy to search for anything	use wa
59	Tegar Adi Nugroho	BOY	spreadsheet, how to use it is just by clicking on the table you want to fill in then fill it in with the answers you have found	Yes, we could get viruses from illegal downloads that make our cellphones unusable	Yes, because it is important to avoid misunderstandings in information	Yes, because virus scanning is very important for smartphones to maintain data security so that it cannot be hacked or damaged	I always access information sources via Google, because on Google everything is available from local to foreign news, and I can also do my assignments via Google	I communicate via the WhatsApp application to notify you about the goods I ordered via the online buying and selling application
60	Luqman Pandu Waskita	BOY	Depend of the assignment, if its uses google form then i finish it with google form, etc.. its simple to operate the application, for google form just click the link, then log into your account, then just fill the questions with answers	I don't know	Yes, I always compare them	yes I know	I usually use the internet to access practice questions as study material	I mostly used whatsapp to communicate with friend and family
61	Muhammad Irsyad Sanjaya	BOY	Pdf, Canva, because these applications make it easier for us to create assignments	Yes, your cellphone will be infected with an application virus	Yes	Yes, because I often check my cellphone for viruses, if there are any, I will delete them	Easy, fast, detailed and lots of answers	Yes, I communicate with friends using the WhatsApp application by informing them
62	RAGIL GALIH TIRTO	BOY	google docs,	Malware, can stole information, credit card and sell it to hacker	I can	yes, because is dangerous what if my phone being hack when I was scanning viruses	is good, I can see answer, I can see anything what I want to see	WhatsApp, because is simple to chat with my family or my friends, if I want to call my family or my friends I just call it in WhatsApp, if I want to share my photos I just share it in WhatsApp
63	Rafi Putra Pratama	BOY	Sometimes I can use Google cleverly like for searches	Yes, someone behind the illegal downloading could be hijacking our phones	Of course, sometimes I think that sharing invalid information could make me the butt of jokes	of course, and something done illegally can make the phone slow	I often access search to find out many things and it can help me find information	I usually use the WhatsApp application to communicate with

								my family via cellphone
64	Ratu nailah hana	GIRL	-google spreadsheet(creating documents) -canva (make designs or something else)	Illegal downloading is the process of obtaining/downloading data (such as documents, images, videos, audio, etc.) that are not permitted for use on the internet.	yes always	1. There is a warning about viruses or those infected. 2. The antivirus software used is no longer functioning or running. 3. Significant reduction in device operating speed. 4. There is a significant and unexpected decrease in storage space on the device. 5. Your device stops working or doesn't work at all.	access various information and knowledge as needed	communicate using WhatsApp Provide Information Clearly
65	shaqira	GIRL	google translet	Yes, I know, it can be a legal violation.	Yes, by fact-checking it.	Yes, because there will be notifications from the smartphone.	Don't trust too easily before fact-checking the information.	To communicate with friends or family, I use various instant messaging applications such as WhatsApp, Telegram, or Facebook Messenger. Through these applications, I can send text messages, photos, videos, and even make voice or video calls with them.
66	Seftiya alqori	GIRL	I often use the Canva application to help me write presentations, etc	no, I didn't know downloading was illegal	Yes, I always compare them so that there are no misunderstandings.	no I do not know	I often access the internet to look for important information, for example news, lesson summaries and so on	communication using WhatsApp

67	Kini citra palestine	GIRL	Google docs First of all, open the document in the Google Documents application. then type edit after that to select a word, double tap and move the blue marker to select another text then start editing and to undo or redo the action, click undo or redo	I know, the consequence of illegal downloading is getting sanctions	Yes, I always pay attention to whether the information is valid or not	no, i don't know	the internet really helps me. when I need something I can search on the internet	WhatsApp, instagram I use the application to communicate with my friends or family
68	Fauziah Nur'ain	GIRL	I use Google to help me with my assignments by writing what I want to find out then searching for it	An action can be said to constitute copyright infringement if the action violates the specific rights of the creator or copyright holder	Yes because I don't want to capture invalid information	Yes, I know, for example, if there is a split screen, you can do this by touching the screen with 3 fingers and pulling it up	I once received fake news	by sending a message to that person
69	Khoirunnisa	GIRL	Quizlet. ... Photomath. ... Brainly.	via illegal film streaming sites can be categorized as piracy and can be punished under Article 113 paragraph (4) of Law Number 28 of 2014 concerning Copyright, namely with a maximum prison sentence.	Be careful with provocative titles. Hoax news often uses provocative sensational titles, for example by directly pointing the finger at certain parties.	The risk of getting a virus on an Android cellphone is not something you can take lightly. Viruses or malware can affect device performance and even steal your personal data	facilitate communication between individuals and between companies, increase productivity, facilitate learning, and help in running a business.	1.Get the Focus of His Attention 2.Don't speak too fast
70	Eriyana Arifiani	GIRL	Google docs, On your phone, open the document in the Google Docs app. Tap Edit . To select a word, double-tap it. Move the blue marker to select more text. Start editing. To undo or redo an action, click Undo or Redo.	I know, usually in the form of a fine. It is possible to serve a prison sentence for illegal downloading	no, because sometimes I just pass by	no, I don't really know	I once received fake news	By sending a message to that person

71	hairinnisa	GIRL	google translate , really helped me in English	Yes, because it can make our cellphones infected with viruses	Yes, because we have to find out about the news so that we are not easily fooled	The risk of getting a virus on an Android cellphone is not something you can take lightly	happy if the information is true or a hoax	I communicate with my friends and family using WhatsApp, when I send my goods via Gojek
72	azmy azzahra	GIRL	I usually use Canva, first I look for an interesting template design and once I have it I will put the topic that I will discuss, then I will enter the contents of that topic and I will add missing material, if it is complete I will upload it and send the link to the teacher.	Yes, the consequence of this is that when we use a smartphone, our smartphone will be infected with a virus and over time it will be damaged (our data is in danger)	yes, because nowadays we have to be smarter in filtering information, I will look for valid information if I feel that the information I get makes me doubtful	I don't do it often but I hear it often, I do it when my memory is full and I restart my smartphone if I feel something is wrong	I use Twitter, Instagram, TikTok as media to get information. Because now it's not just Google that can be used to get information. I will choose TikTok to get information because of its interesting way of presenting it, namely using videos and songs. (I will keep looking for valid information)	I use WhatsApp and Instagram to communicate. I use WhatsApp for daily needs such as communicating with friends, sending assignments, get information about school, assignments and communicate with parents. I use Instagram to communicate with friends and I can send my friends funny videos while I'm scrolling hehe...

Appendix 2: Figure 4.1.1: Writing Motivation code

The screenshot displays the NVivo 12 Pro interface for a project named 'ANGKET_ATTRIBUTE_WM'. The left sidebar shows a tree view of nodes, with 'ANGKET_ATTRIBUTE_WM' selected. The central pane shows a table of nodes and their statistics:

Name	Files	References
(1) Do you like to write, if yes why if no why	1	72
don't like to write	1	25
express the ideas	1	6
have own experience in writing	1	34
kinda	1	1
Like to write	1	45
make hand injured	1	6
my writing is bad	1	5
my writing is good	1	1
my writing is not good	1	3
not confident to write	1	2
not good not bad	1	2
prefer to listen	1	1
prefer to read	1	1
sing to write	1	4
want to improve the writing	1	6
writing is fun	1	5
writing makes me boring	1	5
(2) How do you feel about your writing ability please explain	1	72
can find out the meaning	1	5
disappoint	1	17
need more practice	1	9
neutral	1	36
Satisfied	1	32
up and down (mood)	1	6
writing skill improved	1	26
writing skills not improved	1	13
(3) Do you feel you have improved your writing compared with two years before (why)	1	72
(4) Is score or grade motivate you to write or your experience to write motivate you (why)	1	72
(5) Have you ever share your writing to your friends How do you feel	1	72

The right pane shows the detailed view of the selected node 'my writing is good', which has 34 references and 5.44% coverage. The references are listed as follows:

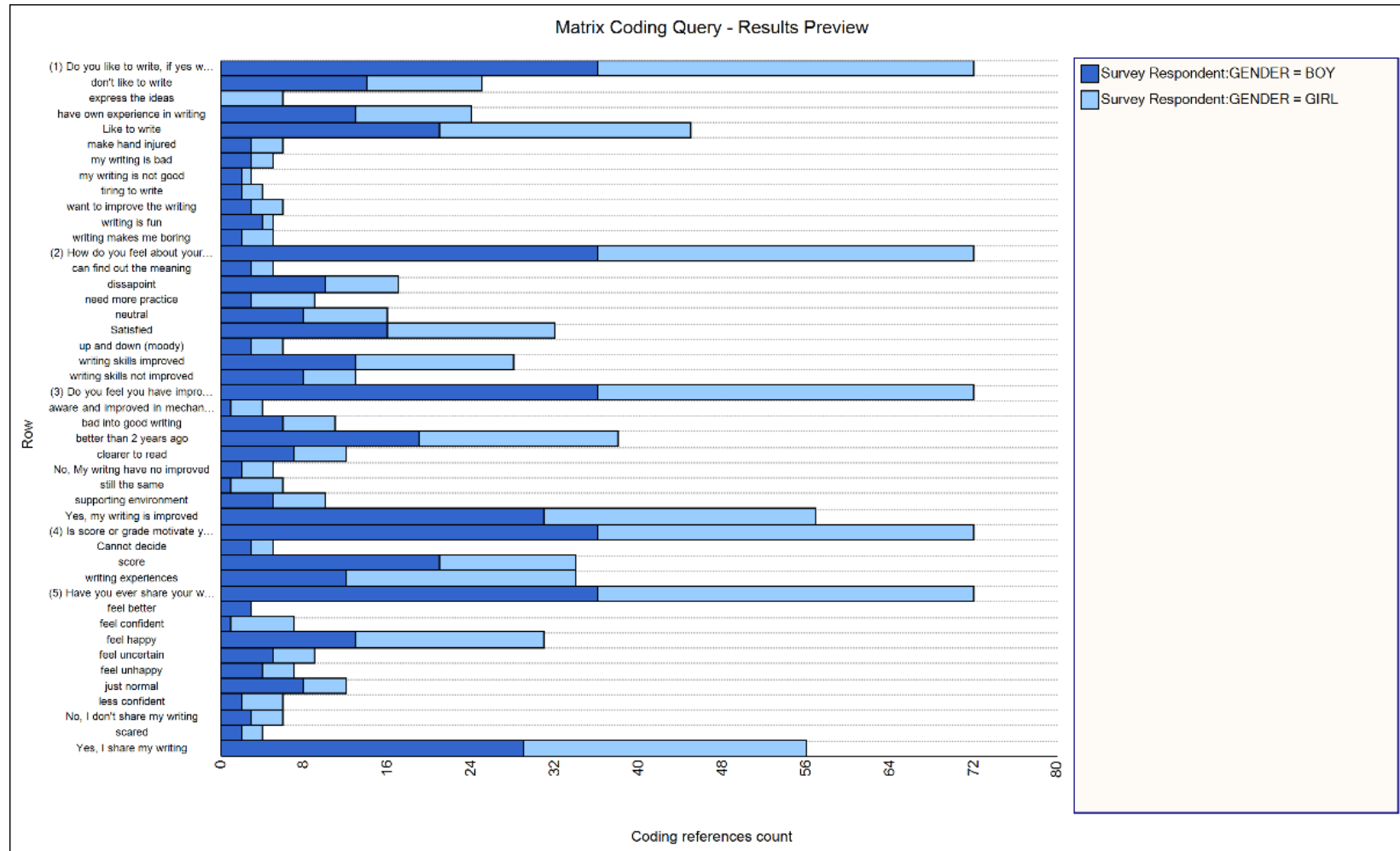
- Reference 1 - 0.16% Coverage: I can learn from my own writing
- Reference 2 - 0.16% Coverage: I can learn from my own writing
- Reference 3 - 0.15% Coverage: we can understand the material we note down
- Reference 4 - 0.27% Coverage: because writing allows someone to explore their imagination and creativity. Crafting stories, poetry, or articles can be a satisfying form of artistic expression
- Reference 5 - 0.19% Coverage: I learn something or what can be said are the happiest, saddest or otherwise
- Reference 6 - 0.18% Coverage: I can improve my writing and I can remember what I have written if I want to answer a question
- Reference 7 - 0.26% Coverage: I like writing because it allows me to share my thoughts and feelings and express them in the form of written works
- Reference 8 - 0.25% Coverage: Because by writing I can practice my writing, when I study I can remember what I write, and also by writing I can create a short story
- Reference 9 - 0.27% Coverage: because I think writing can train finger strength and I feel satisfied that my writing is read by many people because the writing is read
- Reference 10 - 0.26% Coverage: because in my opinion you should be able to write because it is useful in any case
- Reference 11 - 0.27% Coverage: because I think writing can train finger strength and I feel satisfied that my writing is read by many people because the writing is read
- Reference 12 - 0.13% Coverage: because writing makes me happy and my mind clearly gets some inspiration

Appendix 6: Figure 4.1.2: Writing Motivation tree node

The screenshot shows a software interface with a sidebar on the left containing navigation options like 'Quick Access', 'Data', 'Codes', 'Notes', 'Search', 'Maps', and 'Output'. The main area displays a tree node titled 'ANGKET_ATTRIBUTE_WM'. Below this, a table lists various items related to writing motivation, including their names, reference counts, creation/modification dates, and user information.

Name	File	References	Created On	Created By	Modified On	Modified By
(1) Do you like to write, if yes why if no why		72	19/01/2024 23:51	LOQ	19/01/2024 23:51	LOQ
my writing is good		1	20/01/2024 00:06	LOQ	20/01/2024 00:06	LOQ
kinda		1	20/01/2024 00:14	LOQ	20/01/2024 00:14	LOQ
prefer to listen		1	20/01/2024 00:22	LOQ	20/01/2024 00:22	LOQ
prefer to read		1	20/01/2024 00:23	LOQ	20/01/2024 00:23	LOQ
not confident to write		2	20/01/2024 00:05	LOQ	20/01/2024 00:21	LOQ
not good not bad		2	20/01/2024 00:14	LOQ	20/01/2024 00:28	LOQ
my writing is not good		3	20/01/2024 00:01	LOQ	20/01/2024 01:04	LOQ
trying to write		4	20/01/2024 00:11	LOQ	20/01/2024 05:24	LOQ
writing is fun		3	20/01/2024 00:02	LOQ	20/01/2024 00:30	LOQ
my writing is bad		5	20/01/2024 00:14	LOQ	20/01/2024 01:25	LOQ
writing makes me boring		5	20/01/2024 00:25	LOQ	20/01/2024 05:00	LOQ
writing makes me boring		6	20/01/2024 00:05	LOQ	20/01/2024 05:20	LOQ
want to improve the writing		6	20/01/2024 00:09	LOQ	20/01/2024 05:18	LOQ
express the ideas		8	20/01/2024 00:19	LOQ	20/01/2024 00:29	LOQ
have own experience in writing		24	19/01/2024 23:57	LOQ	20/01/2024 05:23	LOQ
don't like to write		25	20/01/2024 00:00	LOQ	20/01/2024 05:24	LOQ
Like to write		45	19/01/2024 23:57	LOQ	20/01/2024 05:23	LOQ
(2) How do you feel about your writing ability please explain		72	19/01/2024 23:51	LOQ	19/01/2024 23:51	LOQ
can find out the meaning		3	20/01/2024 05:26	LOQ	20/01/2024 05:49	LOQ
up and down (moody)		8	20/01/2024 05:32	LOQ	20/01/2024 05:44	LOQ
need more practice		8	20/01/2024 05:38	LOQ	20/01/2024 05:38	LOQ
writing skills not improved		15	20/01/2024 05:29	LOQ	20/01/2024 05:38	LOQ
neutral		16	20/01/2024 05:31	LOQ	20/01/2024 05:52	LOQ
disappoint		17	20/01/2024 05:28	LOQ	20/01/2024 05:57	LOQ
writing skills improved		28	20/01/2024 05:30	LOQ	20/01/2024 05:57	LOQ
Satisfied		32	20/01/2024 05:26	LOQ	20/01/2024 14:11	LOQ
(3) Do you feel you have improved your writing compared with two years before (when you at first grade and second g		72	19/01/2024 23:51	LOQ	20/01/2024 05:38	LOQ
(4) Is score or grade motivate you to write or your experience to write motivate you Please explain		72	19/01/2024 23:51	LOQ	19/01/2024 23:51	LOQ
(5) Have you ever share your writing to your friends How do you feel		72	19/01/2024 23:51	LOQ	19/01/2024 23:51	LOQ

Appendix 7: Matrix coding students' writing Motivation for gender perception



Appendix 8 : Figure 4.1.4. :Writing self-efficacy code

The screenshot shows the NVivo software interface. On the left, a navigation pane lists various project elements like 'Quick Access', 'Data', 'Codes', 'Cases', 'Notes', 'Search', 'Maps', and 'Output'. The main workspace is divided into three sections:

- Node List:** A table listing nodes with their names, counts, and reference numbers.
- Node Content:** A detailed view of a selected node, showing its name and a list of references with their coverage percentages.
- Code AT:** A field for entering a code, currently showing 'Enter node name (CTR) + Q1'.

Name	Files	References
(10) Do you think you can write narrative text with your own ideas, please explain	1	72
I can't write narrative	1	13
I don't know the materials	1	8
I know what narrative is	1	1
I like to make up a story	1	26
I'm not good in English	1	12
I'm not sure about my ability to write narrative	1	4
lack of confident about ideas	1	4
need application to develop	1	5
need friends to collaborate	1	1
uncertain response	1	2
Yes, I can write Narrative	1	42
(8) Do you think that your are quick to write a text on the smartphone Please explain	1	72
afraid to writing to type	1	3
auto correct and button help me to write fast	1	7
it is easier to type than to write	1	22
No, I cannot type quick.	1	7
not used to write on cellphone	1	1
sure I can type quickly	1	35
type	1	3
uncertain answer	1	6
used to write in cellphone	1	24
(7) Do you think you can write a single English sentence with grammar structure Plea	1	72
(8) Do you think you can write an English paragraph with the topic given Please explai	1	72
(9) Do you think that you can get good grade in English writing, if yes why, if no why	1	72

Node Content: (10) Do you think you can write narrative text with your own ideas, please explain

my writing is good
 have own experience in writing
 like to make up a story

File: ANGKET_ATTRIBUTE_WSE - 3 26 references coded (7.22% Coverage)

- Reference 5 - 0.28% Coverage
I can, because I like making up stories
- Reference 2 - 0.28% Coverage
I like it, because I like putting together stories
- Reference 3 - 0.28% Coverage
Yes, because Sometimes I write using ideas from my brain
- Reference 4 - 0.28% Coverage
Yes, because I like making stories but in Indonesian and in English, I will try
- Reference 5 - 0.28% Coverage
I think it's possible, because narrative text is text that matches the facts of events
- Reference 6 - 0.28% Coverage
yeah...I believe I can write a narrative text with my own ideas. By tapping into my creativity and understanding the elements of storytelling, Generating unique plots, developing characters, and setting scenes are essential skills that, with practice, allow me to express my ideas.
- Reference 7 - 0.28% Coverage
I can by using ideas from other narrative text and mixing it with mine plus adding new text thus making my own narrative text.
- Reference 8 - 0.28% Coverage
I can because I have the ability to think
- Reference 9 - 0.28% Coverage
yes, because I have the ability to think to write narrative texts
- Reference 10 - 0.28% Coverage
Yes, I can think of lots of ideas and vocabulary
- Reference 11 - 0.28% Coverage
Yes, I can write narrative texts with my own ideas using English
- Reference 12 - 0.28% Coverage
Yes, maybe a little bit, because I'm still learning to look for information or ideas to create narrative texts

Appendix 9: Figure 4.1.5: Writing Self-Efficacy tree node

ANGKET.msp - Nino 12 Pro

File Home Import Create Explore Share

Quick Access: Files, Memos, Notes

Data: Files, File Classifications, External

Codes: Nodes, ANGKET_ATTRIBUTE_DI, ANGKET_ATTRIBUTE_WM, ANGKET_ATTRIBUTE_WSE, Crosstab Query_WM

Relationships: Relationship Types

Cases: Cases, Case Classifications

Notes

Search

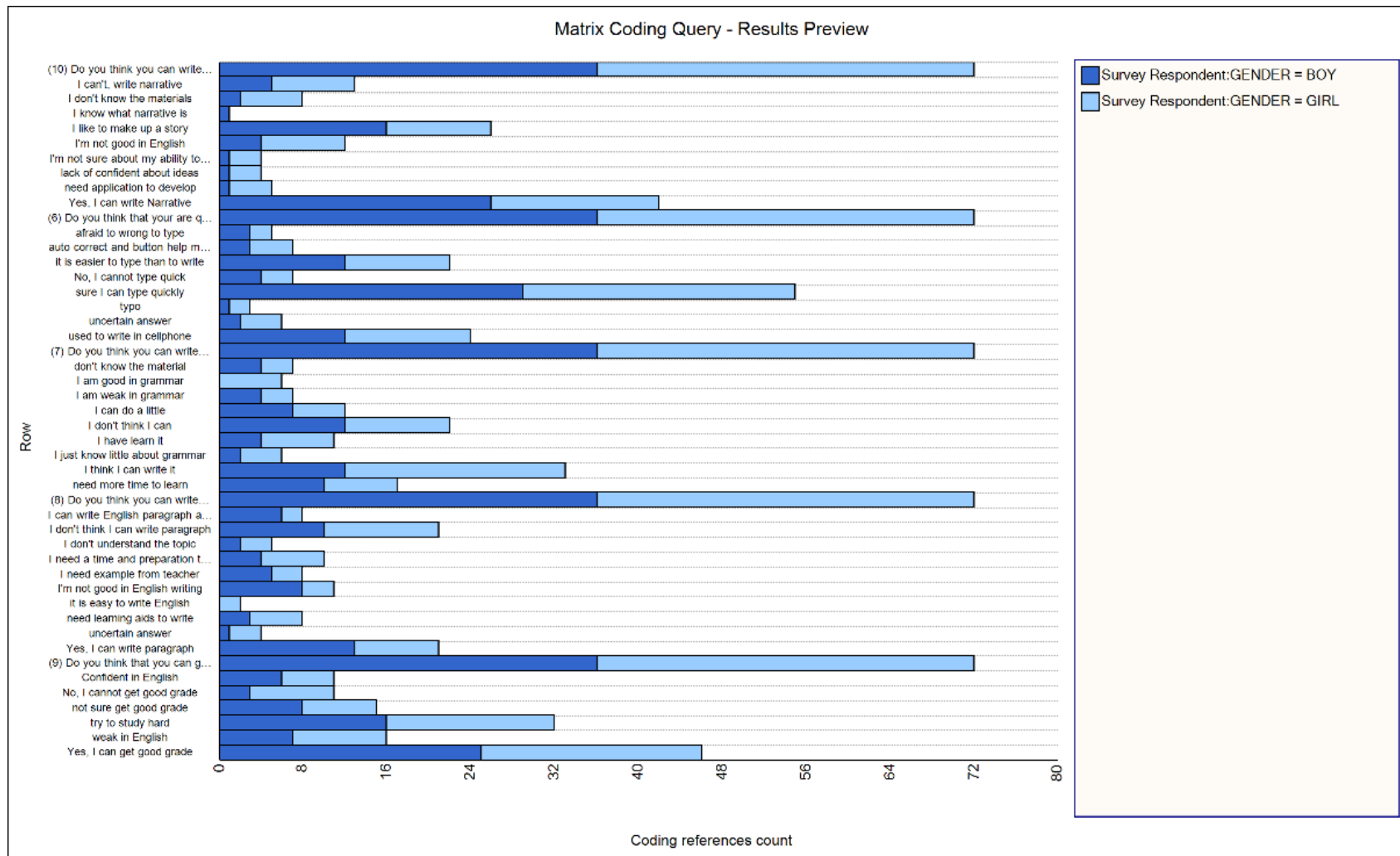
Maps

Output

Search Project

Name	Files	References	Created On	Created By	Modified On	Modified By
(6) Do you think that you are quick to write a text on the smartphone. Please explain		1	19/01/2024 23:51	LOQ	19/01/2024 23:51	LOQ
not used to write on cellphone		1	20/01/2024 09:20	LOQ	20/01/2024 09:20	LOQ
type		1	20/01/2024 09:15	LOQ	20/01/2024 12:38	LOQ
afraid to wrong to type		1	20/01/2024 09:12	LOQ	20/01/2024 12:47	LOQ
uncertain answer		1	20/01/2024 09:10	LOQ	20/01/2024 12:41	LOQ
No, I cannot type quick		1	20/01/2024 09:11	LOQ	20/01/2024 12:40	LOQ
auto correct and button help me to write fast		1	20/01/2024 12:34	LOQ	20/01/2024 12:45	LOQ
it is easier to type than to write		1	20/01/2024 09:09	LOQ	20/01/2024 12:47	LOQ
used to write in cellphone		1	20/01/2024 09:08	LOQ	20/01/2024 12:46	LOQ
sure I can type quickly		1	20/01/2024 09:07	LOQ	20/01/2024 12:47	LOQ
(7) Do you think you can write a simple English sentence with grammar structure. Please explain		1	19/01/2024 23:51	LOQ	19/01/2024 23:51	LOQ
(8) Do you think you can write an English paragraph with the topic given. Please explain		1	19/01/2024 23:51	LOQ	19/01/2024 23:51	LOQ
(9) Do you think that you can get good grade in English writing, if yes why. If no why		1	19/01/2024 23:51	LOQ	19/01/2024 23:51	LOQ
(10) Do you think you can write narrative text with your own ideas, please explain		1	19/01/2024 23:51	LOQ	19/01/2024 23:51	LOQ
need friends to collaborate		1	20/01/2024 17:26	LOQ	20/01/2024 17:26	LOQ
I know what narrative is		1	20/01/2024 18:49	LOQ	20/01/2024 18:49	LOQ
uncertain response		1	20/01/2024 17:23	LOQ	20/01/2024 18:51	LOQ
lack of confident about ideas		1	20/01/2024 17:29	LOQ	20/01/2024 18:42	LOQ
I'm not sure about my ability to write narrative		1	20/01/2024 18:45	LOQ	20/01/2024 18:50	LOQ
need application to develop		1	20/01/2024 17:28	LOQ	20/01/2024 18:51	LOQ
I don't know the materials		1	20/01/2024 17:23	LOQ	20/01/2024 18:51	LOQ
I'm not good in English		1	20/01/2024 17:21	LOQ	20/01/2024 18:46	LOQ
I can't, write narrative		1	20/01/2024 17:20	LOQ	20/01/2024 18:51	LOQ
I like to make up a story		1	20/01/2024 17:24	LOQ	20/01/2024 18:52	LOQ
Yes, I can write Narrative.		1	20/01/2024 17:22	LOQ	20/01/2024 18:52	LOQ

Appendix 10: Figure 4.1.6: Matrix coding students writing self-efficacy for gender perception



Appendix 11: Figure 4.1.7: Digital Literacy code

The screenshot displays a software interface for managing digital literacy codes. The main window is titled 'ANGKET_ATTRIBUTE_DL' and shows a list of nodes. The selected node is '(12) Do you know the consequence of illegal downloading? Please explain'. The interface shows a table of nodes and their associated codes, with a detailed view of the selected node's codes and their coverage percentages.

Name	Files	References
(11) What application you use to help you writing assignment How you operate it. Plea	1	72
(12) Do you know the consequence of illegal downloading? Please explain	1	72
can harm my cellphone	1	5
cause malware on cellphone	1	4
cause viruses on cellphone	1	20
disadvantages creators rights	1	8
I don't know about it	1	12
I just know it piracy	1	5
I know well the law consequence of piracy	1	24
just keep our cellphone private	1	3
uncertain answer	1	2
(13) Do you always compare what is valid information and what is invalid information r	1	72
(14) Do you aware about your smartphone, for example scanning viruses, if yes please	1	72
(15) Please explain your experience to access source information through internet	1	72
(16) How do you make communication with your friends or family, the application and	1	72

The detailed view of the selected node shows the following codes and their coverage percentages:

- Reference 1 - 0,23% Coverage: Legal downloading can have serious consequences, including fines, legal action, and even imprisonment in some cases. It can also harm the industries that rely on the sale and distribution of copyrighted material, such as the music and film industries.
- Reference 2 - 0,23% Coverage: You know, from illegal downloading we can be punished and even go to prison.
- Reference 3 - 0,23% Coverage: You know, because if you download illegally you can be charged or even jailed.
- Reference 4 - 0,23% Coverage: Yes, because you can be charged or fined for stealing someone's items without permission.
- Reference 5 - 0,23% Coverage: Legal downloading can lead to legal violations, financial loss for creators, spread of malware, negative impact on creative industries, loss of support for content creators, and potentially harm to consumers.
- Reference 6 - 0,23% Coverage: The consequences of illegal downloading increase the risk of exposure to personal identity theft.
- Reference 7 - 0,23% Coverage: Can be fined or even sent to prison.
- Reference 8 - 0,23% Coverage: can be threatened with criminal sanctions in the form of prison and fines.
- Reference 9 - 0,23% Coverage: understand that illegal downloading can have serious consequences. Firstly, it violates copyright laws, which protect the intellectual property of creators. Moreover, engaging in illegal downloading may lead to the spread of malware or viruses, posing a threat to the security of one's device. Additionally, it fosters an environment of unfairness, as it deprives creators of the compensation they deserve for their work.
- Reference 10 - 0,23% Coverage: I know, illegal downloading may provide potential legal action, economic loss, stifling of innovation, security risks
- Reference 11 - 0,23% Coverage: will be jailed for stealing someone else's work
- Reference 12 - 0,23% Coverage:

Appendix 12: Figure 4.1.8: Digital Literacy tree code

ANGKET.msp - NVivo 12 File

File Home Import Create Explore Share

Quick Access: Files, Memos, Nodes

Data: Files, File Classifications, External, Codes

Nodes: ANGKET_ATTRIBUTE_DL, ANGKET_ATTRIBUTE_WM, ANGKET_ATTRIBUTE_WSE, Crosstab Query_WM, Relationships, Relationship Types, Cases, Case Classifications

Notes, Search, Maps, Output

LOG 92 items

Name	Files	References	Created On	Created By	Modified On	Modified By
(11) What application you use to help you writing assignment How you operate it. Please explain	1	72	19/01/2024 23:50	LOG	19/01/2024 23:50	LOG
(12) Do you know the consequence of illegal downloading Please explain	1	72	19/01/2024 23:50	LOG	19/01/2024 23:50	LOG
uncertain answer	1	2	20/01/2024 21:15	LOG	20/01/2024 21:16	LOG
just keep our cellphone private	1	3	20/01/2024 21:26	LOG	20/01/2024 21:29	LOG
cause malware on cellphone	1	4	20/01/2024 21:31	LOG	20/01/2024 21:34	LOG
I just know, it piracy	1	5	20/01/2024 21:09	LOG	20/01/2024 21:31	LOG
can harm my cellphone	1	5	20/01/2024 21:11	LOG	20/01/2024 21:30	LOG
disadvantages creators rights	1	6	20/01/2024 21:22	LOG	20/01/2024 21:32	LOG
I don't know about it	1	12	20/01/2024 21:10	LOG	20/01/2024 21:32	LOG
cause viruses on cellphone	1	20	20/01/2024 21:15	LOG	20/01/2024 21:32	LOG
I know well the law consequence of piracy	1	24	20/01/2024 21:13	LOG	20/01/2024 21:32	LOG
(13) Do you always compare what is valid information and what is invalid information regarding about disinformation you got from internet	1	72	19/01/2024 23:50	LOG	19/01/2024 23:50	LOG
Yes, if the information seems suspicious	1	1	20/01/2024 22:54	LOG	20/01/2024 22:54	LOG
No, I don't know which one is valid or hoax	1	11	20/01/2024 22:46	LOG	20/01/2024 23:06	LOG
Yes, and I have to be careful	1	14	20/01/2024 22:57	LOG	20/01/2024 23:07	LOG
Yes, I know the information I got is valid	1	18	20/01/2024 22:46	LOG	20/01/2024 23:04	LOG
Yes, I know it by crossing references and verify the fact	1	27	20/01/2024 22:52	LOG	20/01/2024 23:07	LOG
(14) Do you aware about your smartphone, for example scanning viruses, if yes please explain	1	72	19/01/2024 23:50	LOG	19/01/2024 23:50	LOG
I just install the anti-virus	1	1	20/01/2024 23:18	LOG	20/01/2024 23:18	LOG
Yes, I know I use anti-virus to detect the viruses	1	3	20/01/2024 23:10	LOG	20/01/2024 23:23	LOG
yes, my cellphone got viruses	1	3	20/01/2024 23:13	LOG	20/01/2024 23:24	LOG
Yes, I used to clean the bash	1	4	20/01/2024 23:10	LOG	20/01/2024 23:19	LOG
uncertain answer	1	6	20/01/2024 23:13	LOG	20/01/2024 23:25	LOG
yes, I always scan it	1	9	20/01/2024 23:12	LOG	20/01/2024 23:24	LOG
yes, I know my cellphone when it got viruses	1	18	20/01/2024 23:12	LOG	20/01/2024 23:25	LOG
I don't know how	1	29	20/01/2024 23:06	LOG	20/01/2024 23:26	LOG
(15) Please explain your experience to access source information through internet	1	72	19/01/2024 23:50	LOG	20/01/2024 22:38	LOG
I have problem with the connection	1	3	20/01/2024 22:39	LOG	20/01/2024 22:39	LOG
I don't know the valid information	1	3	20/01/2024 22:41	LOG	20/01/2024 22:44	LOG
uncertain answer	1	6	20/01/2024 22:28	LOG	20/01/2024 22:44	LOG
Obtained and understand the information	1	11	20/01/2024 22:23	LOG	20/01/2024 22:40	LOG
I just accessing for Assignment by sorting the sources	1	13	20/01/2024 22:25	LOG	20/01/2024 22:43	LOG
get the information, read it and verify it correct or wrong	1	14	20/01/2024 22:24	LOG	20/01/2024 22:44	LOG
just access and use browser to find my interest	1	27	20/01/2024 22:27	LOG	20/01/2024 22:44	LOG
(16) How do you make communication with your friends or family, the application and the items you send and share, please explain	1	72	19/01/2024 23:50	LOG	19/01/2024 23:50	LOG

Appendix 13: Figure 4.1.9: Matrix coding students Digital Literacy for gender perception

