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Admin EJAL <admin@ejal.info>   Sat, Mar 25, 6:31 PM

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Yusak Hudiyono:

We have reached a decision regarding your submission to Eurasian Journal of Applied Linguistics, "New Technology, New Literacies, and New Method: How Teachers Implement in Indonesian Language Teaching ".

Our decision is: Revisions Required

Reviewer 1

The current research examines how to effectively implement new technologies, new literacy, and new methods by lecturers in other language learning subjects and understanding new literacy in tertiary institutions. What are the differences in teaching methods using the latest technology and new literacy so that language learning goals can be achieved?

The abstract does not follow a generic introduction, purpose, methodology and conclusion order as is a general practice in the research. A brief introduction should be inserted at the start of the abstract. The study's introduction is comprehensive and followed by the theory used in this paper. The theory portion includes new technology, new literacy and new teaching methods. It is a simple discussion, and no specific theories have been listed that are used in this chapter.

The article uses a sound methodology, while the method's sampling technique is not written. The author should explain how the sample was chosen. It is written in the method: "The research context was the Indonesian Language and Literacy course at the Undergraduate level, which involved 35 students, 23 male students and 12 female students. They are between 19-21 years old. 10 get scholarships, and 25 people pay independently." The methodology does not explain how these students were selected, and the system followed. It was also narrated that Data sources are 5 social media used by students and 5 reflections from each student during 1 semester of 14 meetings. It is not mentioned which social media has been taken for the current study. Moreover, which criteria have been used to select the posts is not mentioned.

The analysis part of the paper is good, and the results are appropriately tabulated and discussed. The analysis includes tables where participants' responses have been listed but it is unclear how these responses were taken. The conclusion is concise, and a general conclusion is missing. The research questions are not answered while writing the conclusion. The recommendations are not provided in the paper.

The analysis part of the paper is good, and the results are appropriately tabulated and discussed. The analysis includes tables where participants' responses have been listed but it is unclear how these responses were taken. The conclusion is concise, and a general conclusion is missing. The research questions are not answered while writing the conclusion. The recommendations are not provided in the paper.

As for as the language of the paper is concerned, there are numerous problems. The article lacks clarity, as the sentences are primarily complex or ambiguous. The grammar is not correctly used, and countless English grammar errors exist. The errors include errors of a preposition and incorrect use of the article. Spacing, punctuation, use of tenses and like. All such errors should be removed to make them perfect and user-friendly.

The paper does not follow the formatting of the journal. The article, especially the references, does not follow the journal's style. To consider this paper for publication, I strongly recommend that the paper must be revised according to the journal's guidelines concerning content and formatting. To be precise, the abstract needs to be modified, the conclusion should be enhanced, and recommendations must be added.

Decision: Accepted with Revisions

Reviewer 2

The current research is being conducted to investigate how new technology, new literacy, and new methods can be effectively implemented by lecturers on various topics of language learning and comprehension in higher institutions. What are the distinctions between teaching techniques that use new technology and new literacy, and how may these differences be used to increase students' success in meeting their language learning goals?

The abstract does not adhere to the standard format of beginning with an introduction, followed by the study's objective, technique, and conclusion. A brief introduction should be included at the very beginning of the abstract. The study begins with a comprehensive introduction, followed by the theory discussed in this paper. The theory section covers new forms of literacy and technology and new educational approaches. This is a straightforward discussion, and no particular theories mentioned throughout this chapter have been specified.

The article makes use of a reliable methodology; nevertheless, the sampling strategy that was used was not written down. It is the author's responsibility to explain how the sample was selected. "The research environment was the Indonesian Language and Literacy course at the Undergraduate level, which involved 35 students, 23 male students, and 12 female students," is

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The article makes use of a reliable methodology; nevertheless, the sampling strategy that was used was not written down. It is the author's responsibility to explain how the sample was selected. "The research environment was the Indonesian Language and Literacy course at the Undergraduate level, which involved 35 students, 23 male students, and 12 female students," is noted in the method. They range in age from 19 to 21 years old. 10 people are awarded scholarships, and 25 pay alone." The methodology does not explain how these pupils were chosen, or the system used to make the selections. In addition, it was related that the data sources consist of the five different forms of social media utilized by students and the five reflections contributed by each student throughout one semester and fourteen meetings. It is not specified which social media platforms were used for this study's analysis. In addition, it is not determined which criteria were utilized in the selection process for the available vacancies.

The section of the paper devoted to analysis is solid, and the tabulation and discussion of the results follow the appropriate format. The examination consists of tables in which the participants' responses have been listed; however, how these responses were obtained is not made clear. The conclusion is only a few sentences long and does not provide a general conclusion. While drafting the decision, the research questions were not answered. The article does not include the recommendations elsewhere in its body.

There are many issues with how the language is utilized throughout the document. Most of the sentences in this article are difficult to understand, and the text lacks clarity. The grammar is not employed appropriately, and there are several faults in using English grammar. These faults involve erroneous use of articles as well as errors involving prepositions. The use of correct punctuation, spacing, and tenses, among other things. To make them flawless and user-friendly, every one of these faults needs to be eliminated.

The work does not adhere to the format required by the journal. The essay, particularly the references, does not comply with the style used in the journal. For this paper to be considered for publishing in a journal, I strongly urge that the paper be changed so that it adheres to the journal's requirements for both the content and format. To get the most accurate results, the abstract needs to be rewritten, the conclusion must be strengthened, and recommendations must be included.

Decision: Accepted with Revisions

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Ejal

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New Technology, New Literacies, and New Method:How Teachers Implement in Indonesian LanguageTeaching

Yusak Hudiyono
yusak.hudiyono@fkip.unmul.ac.id

Abstract

This study intends to evaluate how lecturers in various disciplines of language learning and understanding new literacy may effectively use new technology, new literacy, and new techniques. What are the distinctions between instructional techniques employing new technology and new and new literacy to increase the rate at which language learning objectives are met? The research was designed using a qualitative descriptive paradigm that tries to capture and discover the underlying significance of the learning process. The qualitative technique stresses the process of data collection through participant observation and in-depth structured interviews when lecturers teach the Indonesian language and literacy in the classroom. Data analysis employs four phases of qualitative research, including data gathering, classification, filtering, and conclusion drawing. Based on the study and debate, it was determined that introducing new technology, newliteracies, and new methodologies can assist lecturers in effectively communicating language-related material to students. Students' capacity to comprehend multimodal language material can be enhanced using these three factors. The learning environment becomes more fun, language skills rise, learning saturation lowers,and learning becomes more efficient.

Keywords: New literacy, new technology, new methods, Language learning,

Introduction

There have been several periods of dramatic changes in technology and information (Leu et al., 2011); therefore, lecturers at public and religious universities must encourage students to take advantage of various new technologies, new literacy, and new methods in the learning process so that learning processes and outcomes are in line with the requirements of the new millennium (Bittman, Rutherford, Brown, & Unsworth, 2011). In every language education quality enhancement effort, it is assumed that new technologies, literacy, and methodologies would alter the entire social and cultural order (Fabos, 2008).

Specific text structures in modern texts that exist in social networks today are multimodal. The text contains written, illustrated, and authoritative parts that are all contained in a single container employed by the compilerand presented efficiently (Leu et al., 2011). Kids who spend an average of five to six hours a day reading, viewing,listening to, and comprehending diverse texts on social networks or playing various computer games are exposed to a multimodal environment. Therefore, lecturers must have models that illustrate various forms of multimodalliteracy following these technological developments (Rosenbaum, 2012).

To improve the quality of education in tertiary institutions, new technology, literacy, and methods must be implemented (Lenhart, Purcell, A., & Zickuhr, 2010). In other words, instructors must comprehend and implement new technologies, literacy, and methodologies. This is necessary to take advantage of these facets in transforming a new global civilization (Jenkins, Clinton, Purushotma, Robinson, & Weigel, 2006).

Attempts to bring new technology into the language learning process are urgently required (Valadez & Duran, 2007), as the learning process has relied solely on traditional practice methods without adding new technology to date (Modarres, 2011). This is significant because, during the learning process, it is necessary to reconstruct individual empowerment that is more assertive and responsive so that students' thought and reasoning processes regarding issues of discussion themes can mature (Martin, 2003).

Regarding technology, students on and off campus are constantly connected to the realities of the twenty- first century (Jung, 2008). Lecturers must recognize that students are also amidst a technology revolution during the current technological development wave (Conole, 2011). In the era of industrial revolution 4.0., the most dramatic change in the history of world civilization, the entire strategy and way of working of students after graduation will be able to change, as well as how students communicate with the rest of society in all places and times, and how they will spend their free time with advanced language and technology (Greenhow, Robelia, & Hughes, 2009).

The current technological revolution is focused on computer technology, artificial intelligence, information technology, communication, and multimedia (Oblinger, 2010). These advances and transformations are frequently viewed as the beginning of a knowing or well-informed society (Veletsianos,2012). In the context of evolving technology into the most recent technology (update), education is viewed asplaying a central role in all aspects of life so that university graduates are a "net generation" and students majoring in Languages can participate in society by being prepared to take advantage of this professionalism(Kennedy, Judd, Churchward, Gray, & Krause, 2008).

New literacy must also be offered to language-studying pupils so that individuals and groups can obtainreading material that encourages them to continue learning without experiencing boredom (Kennedy et al.,2008). They are constantly tasked with reading, comprehending, retelling, evaluating and coming up with tales that are equally engaging as the new literacy the lecturer brings them (Galguera & Nicholson, 2010).

In this study, the new literacy emphasized in the learning process is print literacy, which seeks to be combined with the development and utilization of media literacy (Fox, Zickuhr, & Smith, 2009), including computer literacy and various information literacy, as well as introducing the expansion of concepts about multiliteracy in helping students reconstruct and democratize education and students to produce students who are highly competitive and

65	prepared to enter the world of work (Smith & Brenner, 2012).

Students must also be taught new approaches to reconstruct the learning and education process actively rather than passively. With the new system, kids can also build more challenging obstacles. With the new method, students must be more democratic and daring while expressing their linguistic abilities grounded in multicultural education (Smolin & Lawless, 2003).

The change of three significant factors, including new technology, new literacy, and new teaching methods, will challenge lecturers in tertiary institutions to rethink the fundamental teaching principles and employ media in innovative and productive ways. By forsaking antiquated technology, failing literacy, and boring approaches that do not serve as a learning foundation for students (Wankel, 2009). Modern study indicates that new technology usage can result in changes in students' language competence after their participation in language learning using new technology medium (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012). Ajjan & Hartshome's (2008) study demonstrates that the educational process can operate well when new literacy is taught adequately, followed by new technology (Molnar, 1997). The new method lecturers implement has numerous advantages, including clear individual instructions (Moran, Seaman, & Tinti-Kane, 2011), more student participation, and the ability for student creativity and invention to rise (Poore, 2011). Student achievement can be enhanced through the development of digital literacy (Lustbader, 2000). According to additional studies, the use of new technology and literacy has the potential to assist the growth of students' adaptive skills. According to research conducted by Smith and Brenner (2012), most Americans (65%) use Twitter daily. According to Kassens-Noor (2012), adults utilize new literacy twice as often as adults. Twitter has enhanced interaction between professors and students (Wankel, 2009), facilitating cooperation, boosting student enthusiasm, and expanding student participation (Ebner, Lienhardt, Rohs, & Meyer, 2010; Hannay & Fretwell, 2011).

Research Question

1. What is an effective strategy for implementing new technology, literacy, and language learning methods in universities?
2. What methods can lecturers use in using new technology, new literacy, and new methods to increase the significance of achieving educational goals and language learning?

Theory

New Technology

Traditional literacy is characterized by using work, pencils, and pens in addition to books (Leu, Kinzer, Coiro, & Cammack, 2004). New literacies are required to aggregate and use information from the internet and extend ICT networks (Leu et al., 2004). Numerous new literacy principles, notably the importance of AI and ICT, have emerged (Leu et al., 2011).

Literature confirms that applying new technologies to the language learning process in the classroom can enhance students' capacities in all educational settings (Ebner et al., 2010). Several motivating factors for using new information and communication technologies (ICT) in education might alter the degree and efficacy of the learning process, including the emergence of new literacies and methodologies (Junco, Heiberger, & Loken, 2011).

But, this significant push for change in the language-learning process must be promoted through new technologies and data (Schroeder, Minocha, & Schneider, 2010). Kellner (2000) thinks that technology will improve teaching and learning. Modern technology and education are the appropriate resources. These resources are strengthened when supported by lecturers' pedagogical and educational activities, such as leadership, policies, ICT integration plans, training for lecturers and students, and assistance for lecturers and students (Parry, 2008).

Current information and technology in education can catalyze successful language teaching and learning (Richardson, 2009). There are numerous reasons why educators must successfully integrate technology into the classroom (Wankel, 2009). Changing global economic, cultural, and policy demands necessitate a more knowledgeable, participative, and engaged student body (Kellner, 2000).

Because reading on student social media includes multi-modal literacy, naturally becomes a tool for lecturers seeking to improve education's challenges. Numerous impediments exist to the application of modern technologies in the learning process in the real world (Junco et al., 2011). Teacher-level hurdles include lack of time, probable opposition to change, and confidence in using ICT. School-level hurdles include a lack of effective professional learning in using ICT for effective classroom integration, access to resources, and lack of support (Bingimlas, 2009).

The research findings of Lankshear and Knobel (2003) indicate that a person's achievement is proportional to their proficiency in new literacy. Nonetheless, there is a substantial and actual divide between pupils with frequent access to and usage of technology and those without.

According to Leu et al. (2011), there is a significant difference between the percentage of students from low-income households who have internet access at home and the percentage of students from high-income households who have internet access at home, with the percentage of low-income students with regular internet access being significantly higher, fewer opportunities to use the internet (NCTE, 2013). The poorest schools are also under the most pressure to improve state test scores that have little to do with online reading comprehension" (Leu et al., 2011). In a technologically advancing culture, it is essential to have new literacy abilities. Everyone must learn to adopt and implement the new literacy standards (Nicholson & Galguera, 2013). This new literacy is primarily associated with the usage of modern technology. Much of the new literacy concerns the correct use of technology and how to operate technological platforms (Nicholson & Galguera, 2013). In the classroom, instructors of all language courses should emphasize teaching

128 new literacy skills. This is intended to prepare pupils for life following graduation.

129 *New Literacy*

130 New forms of literacy are emerging concurrently with the rapid and reflexive association of new technologies with
131 media formats that extend beyond text and two-dimensional graphics to include audio and video, photos, icons, animated
132 symbols, and varied font color combinations and sizes. The new literacy necessitates a new, unfiltered form on the
133 internet that requires higher-order thought in discovering, assessing, and managing the vast flow of information. Unique
134 literacy benefits from a new digital literacy in information processing and social interaction, cooperation in learning, and
135 shared knowledge-building (Leu et al., 2004).

136 Bittman et al. (2011); Lankshear and Knobel (2003) assert that the development of digital literacy is becoming
137 increasingly crucial for students to enhance their language abilities in the social, political, cultural, economic, and
138 social spheres.

139 New literacy from multiple sources is required to establish a robust linguistic notion (Wright, 2010). Most
140 outcomes of reading phenomena, news, internet mass media, and print involve numerous new multisource literacies.
141 With this multi-source, teachers must acquire new literacy from cross-sources that enhance pupils' language
142 proficiency. The new literacy consists primarily of social media, electronic media, videos, and other new media forms.
143 This demonstrates how extensive a new literacy source pupils have read (Warschauer, 2003).

144

145 The social community, both on campus and in urban communities and rural areas, requires new forms of literacy
146 that can only be found on the internet. This is essential so that the world of education evolves in tandem with the
147 new millennium. It is crucial to teach the millennial generation new literacy to restructure education to be more
148 responsive to a democratic and multicultural society. As is common knowledge, current education difficulties have
149 highlighted that all students are undergoing one of the most major revolutions in education since the shift from oral-
150 based to print-based learning. Schooling focuses on literacy once more (Reinhart, Thomas, & Toriskie, 2011).

151 The transformation of book literacy into digital literacy is a revolutionary development in education,
152 particularly in digital literacy. This literacy prepares society for the future. Education and literacy have an age
153 relationship, as is well known. In acquiring new literacies, attaining competence in a context defined by rules and
154 conventions is essential (Miners & Pascopella, 2007).

155 Literacy is socially created through educational and cultural processes that involve many institutional
156 discourses and social practices. In response to social and cultural shifts and interests, literacy evolves.
157
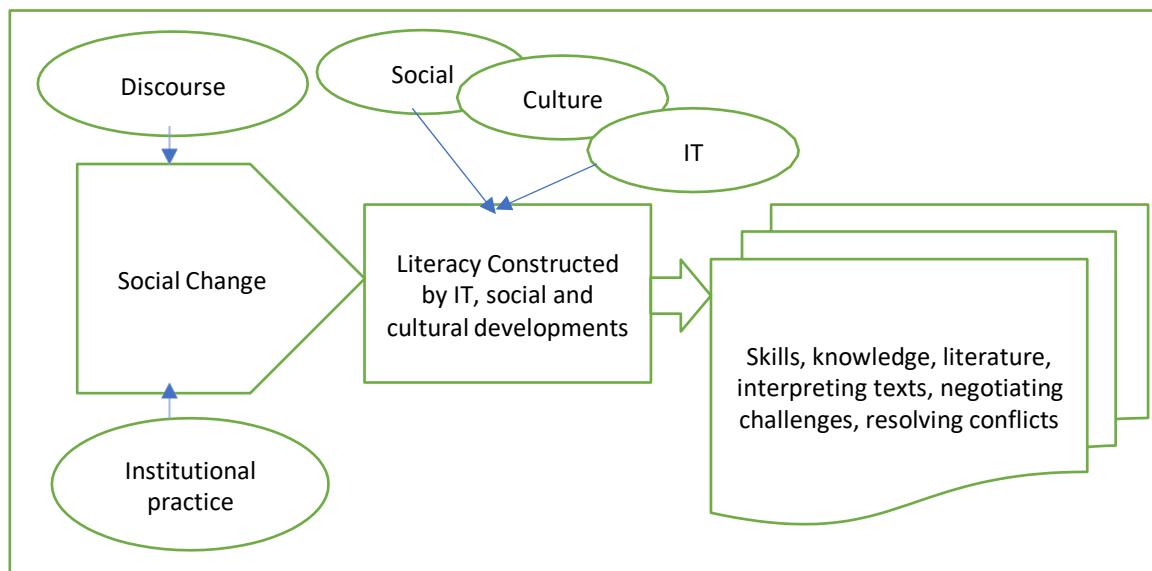
Diagram 1. Background and Role of Literacy in improving language skills

159 Social change that continues to occur, which is based on discourses on democratization and institutional practices
160 that are all in language, necessitates a comprehensive understanding in the form of new literacy in the IT, social and
161 cultural fields to produce skills, knowledge, and the capacity to interpret texts, negotiate groups, and resolve various
162 conflicts.

163 It is not a secret that new reading skills are essential for student achievement. Pupils will require new literacy
164 abilities. They must be able to work and interact with others (Kirkwood & Price, 2005). They will be need to
165 understand and synthesize a vast amount of information, most of which will be digital. In both their personal and
166 professional life, they must act ethically and professionally (Leu, O'Byrne, Zawilinski, McVerry, & Everett-
167 Cacopardo, 2009).

168 *New Teaching Methods*

169 The instructor has always used lectures, discussion, question-and-answer methods, and social activities in the
170 language-learning process thus far. A multi-modal language acquisition process, it is built on millennial situations that
171 always intersect with technology (LaBoskey, 2004). Hence, the language-learning process must employ innovative

methods that highlight the use of modern technology and literacy. Regarding the student-centered language learning process, the new method is more innovative regarding the teacher. Cooperative language learning is practical, active, innovative, creative, effective, and enjoyable due to learning (PAIKEM). The process of learning a new language emphasizes student participation. Students are the center of learning and the key to successful learning. As facilitators, lecturers place a premium on material mastery by employing novel techniques that bring nature to its fullness (Kirkwood & Price, 2005).

Pupils with a sluggish grasp of the linguistic subject are afforded more opportunities to gain proficiency. Enrichment opportunities are available to students who can swiftly gain mastery (Kellner, 2001).

Teachers are the most limited resource for integrating technology into courses. Instructors must be able to incorporate new technologies and literacy abilities into their lessons (Kist, 2013). Regarding language- learning strategies, educators must restructure schools to respond constructively and gradually to technological and societal developments (Kellner, 2001).

Method

Settings and Participants

The background for this study was the Indonesian Language and Literacy course at the undergraduate level, which included 35 students, 23 male and 12 female. They are between the ages of 19 and 21. 10 receivescholarships, while 25 pay independently. This course aims to develop student's knowledge and abilities in Indonesian and their ability to utilize modern technologies, techniques, and methods in language educationin postsecondary institutions. The teaching format combines campus-based face-to-face interactions and online interaction (zoom).

Students are introduced to new technologies, literacy, and learning approaches along the learning process. The significance of these three aspects is highlighted during the learning process to help students address various problems using language (Yin, 2003).

During the first month of the course, students construct social networks and engage in various academic contacts with professors and peers, utilizing social media to apply technology and acquire new literacy through organized assignment teaching methods. Students must review different sent and received professional linguistic information from the second to the fourth month. In addition, after each month, students are expected to submit numerous reflections on the social media they have used and to discuss the literacy skills they have acquired.

Data collection

Five social media platforms utilized by students and five reflections from each student at 14 sessions over one semester constitute the data sources. Using the advantages and disadvantages of literary methodologies, data are coded inductively and deductively (Dunlap & Lowenthal, 2009; Kassens-Noor, 2012; Miles & Huberman, 1994; Strauss & Corbin, 2007). Students serve as the unit of analysis (Yin, 2003). For all phases of the study, researchers analyzed various student reports regarding the use of new internet-based technologies and the utilization of new internet-based literacies through different learning strategies, including discussion methods, individual assignments, and structured groups (Coiro, 2003). Using this approach of data collecting, researchers obtain an overview of the advantages and disadvantages of various learning strategies that may be utilized for language acquisition by employing a variety of new communication technologies to acquire a variety of new literacy in cyberspace. In the process of increasing new literacy through the use of new technology, researchers attempt to gain an understanding (Strauss & Corbin, 2007) of different student perspectives on the functional use of social media, as well as student awareness of the benefits, risks, limitations, and advantages of using various social media in improving language skills by students.

Data analysis

The research relies on cross-case examination of student students due to the numerous components of learning to enhance language abilities that must be addressed. Seeing how language is learned using new technology led to identifying similar developmental patterns through cross-case analysis. This action encouraged involvement through research and discovery to widen student decision-making and interactivity efforts throughout the five social media platforms they employ. During the one-semester research process, the researcher followed this sequence to organize the data and report on students' experiences utilizing social media as a new technology to improve literacy.

Many examples were selected to reflect the diversity of the data in each study theme (Bullough Jr & Pinnegar, 2001) as expressed in research questions such as the functional use of social media. The benefits students receive while using social media and the numerous challenges students experience (Elliott, 1985).

Critical to the group and independent learning in completing organized tasks from lecturers (LaBoskey,2004) is the ability to provide and receive feedback individually and in groups, recognizing the limitations of analytic interpretation (Bullough Jr & Pinnegar, 2001).

Data analysis on integrating new technology and new literacy in postsecondary institutions employs teaching methods that can promote student professionalism while writing, reading, comprehending, and expressing feedback through social media (Strauss & Corbin, 2007).

Result and Discussion

How and what do students get through social media?

The study of data also centered on the positive and negative sentiments of pupils after receiving a response from communicating with others as a practical means of gaining diverse linguistic experiences. According to [AA], he had numerous positive experiences using Twitter to obtain current information. Some pupils [BB] are exposed to a fast-paced life that must be experienced to deal with life's issues. Similarly, student [CC] identified himself at the beginning of introducing the new platforms Facebook, Twitter, and WhatsApp, all of which gave a variety of knowledge, self-advocacy, and a shift in perspective about numerous matters.

The opinion of [DD] is then shared with his friends, for instance, by observing social media and paying close attention to what others have said well. Student [EE] explains how social media can be used to determine the interests and activities of his peers.

In the meantime, [FF] utilizes various social media to obtain multiple news sources and supports the learning methods used by the Indonesian Language and Literacy lecturers to acquire various articles, ideas, and other people's perspectives to study thoroughly.

Similar sentiments were expressed by [GG]. I used social media and learned to write polite and warm greetings and how to end interactions respectfully. For instance, reading the WhatsApp group (WAG) enables me to determine which sentences are proper and courteous to send via WAG and which are incorrect and unpleasant. I need to acquire more etiquette, manners, and the correct use of symbols.

A contrasting opinion is held by [HH], who is concerned about the surplus information collected through their participation in social media. "There is so much information that I acquire and study that it is difficult for me to have a range of relevant material that I may utilize to expand my linguistic repertoire." Regarding social media knowledge, I will continue to use email, WA, Twitter, Instagram, and tiktok in the hopes that the news and other stuff may enlighten me. Regarding a variety of less informative stuff, I may proceed."

Student [JJ] revealed as one of the research informants, "At first, I was fearful and skeptical of social media except for Facebook and WA, but through various discussions with friends, I became interested and wanted to learn a great deal through social media effectively, of course for academic purposes.

All of the phenomena mentioned above are consistent with the explanation provided by Hemmi, Bayne, and Land (2009), which identifies several social media platforms that are not used for academic purposes but are used to promote scientific frameworks. Veletsianos (2012) discovered that most students could learn a language intensely using social media and can even undertake linguistic research utilizing interview techniques on social media accounts maintained by informants and respondents.

Based on informants ' concerns over excessive information, Leu et al. (2004) expected that students would automatically select excessive material. Pupils can choose assignments with academic nuances, linguistic nuances, and others. By interpreting the contextual discourse (e.g., tweets, retweets) encountered, some informants mentioned above exhibit the varied abilities and knowledge required for successful navigation with new literacies. The advantages of modern technology in the form of social media for language development are outlined in Table 1.

Table 1. *The Benefits of Social Media in the Learning Process of Happiness.*

Number	The benefits of social media in language learning	Student Response				
		VA (%)	A (%)	D (%)	DA (%)	VDA (%)
1	Learn to write more politely	70.0	27.4	2.2	0.4	0
2	Begin and end conversations politely	54,2	43.6	2.1	0.1	0
3	Knowing the sentence is suitable for public consumption and not	55,5	43,1	1.2	0.2	0
4	learn language manners,	71.0	27,5	1.4	0	0.1
5	Reveal symbols correctly	72,1	27,9	0	0	0
6	Choose information that explodes and floods the entire contents of social media	67,5	32.5	0	0	0
7	Enrich linguistic repertoire	65,6	34.4	0	0	0
8	Get enlightened	55,3	43.2	1.1	0.3	0.1
9	Know the contents of the talk that educate and not	64,1	34,7	1.2	0	0
10	Media for conducting research	63.1	34,2	2.1	0.4	0.2
11	Discuss with colleagues	56,9	43,1	0	0	0
12	Disseminate the scientific framework	76,6	23,4	0	0	0
13	Get up-to-date information	75.5	24,5	0	0	0
14	Fast and accurate information	75.9	34,1	0	0	0
15	Self-advocacy	76.4	23,6	0	0	0
16	Changes in the orientation of many things	70.7	29,3	0	0	0
17	Identify interests	64.4	34,5	1.1	0	0
18	Identify friend activity	54.6	45,4	0	0	0
19	Get news from various sources	70.5	29.5	0	0	0
20	Get various articles	67.5	32,1	1.0	0.4	0
21	Get ideas	70.6	29.4	0	0	0
22	Get the results of other people's thoughts	67.5	32,5	0	0	0

Source: the results of primary data collection through interviews

Information:
VA: very agreed
A: Agree
D: Doubtful
DA: I disagree
VDA: Very don't agree

Table 1 illustrates the tremendous benefits of new technical breakthroughs in the form of social media, which may be used as a vehicle for language learning and have enormous benefits.

Guinee, Eagleton, and Hall (2003) list the abilities necessary to engage in new literacy, including efficiently comprehending how to obtain information relevant to pupils' difficulties. There are also students whose time is limited. Therefore they work with social media without having time outside working hours to develop social media management tactics.

Expanding the use of Social Media

Students make several discoveries regarding social media content that might enrich their vocabulary and the prospect of incorporating it into their regular practice during the second month. Numerous students described their difficulties with social media optimization. Some generic comments were expressed among student students. The following are [KKremarks:]'s "Using social media to learn about 'language, phrases, diction, slang abbreviations, jokes, and satire used by friends' makes me increasingly content and at ease.

Now closely observing the WAG, [LL] exclaims, "Hooray! As a good idea, I can link my social media accounts to my LinkedIn page and filter language-related content and news." According to [MMopinion,]'s social media is a valuable tool for thesis research and completing professors' tasks. I may urge others to talk well, be polite, consistent, honest, committed, have strong integrity, and be able to laugh appropriately. Student [NN] considers the utility, "Social media can be utilized for 'anti-stunting campaigns,' removing trash from the street, Covid-19 immunizations, support for 'whistle blowers' in trials involving police shootings of police, etc. Social media can also be used for philanthropic purposes, such as supporting earthquake-affected towns, elementary school pupils whose buildings have fallen, and communities that receive proper health services.

According to [OO], social media can also be used for societal criticism, such as "thin animals in Kebon, bicycle lanes for auto parking, poorly kept green open spaces, unlawful parking, DPR siding with empty spots, civil servants roaming the mall during work hours, etc."

Nevertheless, [OO] continues to feel that social media can be used for activities that promote nationalism, such as national holidays, students' days, book days, labor days, consumer days, cooperative days, national sports days, mother's day, and other holidays.

Student [PP] explains that he can post videos, experiment with hashtags, link his tweets to Facebook, use his smartphone to access and share fascinating stuff, and write brief articles, all of which instantly connect him with legislators and professionals via # or @. Simple and as straightforward as it gets.

Again, [QQ] wanted to generate creative, educational information that made sense to everyone, but he found it challenging to employ hashtags successfully. The hashtags #endangered animal care and #animal protection policy yielded no results. I tried #policy and #protectedanimals, as well as a handful of tweets. My [RR] students are trying to avoid too much social media. I believe it's only WAG and tweeters, while the others are passive since I spend so much time on them, but I can learn a great deal of English with these two social media accounts. I avoid Instagram, Facebook, and Tiktok because I believe I have not properly absorbed the vital knowledge they contain.

During the previous eight weeks of research, a new way of learning in the form of assignments to record various language learning outcomes according to the typology set by the teacher generated the following % quantitative data. Table 2 displays the advantages of social media literacy for advancing language acquisition in postsecondary institutions.

Table 2. *Several aspects of utilizing new literacy in the realm of language learning*

No	Aspect	Sub-aspect	intensity		
			Always (%)	Sometimes (%)	Never (%)
1	Campaign	Anti-stunting	55,1	34,3	10,6
		Throwing garbage is not on the street	65,2	33,6	1,2
		Support for honesty in court	66,5	22.1	1,4
		Rare animal protection	66.7	22.0	1,2
		Support for people affected by the earthquake	86,5	11.4	2,1
2	Vilanthropy	Support for elementary school students whose schools collapsed	86,2	11.5	2,3
		Support for the community support that does not receive adequate health services	84,6	12.2	3,2

3	Critics	Skinny animals in the zoo	86,9	13.0	1,1
		Green open space is not well maintained	87,1	12.1	0,8
		Bike path for car parking	91,2	8,4	1,4
		Illegal parking that forces users	89,6	9,2	1,2
		DPR session with an empty room	86,6	11,3	2,1
		Civil servants in uniform roaming the mall	84,5	12.3	2,2
4	Cultivating a spirit of nationalism	Flayer Religious holidays	84,7	12.2	3,1
		Santri Day, Labor Day, Kartini's Day, Mother's Day, Cooperative Day, Sports Day, Consumer Day,	74,8	24.2	1,0
5	Uploaded content	Videos	85,6	14,3	1,1
		Picture	83,8	16,2	0,0
		Videos, songs and pictures	92,9	16.0	1,1
		Write short articles,	76,7	18,1	5,2
		legislative	81,7	16.2	2.1
		regional leader	82,6	14.2	3,2
6	target party	Professional group	78,6	21.3	1,0
		alumni group	85,4	13,4	1,2
		Family,	87,7	12,3	0,0

Source: The results of the distribution of questionnaires

According to the findings presented in Table 2, most social media users employ language for constructive purposes rather than to inflame the conversation climate.

According to Vaughan (2017), the digital divide necessitates three elements, namely skills, motivation, and ownership, for pupils to utilize social media. Similarly, according to Martin (2003), students will always strive to understand elements of reading and watching various things on social media that are not required by the instructor, as well as to become better.

Application of New Technology

Technology implementation in schools must be accompanied by proper teaching and technology policy training. Adopting computers and new media in education has produced excellent results, notwithstanding the occasional resistance from educators. Computers and information technology in modern language teaching and the need for a new methodology to enhance the quality of language education will be of great use.

Acquiring a new language by applying new technologies cannot be isolated from internet technology based on multimedia, social media, video, or a mix of these technologies.

Table 3. *Utilization of New Technology for students*

New dimension	Indicator	taking advantage (%)	not taking advantage (%)
Media social	Facebook	98,1	1,9
	Instagram	96,5	3,5
	WhatsApp	100	0
	Twitter	97,2	2,8
Video	Video of Learning	95,1	4,9
	You tube	100	0
Audiovisual	Education via TV	100	0
Average		98,2	1,8

Source: Survey Results

The majority of students have made effective use of social media, video, and audio-visual media, according to Table 3. All students use WhatsApp, while 1.9% do not use Facebook, 3.5% do not use Instagram, 2.8 students do not use Twitter, and 4.9% do not utilize educational videos.

In this instance, the teacher assigns the students to view, read, and listen to the dialogue to determine their multimodal language proficiency. The observed video is a method for enhancing MSME performance. Next, prepare a group report on the language MSME actors to use to improve performance.

Table 4. *Students' ability to apply new technology*

Number	Skills	Competence		
		High (%)	Medium (%)	low (%)
1	Ability to develop fluency with technological tools	80	18	2
2	Ability to develop proficiency with specialized tools	82	14	4
3	Technology-based relationship-building skills	86	15	1
4	The speed of making various information to meet multiple information technology-based goals	82	15	3
5	The ability to manage different information that comes together	92	7	1
6	The ability to analyze various pieces of information that comes together	91	8	1
7	The ability to synthesize various information that comes together	77	18	5
8	Creating text-based multimedia,	73	25	2
9	Ability to criticize multimedia texts	78	20	2
10	Ability to evaluate multimedia texts	83	11	6
11	Ability to use cell phones in class	81	14	5
12	Ability to use technology productively	79	20	1

Source: The results of extracting primary data research 2022

Table 4 demonstrates that students' language-related abilities when utilizing 'new technology' are extremely diverse, thus providing these students with a unique experience.

This study's findings are consistent with those of Guinee et al. (2003), who found that the new technologies that are currently evolving make it extraordinarily convenient for students to learn foreign languages. Because they are supported by modern, fast-paced, and simple-to-use advanced technology, language skills resulting from technological advancements, have become a magnet for students to learn languages from various sources. According to the findings of another study (Hague & Williamson, 2009), technological advancements have occurred so rapidly that lecturers must adapt to the process of utilizing technology and not be resistant to these changes.

Application of New literacy

Literacy can serve as a practical learning tool that contributes to the production of students who are more democratic and egalitarian and who not only have the skills and tools for students and their groups but can also increase their cultural capital and social strengths without sacrificing others. Literacy can be prepared them to overcome class, gender, and racial barriers that separate students from new, better literacy-based classrooms through language instruction, individuals, and resources.

Table 5. *Various literacy skills that are measured*

Number	Skills	Competence		
		High (%)	Medium (%)	Low (%)
1	Problem identification skills	86	12	2
2	Problem framing skills for guidance in reading on the internet	86	14	0
3	Student capacity to identify information that is relevant to student needs	82	16	2
4	Proficiency in pronouncing text with the help of technology	92	8	0
5	Ability to evaluate information online,	74	24	2
7	Ability to summarize information from various multimedia sources	79	20	1
8	The ability to understand how to communicate with others in an information context is learned and read collectively	82	12	6
9	Ability to compose sentences well, politely and not arrogantly	89	11	0
10	The ability to give credit to others who provide input	87	12	1
11	The ability to learn, adapt and use new literacy	79	19	2
12	Ability to compose questions to guide the search	82	16	2

Source: Results of descriptive data analysis

Table 5 demonstrates that the new literacy taught to pupils can assist them in overcoming a variety of challenges they confront and can reflect the experiences they gather during the learning process.

The findings above reflect studies (Cervetti, Damico, & Pearson, 2006; Hannay & Fretwell, 2011) which show that when kids are given an intriguing new literacy, their enthusiasm for reading and acquiring it will naturally improve. Additional research (Coddington, 2010; Hemmi et al., 2009) indicated that the combination of new literacies and technology challenges students to acquire the competencies required by the professor continually. Additional research (DiMaggio & Hargittai, 2001; Kist, 2013) showed that technology that helps literacy delivers benefits and broadens and expands pupils' conceptual horizons. There are no spatial or temporal constraints on the opportunities available to students for language study and application in daily life.

New Teaching Method

The teacher tries to apply new methods that can make students creative while utilizing new technology and new literacy. Table 6 shows a new method of learning a language

Table 6. *Students' abilities with new teaching methods*

Number	Skills	Competence		
		High (%)	Medium (%)	Low (%)
1	The ability to make students focus on language lecture material	72	28	0
2	The ability of teachers to prepare students ready to develop in today's society	84	16	0
3	Language teaching methods that are sufficient to cope with the new demands that technology places on students	89	11	0
4	Teaching methods that can help students to communicate with technology	92	7	1
5	Language teaching method with a pleasant atmosphere	76	23	1
7	Student ability in compiling content (Language; photos, videos, stories, and works of art)	79	20	1
8	Developing language teaching methods that can involve students participating in language learning	85	15	0
9	Teaching methods that can increase the amount of information consumption	90	10	0
10	Language teaching methods that can increase the amount of information production	87	11	2
11	A language teaching method that can unite students' attention	87	13	0
12	Language teaching methods that can increase motivation, subject ownership, and language skills	86	12	2

Source: the result of primer data collection

The data in Table 6 demonstrate that the new method implemented by lecturers in Indonesian and literacy courses provides significant benefits for students, particularly when combined with new technology and new literacy, thereby enhancing the future distinctiveness of language learning for students.

Considering the findings mentioned above, one may also consider the findings (Barton, Hamilton, & Ivanic, 2005; Cheney, 2011; Leu et al., 2015) stating that new approaches, along with the use of new technology and new literacy, will result in a strong comprehension during the language acquisition process. Other research (Gee, 2003) indicates that when the teacher can provide unique learning methods in the language learning process, the process of mastering the language will be accelerated, and students will even be able to learn independently when confronted with modern technology because all generations have genes that adapt quickly.

Conclusion

Based on the results of the analysis and discussion, it can be concluded with absolute certainty that the process of implementing new technology, new literacy, and new methods delivered by lecturers in Indonesian and Literacy courses, particularly in tertiary institutions, can aid lecturers in conveying language subject matter to students more efficiently. These three factors can improve students' capacity to comprehend multimodal language content, provide a more fun learning environment, boost language skills, reduce learning saturation, and make learning more efficient.

The combination of new technology and new literacy is illustrated by the use of social media by students, as well as the use of new teaching methods, in this case, the student-centered innovation method in the form of individual assignments, small groups, and other assignments that have a significant impact on student performance. Positive for all aspects of language learning, including information, comprehension, and the ability to create a masterpiece.

The incorporation of new technology into language instruction has resulted in the development of new literacies and methodologies that have the potential to significantly improve the standard of education in Indonesia. In order to effectively engage their pupils and prepare them for the rigors of the modern world, it is essential for language instructors to keep pace with technological advancements. This paper's findings illustrate the different ways in which teachers are using new technology and establishing new literacies and approaches in their Indonesian language classrooms. Teachers are embracing new methods to make language instruction more engaging, dynamic, and relevant to students' lives, such as online materials and digital storytelling. Yet, there are still obstacles to be overcome, such as access to technology and teacher training.

It is imperative that policymakers and educators collaborate to ensure that students have access to the most advanced technology and that teachers are equipped with the skills necessary to effectively integrate technology into their teaching practices. The integration of new technologies, new literacies, and new methods into language instruction has the potential to significantly enhance the quality of education and better prepare students for success in the 21st century.

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