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Digital Literacy Boosts Students English Achievement

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ABSTRACT

Digital literacy has become an essential competency for students in the 21st century, particularly in supporting English language learning. This study aims to (1) describe the digital literacy profile of eighth-grade students at MTs Ishlaahul Ummah, (2) examine their English achievement, and (3) analyze the correlation between digital literacy and English achievement. A quantitative correlational method was employed with a sample of 98 students selected through random sampling. Data were collected using questionnaires and school documentation and analyzed with descriptive statistics and simple linear regression. The findings indicate that students' digital literacy levels vary, with the majority in the low category, while their English achievement mostly falls within the moderate range. Regression analysis revealed a positive and significant relationship between digital literacy and English achievement, with digital literacy contributing 9% to students' performance. These results highlight the importance of strengthening digital literacy skills as a strategy to enhance English learning outcomes. The study provides practical implications for teachers, schools, and policymakers to integrate digital literacy into learning practices to better prepare students for academic and global challenges.

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1. INTRODUCTION

Education plays a central role in supporting the quality of human life. Through education, individuals not only gain knowledge but also contribute to improving the quality of competitive human resources. In the context of modern life, education has become one of the main pillars in shaping the holistic growth and development of individuals. The primary objective of education, as stated in Ministerial Regulation No. 57 of 2021 on Education, Culture, Research, and Technology, is to enlighten the nation and cultivate individuals of character, intelligence, and skill through active, planned, and sustainable learning processes. Success in the learning process is highly dependent on the effectiveness of the methods and media used, as achieving optimal learning outcomes is an important indicator of educational quality. If learning outcomes do not meet the expected standards, this may indicate issues within the learning system.

In today's era of globalization and digitalization, English language proficiency has become an important skill that not only supports cross-cultural communication but also opens access to literature, media, and global job opportunities. English has become a communication tool in various sectors, including education, business, technology, and international diplomacy. Additionally, an increasing number of individuals are learning English because it plays a crucial role in international communication, media, and the current and future job market[1].

More than just a language skill, mastery of English has now become a strategic asset in facing global competition. In the world of education, many learning resources, scientific journals, and key references are available in English. Similarly, in the world of work, English language proficiency is often a requirement in the recruitment of professionals, both at the national and international levels[2].

In line with technological developments, learning media has also undergone a transformation toward the use of digital media based on electronic devices. Digital literacy has become an essential skill for both teachers and students to keep pace with the dynamics of 21st-century learning. The transition from print media to digital sources marks a paradigm shift in the world of education, where access to information has become more widespread and flexible. With devices such as computers, smartphones, and laptops, students can now access learning resources anytime and anywhere. Digital literacy not only facilitates information retrieval but also requires skills in sorting, understanding, and utilizing information wisely.

In the school environment, students act as active users of information. However, not all information needs can be met through conventional learning resources such as textbooks or print media. Access to the internet has become an effective alternative to support learning needs, including in English language learning. Unfortunately, many students have not optimized the use of the internet for educational purposes and instead use it excessively for social media or games.

Preliminary observations in the eighth grade at MTs Ishlaahul Ummah show variations in digital literacy proficiency. Some students effectively use digital tools for academic purposes, while others primarily engage in non-educational activities such as social media or gaming. This disparity is reflected in English assessment results, where students with higher digital literacy tend to achieve better outcomes.

2. LITERATURE REVIEW

2.1 Digital Literacy

The concept of literacy has increasingly been applied in a broader context, including digital literacy, which essentially refers to fundamental literacy skills, namely the ability to read and write. These skills are primarily acquired through education[3]. In addition, digital literacy refers to the ability to read and comprehend information presented in hypertext or multimedia formats. Unlike traditional literacy, digital literacy encompasses diverse information forms such as images, text, audio, and other media made possible by today's digital resources[4]. Based on the opinions of the experts above, it can be concluded that digital literacy is the ability to use technology to obtain information and analyze that information in digital form. It is hoped that digital will be able to help students' enthusiasm for learning.

The ability to understand, use and apply something optimally is what is called literacy. This can be done by looking, listening, reading, hearing, and writing. Meanwhile, digital literacy is the ability to use technology to obtain information and analyze that information in digital form. in order to be said to be digitally literate, you must have four competencies, namely as follows: 1. Internet searching; 2. Hypertextual navigation; 3. Content evaluation; 4. Knowledge assembly[5].

2.2 Learning Achievement

Learning achievement is the result of learning, achievement is obtained from evaluation or assessment. Each child will have different learning outcomes or achievements from one another[6]. In addition that learning achievement is expressed in the form of symbols, numbers, letters and sentences which can reflect the results that have been achieved by each student in a certain period and can be interpreted that learning achievement is the result of a learning activity accompanied by changes. achieved by the students themselves. If students want to achieve good learning achievements, they must participate in learning activities well in order to obtain good learning results[7]. From several definitions of learning achievement, it can be concluded that learning achievement is a process in which a person achieves a high level of thought process, enabling the emergence or change of behavior as a result of the formation of a primary response. Influence learning achievement, namely: 1. Internal factors such as physiological and psychological factors; 2. External factors such as social environmental factors, supporting facilities and infrastructure[6].

2.3 Hypothesis

A hypothesis serves as a temporary solution to a research problem, remaining tentative until supported by collected data. the hypothesis is a temporary response to the research problem formulation and the research problem formulation has been expressed in a question sentence format[8]. In other words, because the answers given are only based on significant theory, the facts obtained are not yet based on empirical facts through data collection. Based on the framework of thinking, researchers propose the following hypothesis:

H0: There is no correlation between digital literacy and students' English achievement at VIII grade MTs Ishlaahul Ummah.
H1: There is a correlation between digital literacy and students' English achievement at VIII grade MTs Ishlaahul Ummah.

3. METHOD

This study uses a quantitative survey approach. The type of research conducted is non-experimental with a correlational design. However, this study aims to explore the relationship between two or more variables that have

occurred naturally without manipulation. By utilizing statistical analysis, the research seeks to identify the strength and direction of the association between variables, providing insights into how they are related within the studied population[9]. This approach allows the researcher to draw conclusions based on observed data rather than experimental intervention. The researchers developed a structured questionnaire to measure the first variable, namely digital literacy, adapting indicators from established frameworks such as those proposed by the European Commission's Digital Competence Framework to ensure content validity [10]. Meanwhile, the second variable, students' English proficiency, was obtained from authentic school administrative records, such as students' final English grades and standardized test scores, which are considered reliable indicators of academic achievement in language learning [11].

Following the development and compilation of the research instruments, data on digital literacy were collected from the entire accessible population, ensuring comprehensive representation. Prior to analysis, the questionnaire underwent a rigorous process of validity and reliability testing. Construct validity was assessed through item-total correlation, while reliability was measured using Cronbach's Alpha coefficient. The reliability test was conducted only after the elimination of items that did not meet the minimum threshold for validity, in accordance with best practices in instrument development [8]. Subsequently, the researchers proceeded with data analysis using SPSS version 27 for Windows. Descriptive and inferential statistical techniques were employed to examine the distribution patterns and correlations between variables. This analytical process was aimed at determining the extent to which digital literacy is associated with students' English language proficiency, providing empirical evidence that contributes to the understanding of digital competencies in educational contexts.

This study uses the association method as its main approach. The association method aims to identify the influence and/or relationship between independent variables and dependent variables arranged in a matrix form. Matrix variables can be measured using measuring instruments [12]. An illustration of the relationship between each variable that can be formulated in the design paradigm can be seen in the following figure :

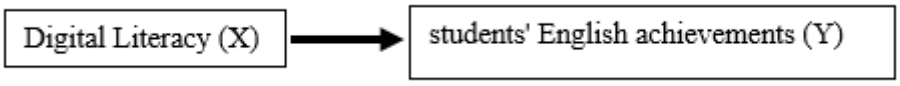

Figure.1 Research Model

X: Digital Literacy Variable

Y: Learning Achievement Variable

→: Correlation Between Digital Literacy and Students' English Achievement

The population in this study consisted of eighth-grade students at MTs Ishlaahul Ummah Solear. To determine the sample size, the Slovin formula was applied with a margin of error of 5%, resulting in a sample size of 98.11, which was rounded to 98 students. This sampling approach ensures that each member of the population had an equal probability of being selected, thereby maintaining representativeness and reducing sampling bias.

Data collection in this research employed two main techniques. First, documentation was used to obtain students' academic records, specifically their daily and mid-semester grades, to represent English proficiency. Second, a closed-ended questionnaire was administered to measure students' digital literacy. This method allows for standardized responses, enabling easier data analysis and comparison while minimizing ambiguity in participant responses.

4. RESULTS AND DISCUSSION

Digital literacy refers to the ability to understand and manage information presented in hypertext and multimedia formats. This literacy differs from traditional literacy, as today's digital sources enable information to be presented in various formats, such as images, text, audio, and other formats [13]. In the world of education, digital literacy needs to be strengthened and improved in order to support the learning process through the use of digital media. This media plays an important role in obtaining scientific information and facilitating the achievement of learning objectives, as it is able to present material contextually in audio-visual form, making the learning process more interesting, interactive, and involving active student participation[14].

According to Glister, digital literacy encompasses more than just the ability to operate digital devices; it involves a set of cognitive and technical competencies that enable individuals to function effectively in digital environments. To be considered digitally literate, an individual must possess four core competencies: (1) the ability to conduct efficient and critical Internet searching; (2) the skill of hypertextual navigation, which refers to moving through non-linear digital texts and multimedia; (3) the capacity for content evaluation, involving the assessment of the credibility, relevance, and accuracy of digital information; and (4) knowledge assembly, which entails synthesizing and integrating information from various digital sources into coherent understanding. These competencies are essential in navigating the complexities of the modern information landscape and are foundational in the development of critical thinking in the digital age. [15].

Learning achievement is the result or change in the learning process that is achieved and a process that enables the emergence or change in behavior as a result of the formation of primary responses, provided that the change or emergence of new behavior is not caused by maturation or temporary changes due to something else. In line with other opinions stating that learning achievement is the result of the learning process, and such achievement is obtained through evaluation or assessment. Every child will have different learning outcomes or achievements from one another[6]. This is reinforced by the opinion that learning achievement is displayed through symbols, numbers, letters, or written statements that describe students' achievements over a certain period of time. In general, academic achievement can be defined as the result of a learning process that demonstrates positive changes achieved by students individually [16].

This study analyzes data based on two variables, namely digital literacy as variable X and students' English academic achievement as variable Y, with a total of 98 respondents from MTs Ishlaahul Ummah.

3.1. Digital Literacy Variable Data Description

In an effort to collect data on digital literacy, this study used a questionnaire consisting of 42 statements and distributed to 98 respondents. The results of descriptive statistical analysis of digital literacy variables can be seen in the following table:

Statistics

DigitalLiteracy

N	Valid	98
	Missing	0
Mean		90.06
Median		89.00
Std. Deviation		8.659
Minimum		81
Maximum		114

Figure.2 Statistics Digital Literacy

Based on the results of the analysis conducted using SPSS software version 27.0, it was found that there were 98 student respondents. The lowest score obtained was 81, while the highest score reached 114. In addition, the table also shows that the mean value for the Digital Literacy (X1) variable was 90.06 with a standard deviation of 8.659.

DigitalLiteracy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81	19	19.4	19.4	19.4
	82	8	8.2	8.2	27.6
	83	10	10.2	10.2	37.8
	84	2	2.0	2.0	39.8
	85	5	5.1	5.1	44.9
	86	2	2.0	2.0	46.9
	88	2	2.0	2.0	49.0
	89	4	4.1	4.1	53.1
	90	1	1.0	1.0	54.1
	92	9	9.2	9.2	63.3
	94	2	2.0	2.0	65.3
	95	8	8.2	8.2	73.5
	96	12	12.2	12.2	85.7
	103	1	1.0	1.0	86.7
	104	7	7.1	7.1	93.9
	105	1	1.0	1.0	94.9
	107	1	1.0	1.0	95.9
	109	1	1.0	1.0	96.9
	110	2	2.0	2.0	99.0
	114	1	1.0	1.0	100.0
	Total	98	100.0	100.0	

Figure 3. Results of Digital Literacy

To calculate the number of class intervals, you can use the formula: K = 1 + 3.3 log n, where n is the number of sample data or respondents. In this study, the number of n = 98 students, so we get 1 + 3.3 log 98 = 1 + 3.3 (1.91) = 1 + 6.57 to 7.57, rounded to 7, so the number of class intervals is 8. For the range (R), the formula used is: maximum value – minimum value, which is 114 – 81, resulting in R = 33. For the class width (P), the formula is the range divided by the number of classes, which is 33/7 = 4.71, rounded up to 5.

3.2. Student English Achievement

Research data on the academic achievement of eighth-grade students at MTs Ishlaahul Ummah, obtained from mid-semester assessment (PTS) scores for English. The results of descriptive statistical analysis related to the academic achievement of eighth-grade students in English are presented in the following table:

Statistics

StudentEnglishAchievement		
N	Valid	98
	Missing	0
Mean		88.11
Median		90.00
Std. Deviation		6.198
Minimum		75
Maximum		96

Figure.4 Statistic of Students' English Achievement

Based on the above analysis, the test results obtained using the SPSS application were 98 students, with the lowest score (Minimum) being 75 and the highest score (Maximum) being 96. From the table above, it can also be seen that the mean score for the Student English Achievement variable (Y) is 88.11 with a standard deviation of 6.198.

StudentEnglishAchievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	2	2.0	2.0	2.0
	76	5	5.1	5.1	7.1
	77	2	2.0	2.0	9.2
	78	1	1.0	1.0	10.2
	79	2	2.0	2.0	12.2
	80	1	1.0	1.0	13.3
	81	5	5.1	5.1	18.4
	82	3	3.1	3.1	21.4
	83	4	4.1	4.1	25.5
	84	3	3.1	3.1	28.6
	85	6	6.1	6.1	34.7
	86	1	1.0	1.0	35.7
	87	4	4.1	4.1	39.8
	88	4	4.1	4.1	43.9
	89	4	4.1	4.1	48.0
	90	7	7.1	7.1	55.1
	91	5	5.1	5.1	60.2
	92	12	12.2	12.2	72.4
	93	3	3.1	3.1	75.5
	94	9	9.2	9.2	84.7
	95	6	6.1	6.1	90.8
	96	9	9.2	9.2	100.0
	Total	98	100.0	100.0	

Figure. 5 Result of Students' English Achievement

From the data presented above, the English proficiency scores of the 98 student respondents indicate that the variable representing students' English proficiency (Y) yielded a maximum score of 96 and a minimum score of 75. This reflects a relatively high baseline of performance within the sample. To facilitate further analysis and

interpretation, the data were grouped into class intervals. The number of class intervals was determined using Sturges' formula: K=1+3.3log(n), where n=98, resulting in approximately 7.57, which was then rounded to 7 class intervals for practicality. The range of the data was calculated as R=96−75=21. Consequently, the class width was obtained by dividing the range by the number of class intervals, yielding 21/7=3. Grouping the data in this manner enables a clearer visualization of score distribution and supports more structured statistical analysis.

3.3 Descriptive Analysis

Descriptive analysis is used to explain each variable in this study, namely digital literacy (X) and students' English learning achievement (Y). This analysis aims to provide an overview of the characteristics of the data from each variable studied, both in terms of measures of central tendency (such as mean, median, and mode) and measures of dispersion (such as standard deviation, variance, and range). Thus, descriptive analysis enables researchers to understand the general patterns, distributions, and trends of the data values obtained from the sample, which can then more comprehensively represent the conditions of the population. This step also serves as an important foundation before conducting further analyses such as correlation or regression tests.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
DigitalLiteracy	98	81	114	90.06	8.659
StudentEnglishAchievement	98	75	96	88.11	6.198
Valid N (listwise)	98				

Figure.6 Descriptive Statistics

In the table above, the results of the descriptive statistical analysis indicate that from a total of 98 respondents, the Digital Literacy variable (X) yielded a minimum score of 81 and a maximum score of 114. The mean score was 90.06, with a standard deviation of 8.659, suggesting a moderate level of variability in students' digital literacy levels. Meanwhile, the Student English Achievement variable (Y) recorded a minimum score of 75 and a maximum score of 96, with an average score of 88.11 and a standard deviation of 6.198. These findings provide an initial overview of the distribution and central tendency of the data, reflecting that, overall, students demonstrated relatively high performance in both digital literacy and English achievement, with acceptable levels of score dispersion.

3.4 Prerequisite Test

A prerequisite test is an initial assessment administered to students to evaluate their mastery of foundational concepts or skills required for success in a subsequent course or subject. This type of test aims to identify learning gaps early, allowing educators to implement targeted remediation or adapt instructional strategies[6].

3.4.1 Normality Test

The normality test aims to determine whether the data distribution is normal or not. Basically, the normality test is performed by comparing the data with a normal distribution that has an equivalent mean and standard deviation. If the Asymp. Sig value is below the 5% significance level, the data is considered to be non-normally distributed. Conversely, if the Asymp. Sig value is equal to or greater than 5%, the data is considered to be normally distributed. The results of the normality test are presented in the following table:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	.083	98	.093	.984	98	.290

a. Lilliefors Significance Correction

Figure.7 Tests of Normality

Based on the results of the normality test above, the Kolmogorov-Smirnov sig value of 0.093 is greater than the sig value of 0.05 (5%), so H0 is accepted. Therefore, based on the prerequisite test above, it can also be concluded that the Digital Literacy data is normally distributed.

3.4.2 Homogeneity Test

In this study, a diagnostic test was conducted to identify the presence of heteroscedasticity, which is one of the key assumptions in regression analysis. This was done by analyzing the scatter plot between the residuals and the predicted values of the dependent variable (Y). A model is considered to exhibit heteroscedasticity if the scatter plot reveals a clear, non-random pattern such as a funnel shape or systematic curvature indicating that the variance of the residuals is not constant across all levels of the independent variables. Additionally, a formal statistical test, namely the Glejser test, was performed by regressing the absolute residual values against the independent variables.

The decision criteria for the Glejser test are based on the significance value (sig.). If the p-value is less than 0.05, it indicates that the variance is not constant (i.e., heteroscedasticity is present), suggesting that the data violate

the assumption of homoscedasticity. Conversely, if the significance value is greater than 0.05, the assumption of homoscedasticity is met, implying that the data have equal variance across levels of the independent variable.

In this study, the obtained significance value is 0.382, which is greater than the threshold of 0.05. Therefore, it can be concluded that there is no indication of heteroscedasticity in the model. This suggests that the data on students' English proficiency and digital literacy are homogeneously distributed and meet the homoscedasticity assumption required for valid linear regression analysis. The results can be seen in the table below:

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
StudentEnglishAchievement	Based on Mean	1.032	3	94	.382
	Based on Median	.936	3	94	.426
	Based on Median and with adjusted df	.936	3	89.664	.427
	Based on trimmed mean	1.037	3	94	.380

Figure.8 Tests of Homogeneity of Variances

3.4.3 Linearity Test

The linearity test aims to determine whether the relationship between the variables analyzed forms a straight line pattern. This means that an increase or decrease in one variable will be followed proportionally by a change in the other variable in the form of a linear relationship. (Linear means a relationship that forms a straight line). The results of the linearity test are shown in the following table:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
StudentEnglishAchievement * DigitalLireacy	Between Groups	(Combined)	3203.522	19	168.606	25.182	.000
		Linearity	3049.511	1	3049.511	455.462	.000
		Deviation from Linearity	154.011	18	8.556	1.278	.226
	Within Groups		522.243	78	6.695		
	Total		3725.765	97			

Figure.9 Result of Linearity Test

Based on the ANOVA results table for Digital Literacy (X) and Student English Achievement (Y) above, a Linearity sig value of 0.226 > 0.05 was obtained, meaning that H0 is accepted and H1 is rejected. Therefore, it can also be concluded that there is a linear relationship between Digital Literacy and Student English Achievement.

3.5 Hypothesis Testing

Hypothesis Testing is a statistical procedure used to determine whether there is enough evidence in a sample to support a particular claim (hypothesis) about a population parameter. It involves several steps: formulating a null hypothesis (H_0) and an alternative hypothesis (H_1), selecting an appropriate test statistic, determining the significance level (α), computing the test statistic from sample data, and making a decision by comparing the p-value or test statistic with critical value(s).

3.5.1 Simple Linear Regression Test

This analysis technique is used to test whether there is an influence between independent variables and dependent variables. Simple regression analysis is used to determine the influence of digital literacy on students' English achievement. Decision criteria: "If the probability (Sig) <0.05, then Ho is rejected; otherwise, Ho is accepted." The results of simple regression analysis using SPSS are as follows:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.315[a]	.100	.090	1.59310

a. Predictors: (Constant), DigitalLiteracy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-3.445	1.690		-2.038	.044
	DigitalLiteracy	.061	.019	.315	3.257	.002

a. Dependent Variable: RES2

Figure.10 Simple Linear Regression Test

Based on the coefficient output table, a sig value of 0.044 is obtained in the constant row. A sig value of 0.002 < 0.05 indicates that β0 is included in the simple linear regression. In the table above, the equation can be formed by obtaining the value of β0 = -3.445 and the value of β1 = 0.061, so the regression equation is Y = -3.445 + 0.061 0.061 against Y.

In the Model Summary table, the output obtained shows that the contribution of the independent variable (X) to the dependent variable (Y) is 0.090 or 9%, with the remaining 91% influenced by other factors not investigated in this study.

3.5.2 Correlation Test

Digital literacy has a significant positive impact on students' English achievement with a coefficient of 0.620 (one-way influence test with a significance level of α = 0.005). This means that a 1-point increase in digital literacy will increase students' English achievement by 0.620 points, assuming other variables remain constant. Can see in figure 11.

Correlations

		DigitalLiteracy	StudentsEnglishAchievement
DigitalLiteracy	Pearson Correlation	1	.620**
	Sig. (2-tailed)		.000
	N	98	98
StudentsEnglishAchievement	Pearson Correlation	.620**	1
	Sig. (2-tailed)	.000	
	N	98	98

**. Correlation is significant at the 0.01 level (2-tailed).

Figure.11 Correlation Test

3.6 Discussion

The primary purpose of this study was to address the research questions, specifically: (1) to provide a descriptive overview of students' digital literacy levels, (2) to analyze their English learning achievement, and (3) to examine the extent to which digital literacy contributes to or influences students' English learning outcomes at MTs Ishlaahul Ummah Solear. To achieve this, quantitative data were collected and systematically analyzed using SPSS version 27 for Windows. The use of statistical software enabled a more accurate and efficient interpretation of the data. The results of the analysis are presented comprehensively to provide empirical answers to the formulated questions, and are explained in detail as follows:

3.6.1 Explanation of Digital Literacy at MTS Ishlaahul Ummah

The overall distribution of students' digital literacy levels at MTs Ishlaahul Ummah Solear reveals a varied profile. Specifically, 14 students fall into the 'very high' category, 20 students are classified as 'high', another 20 students are in the 'moderate' category, while the majority, totaling 44 students, are categorized as having a 'low' level of digital literacy. This classification indicates that although a portion of students demonstrate strong digital competencies, a significant number still require substantial improvement in this area.

Furthermore, based on the analysis of the first indicator of digital literacy, as presented in the table above, it is found that the item with the highest average score is statement number 9, which reached a mean of 3.60. The statement reads, 'I never access the internet to search for information.' The high score on this item suggests a notable contradiction—students recognize the importance of digital literacy, yet many refrain from actively utilizing the internet for academic or informational purposes. This reflects a potential gap between access to digital tools and the effective use of those tools for learning purposes.

3.6.2 Explanation of Student English Achievement at MTS Ishlaahul Ummah

This study aims to describe the English language achievement of eighth-grade students at MTs Ishlaahul Ummah Solear. The data used to assess students' achievement were derived from their mid-semester English test scores, which reflect their academic performance in the subject. Based on the results of data analysis, the distribution of student achievement levels shows that the average score used as the benchmark was 75. The categorization of student performance reveals that 43% of students fall into the 'high' achievement category, making it the dominant group. Meanwhile, 22% of students are categorized as having 'moderate' achievement, and 15% are in the 'low' category. These findings suggest that nearly half of the students have achieved a relatively strong understanding and performance in English, although a considerable portion still requires further academic support and intervention to reach optimal learning outcomes.

3.6.3 The Correlation between Digital Literacy and English Achievement of Students at MTS Ishlaahul Ummah

The results of hypothesis testing in this study indicate a statistically significant and positive relationship between digital literacy (X) and students' English learning achievement (Y). The significance value for the linearity test was found to be 0.002, which is below the conventional threshold of 0.05. This result leads to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1), thereby confirming the presence of a linear and meaningful influence of digital literacy on English achievement.

Furthermore, the coefficient of determination (R^2) shows that the digital literacy variable contributes approximately 9% to the variance in students' English learning outcomes. This implies that the remaining 91% of the variance is explained by other factors not examined within the scope of this study, such as learning motivation, instructional strategies, home environment, or individual language aptitude.

Empirical findings from this research also demonstrate that students with higher levels of digital literacy tend to achieve better results in English. Their proficiency in utilizing digital tools such as search engines, online learning platforms (e.g., Google Classroom), and communication tools (e.g., Gmail and Google Forms) enables them to access, manage, and apply learning resources more effectively. This, in turn, supports deeper comprehension and greater engagement with the English language.

On the other hand, students with low digital literacy levels may face significant challenges in navigating online content, filtering relevant information, and integrating digital tools into their learning process. These difficulties can hinder academic performance and limit the potential benefits of technology in education. Therefore, enhancing students' digital literacy is not only relevant but essential, as it plays a critical role in fostering independent learning, increasing language exposure, and ultimately supporting improved academic outcomes.

5. CONCLUSION

Based on the results of the study of MTs Ishlaahul Ummah students, the following conclusions can be drawn: 1. The digital literacy of MTs Ishlaahul Ummah students shows that there are 14 students in the very high category, 20 students in the high category, 20 students in the medium category, and 44 students in the low category. 2. The English language achievement of students at MTs Ishlaahul Ummah is 75, with the largest percentage in the high category (43%), the moderate category (22%), and the low category (15%). 3. Digital literacy contributes positively to the English learning achievement of students at MTs Ishlaahul Ummah. The hypothesis test results show that the magnitude of this influence is 0.09 or 9%, while the remaining 91% is influenced by other factors not discussed in this study. Thus, the ability to master digital literacy is very important because it has a positive impact on student learning outcomes.

Based on the results of this study, the researchers offer the following recommendations:1. Students at MTs Ishlaahul Ummah are expected to improve their understanding of digital literacy so that they can develop comprehensively and boost their performance in English. 2. For teachers and schools, the findings of this study can be used as a reference in efforts to improve students' English performance through strengthening digital literacy. 3. For future researchers, it is recommended to develop the research by adding other variables so that the results obtained in the future are more comprehensive and in-depth regarding students' English performance.

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