

ABSTRACT

Mahendra, Jova Zirga Maijava. (2025). *The Implementation of Digital Technologies in Reading Instruction: A Case Study at SMAN 1 Blitar*. Thesis, English Education Department, Undergraduate Program, Balitar Islamic University Blitar. Advisors: (1) Dian Fadhilawati M.Pd. (2) Adin Fauzi M.Pd

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This study emerges from the growing need to integrate digital technology into reading instruction to enhance student engagement and comprehension in a technology-based learning environment. This case study investigates the implementation of digital technologies specifically Let's Read Asia, Newsela, and CommonLit in reading instruction at SMAN 1 Blitar. The research focuses on how English teachers at the school plan, implement, and evaluate digital reading instruction, as well as explores the challenges they face and the strategies used to overcome them. Through an in-depth analysis of this specific context, the study aims to examine how digital platforms can support more interactive, effective, and student-centered reading instruction in senior high school classrooms.

This study used a qualitative approach with a single case study design to describe in depth the implementation of digital technology in reading learning. The research was conducted at SMAN 1 Blitar, focusing on one English teacher and five students from classes XI-1 and XI-3 as participants. The researcher used an interactive model for data analysis, which involved three main steps: data reduction, data presentation, and conclusion drawing. To increase the credibility of the findings, triangulation was applied by checking the data collected from various sources and instruments. Data collection was conducted through several techniques, including interviews, observation and documentation.

The findings revealed that digital technology, especially Let's Read Asia, Newsela and CommonLit, was effectively implemented at four stages: planning, implementation, evaluation and overcoming challenges in reading instruction. At the planning stage, teachers designed digital platforms aligned with the CP and ATP selecting digital reading platforms based on usability, interactivity, and alignment with students' proficiency levels. During implementation, the digital platform increased student engagement through interactive text, pre-reading discussions through Padlet and Mentimeter, and comprehension activities using Google Forms and Kahoot. At the evaluation stage, teachers used embedded quizzes and real-time feedback tools on the platform to monitor student understanding and adjust instruction accordingly. Despite the benefits, there were some challenges encountered, including inconsistent internet access, limited availability of devices, and students' varying levels of digital literacy. Nevertheless, students responded positively, reporting increased motivation and better comprehension, especially in identifying main ideas and interpreting text through the use of technologies.