

**DIGITAL LEARNING APPLICATIONS USED BY STUDENTS OF SMAN  
7 BANJARMASIN IN LEARNING ENGLISH LANGUAGE**

***SARJANA'S* THESIS**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMBUNG MANGKURAT  
BANJARMASIN**

**2026**

**DIGITAL LEARNING APPLICATIONS USED BY STUDENTS OF SMAN  
7 BANJARMASIN IN LEARNING ENGLISH LANGUAGE**

***SARJANA'S* THESIS**

**Presented to Faculty of Teacher Training and Education as a Partial  
Fulfilment of the Requirements for Completing the Sarjana *Pendidikan*  
*Program* Degree in English Language Education Department**

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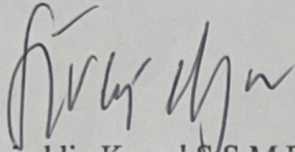
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## LETTER OF APPROVAL

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Banjarmasin, 8 October 2025

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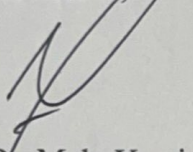


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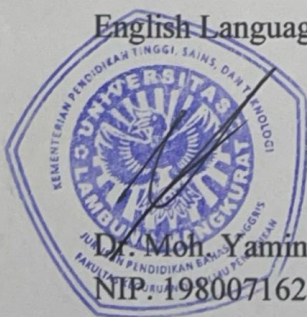
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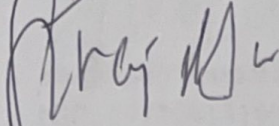
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Thesis Title : Digital Learning Applications Used by students of SMAN 7  
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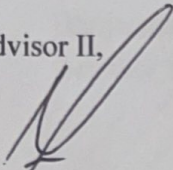
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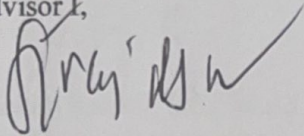
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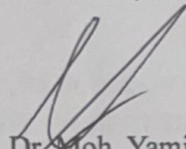
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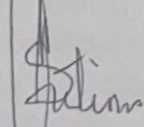
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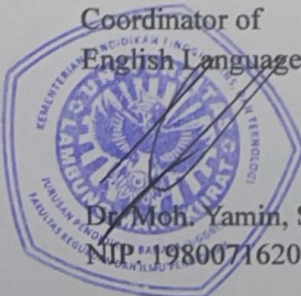
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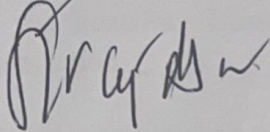
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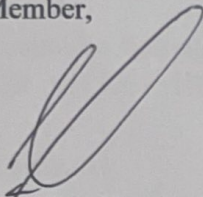
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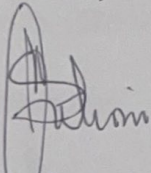
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## ABSTRACT

Dewa, Muhammad Rizky R Kusuma. (2026). *Digital Learning Applications Used by Students of SMAN 7 Banjarmasin in Learning English Language*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. Advisors: (I) Sirajuddin Kamal, S.S, M.Ed., (II) Dr. Moh. Yamin, S.Pd., M.Pd

Keywords: Digital Learning Applications, Learner Autonomy, English Language Learning

This study aims to describe the usage patterns and preferred digital applications independently utilized by eleventh-grade students at SMAN 7 Banjarmasin, investigate the operational challenges they encounter, and explore the pedagogical implications for English language teaching. Employing a qualitative descriptive design, data were collected through open-ended questionnaires, semi-structured interviews, direct observations, and documentation involving 5 purposefully selected students as core informants. The data were analyzed using the Miles and Huberman interactive model, encompassing data reduction, data display, and conclusion drawing/verification.

The findings reveal that students actively exercise learner autonomy by incorporating a diverse ecosystem of digital platforms including YouTube, Spotify, TikTok, Duolingo, and Instagram for both receptive skill reinforcement and active communicative practice. However, the research uncovers that students frequently operate under a state of "pseudo-autonomy," where their digital engagement is largely steered by algorithmic recommendations rather than self-directed academic intent. Students face significant internal and external hurdles in transforming incidental exposure into systematic acquisition due to attention fragmentation, metacognitive deficits, erratic time management, and unstable internet connectivity. The study concludes that digital autonomy in secondary learners is a cultivated capacity rather than a default setting. Consequently, educators are encouraged to adopt Self-Regulating Teaching (SRT) roles and integrate blended learning designs to effectively bridge students' informal digital habits with formal curriculum goals.

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2. Prof. Dr. Sunarno Basuki, Drs., M.Kes., AIFO as The Dean of Faculty of Teacher Training and Education of Lambung Mangkurat University.
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Finally, the researcher realizes that this thesis is far from perfect, as perfection belongs only to the Almighty. Therefore, any constructive criticism and suggestions to improve this work are highly welcomed. The researcher hopes that this study may provide meaningful insights and contribute positively to the development of English language education, particularly in the digital learning context.

Banjarmasin, July 2026

The Researcher

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