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Exploring the Integration of Reading and Speaking Skills in Indonesian Language Learning through a Multimodal Digital Literacy Approach

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Abstract:

This study investigates the integration of reading and speaking skills in Indonesian language learning through a Multimodal Digital Literacy (MDL) approach. A qualitative case study design was employed to explore how various text types, including written, audio, visual, and audio-visual texts that are supported by technology can be incorporated in reading and speaking skills development in order to foster literacy skills contextually and long-term retention in Indonesian language learning. The participants were 25 Indonesian Language Education students, and the learning process was conducted over ten sessions. The data were collected through a questionnaire and interviews and analysed using Miles and Huberman's model of interactive analysis. The findings indicate that this approach could make learners more enthusiastic and promote deeper mastery of the material and skills, which aligns with the demands of present and future life. Furthermore, this approach guides learners to not only use the technology passively but also produce various creative digital products through the media transfer processes. Ultimately, engaging with and generating multimodal digital texts in language learning can build a deep learning atmosphere in the language classroom.

Keywords: Multimodal Digital Literacy, Reading Skills, Speaking Skills, TikTok, Interactive PowerPoint

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Introduction

Literacy is one of the main foundations of civilization and national progress. With good literacy skills, one can effectively understand, interpret, and communicate information in various life contexts. Therefore, it is crucial for every country, particularly Indonesia, to foster literacy among its citizens to compete in an era of globalization and rapid technological advancement. However, Indonesian learners still face many literacy challenges that require serious attention from various parties.

The literacy skills of Indonesian learners remain relatively low. Various international studies and measurements reflect this reality, such as data from the Programme for International Student Assessment (PISA). PISA ranks Indonesia 69th out of 81 countries, with a reading literacy score of 359. This rank is far below neighbouring countries like Singapore, which scored 543 (OECD, 2023). These results indicate that reading comprehension and literacy levels among Indonesian students remain highly concerning. Similar concerns were raised by Gewati, (2016), who noted that, according to Central Connecticut State University's research, Indonesia ranks 60th out of 61 countries in reading interest. This suggests that literacy has not yet become a priority in Indonesia and remains a significant challenge in the national education system. Mulasih & Hudhana (2020) reinforced this statement using UNESCO data that revealed the reading interest of the Indonesian public remains very low at 0.001%. This means that out of 1,000 Indonesians, only one is an avid reader. Moreover, the authors emphasize that Indonesia's low literacy rate is caused by various factors, including limited access to reading materials, inconsistent educational quality, and the absence of reading culture. In other words, beside technical aspects of education, social and cultural factors play a significant role in exacerbating the low literacy rate among Indonesians today.

Additionally, Ramdhani & Pratama (2024) also stated that the school system in Indonesia still does not provide sufficient opportunities for the development of literacy cultures among students. He emphasized that the learning model, which is still dominated by a teacher-centered approach, causes students to be passive listeners rather than active participants in literacy. As a result, students are not adequately facilitated to develop their reading and writing skills optimally. Under these circumstances, the opportunity for the development of a culture of literacy and a literate generation in Indonesia will be very difficult to achieve. This statement further emphasized that the low level of literacy in Indonesia is a systemic problem that needs to be addressed collectively through improvements in the quality of education, the habit of reading, and the strengthening of a culture of literacy in everyday life.

Literacy plays a crucial role in supporting the development of the younger generation and the advancement of Indonesian civilization. Literacy skills not only enable individuals to understand and interpret information critically and analytically, but also equip them with the competencies needed to navigate global dynamics and digital transformation. Literacy serves as the foundational capital for society to adapt, innovate, and actively participate in national development.

Literacy is one of the main indicators in improving the academic achievement of the younger generation. Literacy is an important foundation in cultivating intelligent and cultured individuals, who in turn will contribute to enhancing the nation's competitiveness (Irianto & Febrianti, 2017). In addition, Iman (2022) emphasized that a culture of literacy is a fundamental pillar in the advancement of a civilization. He explained a nation's intelligence and knowledge are highly contingent on the reading habits and literacy skills of its citizens. With a high level of literacy culture, a society will be able to achieve progress, quality, and competitiveness at the global level (Iman, 2022). It is an essential foundation in building character, critical thinking skills, and the overall

progress of a nation. The enhancement of literacy culture is imperative for Indonesia to contend with contemporary challenges and to achieve its developmental aspirations.

Nations should foster literacy skills that ideally include the ability to read, write, communicate, and think critically in a holistic manner. The goal is to build an educated, innovative, and competitive society in the global era, thereby enabling the nations to achieve progress, prosperity, and welfare. According to Olvah et al. (2024), ideal literacy encompasses not only basic reading and writing skills but also understanding information and using multimodal technology such as text, images, audio, and interactive digital media. This literacy is considered an important tool in shaping a generation that is adaptive and globally competitive. Kusumaningrum et al. (2024) in the *Jurnal Pendidikan Progresif* also stated that multimodal literacy is a necessity in the contemporary era. The application of literacy based on visual, audio, and digital texts in the classroom has been proven to improve students' critical thinking skills and prepare them with the necessary skills to successfully navigate the demands of the 21st century.

The prevalent issue is the limited literacy proficiency of Indonesian students, particularly with regard to digital and multimodal literacy skills. To address this challenge, students can be guided with an integrative learning approach that combines reading and writing skills through digital media and engages students in technology-based creative projects. Fadhillah & Fitrawati (2024) noted that the low literacy levels of students are caused by limited school facilities, lack of access to quality reading materials, and teachers' low proficiency in digital media. Consequently, the proposed solution entails the incorporation of multimodal texts, including e-books, infographics, and podcasts, along with encouraging students to produce their own digital content. The use of educational technology, such as videos, infographics, and AR/VR, can increase students' interest in learning and build their understanding contextually (Olvah et al., 2024). However, to ensure its success, there must be an ongoing training for teachers and provision of adequate digital facilities in schools.

Multimodal Digital Literacy (MDL) is defined as the activity of accessing information not only through reading, but also by utilizing various digital media such as news texts, audio in music, and videos. Kardika et al. (2023) defined MDL skills as the capacity to comprehend information and create representative texts through written, visual, and auditory means. In other words, MDL is not merely a passive process of receiving information, it also encompasses the active creation of new information that can be accessed or disseminated to others. This perspective aligns with Kayati & Madura (2022) who made distinction between literacy and multimodal texts. Literacy is defined as the process of developing the ability to identify, evaluate, and create information so that it can be communicated effectively and coherently. Meanwhile, multimodal text constitutes a combination of sound and images that serve as a means in the process of receiving and conveying information. Therefore, MDL can be defined as the process of identifying information from diverse forms of text, including writing, images, audio, and video, with the objective of producing new and useful information.

The utilization of multimodal digital texts has been proven to enhance students' motivation and efforts in acquiring information. As noted by Rahmatullah (2024), multimodal literacy fosters a comprehensive and adaptable learning environment. It also offers a diverse array of information, which is crucial for comprehending and mastering material, particularly in the context of language learning. The integration of multimodal elements within language learning materials can enhance the effectiveness and appeal of the educational experience. Therefore, students are more motivated to explore and engage with the contents in a more profound manner. Furthermore, students also have

the ability to convey the information they have obtained through various modes of language. This assertion is further substantiated by Handayani (2024), who underscored the notion that the utilization of diverse media formats for communication serves to augment students' comprehension. Ultimately, MDL plays a significant role in enhancing learning interest, expanding understanding, and enhancing language skills through diverse text formats such as text, images, audio, and video.

An MDL approach becomes imperative to be implemented in Indonesian classrooms in order to produce a "golden generation" (Al Fajri, 2020). This approach provides learners with comprehensive practical skills. A multimodal approach is well-suited for educational settings, as it facilitates more efficient learning by leveraging diverse text-based materials (Olivier, 2018). Multimodal learning has been demonstrated to facilitate the development of critical thinking skills in learners (O'Halloran et al., 2017). Multimodal learning requires persistence and technological capabilities to maintain collaboration and ensure the production of quality learning (Lim et al., 2022). Multimodal learning can be implemented in classrooms with highly diverse learning conditions (Sudarwati et al., 2025).

Diverse digital texts need to be introduced in the classroom to facilitate students in developing a comprehensive and deep understanding of the subject matter and avoiding challenges in comprehending (Sahidah et al., 2021). Furthermore, language learning will be more meaningful and better reflect an authentic use of language if the learning process integrates two or more language skills simultaneously (Brown, 2007). Integrating diverse textual materials enhances the interpretation and comprehension of both implicit and explicit linguistic codes among learners. This can be done by introducing students to a variety of texts in the classroom so that they can master the content of the texts they have read, and then digitally transfer their understanding into other media. This pedagogical approach fosters a deep learning process that can develop students' long-term memory. This process occurs subsequent to the deep comprehension, analysis, and presentation of the text's content by learners through another language skill and various digital media formats. According to (Brown, 2007), meaningful communication is achieved by integrating receptive and productive skills and then applying them in meaningful situations and authentic contexts. The texts used encompass a diverse array of literary and informational materials, including novels, biographies of notable figures, educational books, e-novels, PowerPoint presentations, and scientific articles. These diverse texts are then processed into other digital media formats, including interactive PowerPoint presentations, reels/TikTok videos, and online reviews.

The objective of this study is to examine the process of Indonesian language skills development by integrating reading and writing skills through an MDL approach. The central inquiries of this study are as follows: 1. How is the implementation of the integration of reading and speaking skills in Indonesian language learning using an MDL approach? 2. How do students perceive the benefits gained after participating in learning using an MDL approach?

Methods

This study was carried out in a literacy class in Indonesian language and literature learning, involving 25 students majoring in Indonesian Language Education department batch 2024. Using a qualitative case study design, this paper describes the implementation of language and literature learning using an MDL approach. The students in this literacy course were expected to interact, utilize, and produce various texts, including textual texts as well as various digital texts accessed by students during the learning process. The learning process took place over 10 sessions. During the learning

process, the instructor guided the students to conduct a deep learning by guiding the students to: 1) understand concepts related to literacy, digital literacy, and MDL, 2) apply the concepts of MDL that had been learned by producing online language learning media, such as; interactive PPT, Tiktok/Reel, and online review, and 3) reflect on the learning process through a sharing session at the end of the course by doing a class discussion in line with the strengths and weaknesses of learning the concept and practicing MDL approach in the class. The details of the learning procedures implemented consisting of learning experiences, include: 1) building concepts of reading and speaking integration in a language learning by applying MDL approach, online media for language learning, and online media focused on Interactive PPT, Tiktok/Reel, and Online Review, 2) applying the concepts learned by producing Interactive PPT, Tiktok/Reel, and Online Review, 3) reflecting on what has been learned.

Table 1. Learning Procedure

Meeting	Class Activities
I	Introduction to literacy, digital literacy, MDL Online media for language learning, and online media focused on Interactive PPT, Tiktok/Reel
II	Building a concept for interactive PPT Creating interactive PPTs
III	Presenting the interactive PPTs
IV	Building a concept for PPT Reel/Tiktok videos
V	Creating Reel/Tiktok videos
VI	Presenting the Reel/Tiktok videos
VII	Building a concept for online reviews
VIII	Creating online reviews
IX	Presenting online reviews
X	Sharing Class

Table 1 shows that learning experiences play an important role in guiding students to experience a deep and meaningful learning process. The students are encouraged to master concepts and skills.

The instruments used are (1) a questionnaire: used to collect data on students' attitudes toward the integration of reading and speaking skills in Indonesian language and literature learning through the application of an MDL approach, and (2) interviews: to gather data on the benefits that the students gained during the learning process. The analysis applied is interactive analysis by Miles and Huberman, including (1) data condensation: searching for data according to the information needed, namely the integration of reading and speaking skills through an MDL approach, as well as the students' perceptions regarding their experiences with it, (2) data reduction: information displayed was focuses to address the research questions that consist of the integration of reading and speaking skills in literature and language learning by implementing an MDL approach, as well as the students' perceptions regarding their experiences with it, (3) data display; the integration of reading and speaking skills in literature and language learning by implementing an MDL approach, as well as the students' perceptions regarding their experiences with it were displayed, (4) conclusion/verification: information found was synthesized (Miles et al., 2014).

Results and Discussion

1. The integration of reading and speaking skills through an MDL approach

Findings

Integrating language skills is an effective method to assist students in mastering Indonesian language learning. One form of language skill integration is the integration of reading and speaking skills. In this context, students have the opportunity to access the original references. Subsequently, in order to facilitate students' comprehension, a media transfer process is required that incorporates additional skills, including speaking skills, as shown in Table 2.

Table 2. The scheme of integrating reading and speaking skills
in language learning using an MDL approach

No.	Original text used	Language skill required	Media transfer process	Text produced through media transfer	Language skills produced
1.	Educational video	Reading	Observing and analysing educational videos on language and literature in depth	Interactive PowerPoint	Speaking
2.	Article on language and literature	Reading	Reading and understanding the article	Reels/TikTok	Speaking
3.	E-novel	Reading	Reading the novel in depth and critically	Online Review	Speaking

Table 2 is a scheme for integrating reading and writing skills using an MDL approach. This table describes the process of Indonesian language learning that accommodates the use of various types of initial texts, such as educational videos, language and literature articles, and e-novels, for students to read and understand. After students have understood the content of the texts, they are asked to perform a media transfer by rephrasing the content of the initial texts into another form of media as the final output that is manifested in the following formats: an interactive PowerPoint presentation for Figure 1. Reels/TikTok videos for Figure 2. and online reviews for Figure 3.



Figure 1. Interactive PowerPoint

Figure 1 is an example of a creative PPT made by a student in the form of interactive PowerPoint. The PPT looks interesting because it includes teacher's voice in explaining the material and accompanying music, emoji images, navigation buttons to move from one slide to the next, and hyperlinks to download material related to the title.

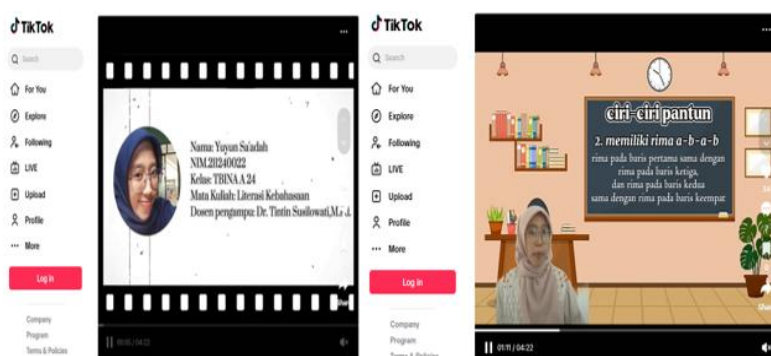


Figure 2. Reels/TikTok Videos

Figure 2 is TikTok videos developed by students on language learning based on initial references obtained from downloading articles on Indonesian language learning. TikTok is an important and interesting medium for language learning because it is concise yet meaningful. These TikTok videos are highly engaging as they are characterized by concise content with an appealing visual presentation, accompanied by explanations of the material by the students, the presence of sound and music as background audio, and subtitles for key points.

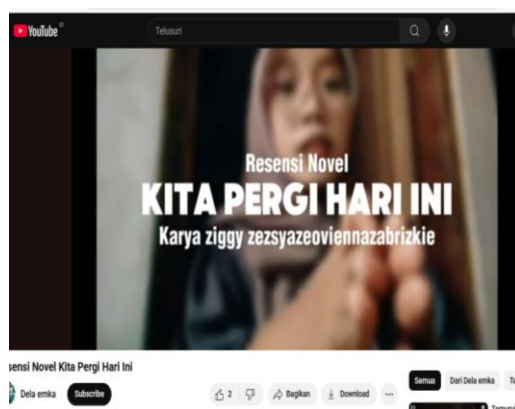


Figure 3. Online Reviews

Figure 3 shows a YouTube video made by a student reviewing a novel. In this figure, the student explained the quality of the novel that is presented as attractively as possible. This media was also equipped with several tools, including subtitles, animations, and background music, as well as interesting emojis to display or emphasize important points related to information that YouTube viewers should know.

The integration of language skills is one method of producing communicative expressions when constructed contextually and authentically. The MDL approach is a pedagogical strategy that fosters the creation of authentic contexts as it enables language learners to articulate their intended ideas easily. The integration of reading and speaking skills in the Indonesian language learning process by applying an MDL approach supports success in language learning process. This kind of integration facilitates a more in-depth exploration of the language learning process through comprehension activities. This is done by conducting in-depth reading activities, and then the results of this reading are conveyed again through communicative speaking skills. This stage encourages learners to have a deep mastery of the language learning process and the formation of long-term memory as a result of internalizing the Indonesian language material provided. Learners are brought into a learning-by-doing environment during the learning process.

The integration of reading and speaking skills through the process of media transfer provides learners with the opportunity to engage in creative elaboration by producing outputs that leverage technological tools. This learning approach focuses on reinforcement and mastery of texts in reading activities. In order to maximize student mastery, the subsequent activity will provide students with the opportunity to elaborate by verbally presenting the material they have understood through interactive PowerPoint presentations, TikTok/Reels, and online reviews. The students' understanding from the reading activities and media transfer encourages them to be critical learners so that the processes of searching and developing information are more refined.

2. Students' perceptions after participating in learning that integrates reading and speaking skills through an MDL approach

Integrated Indonesian language learning that combines reading and writing skills using an MDL approach has received positive feedback from students. Questionnaire data shows that the students responded positively because language learning using an MDL approach created an authentic and contextual learning atmosphere. They learned from real-world, practical, and meaningful contexts. In general, the students have responded positively to this approach. The details of the students' positive responses are as follows: (1) 53.34% responses for the Strongly Agree (SS) category, (2) 44% responses for the Agree (S) category, (3) 2.68% responses for the Disagree (TS) category, and (4) 0% responses for the Strongly Disagree (STS) category. Based on interview data, the application of the MDL approach provides important benefits, including making it easier for students to: (1) master the material in depth, (2) motivate students in the learning process, and (3) make students creative and innovative.

Learning Indonesian with an MDL approach provides students with the opportunity to learn meaningfully and deeply, as well as the opportunity to improve their ability to communicate their ideas. Table 3 shows the distribution of student responses regarding the use of an MDL approach in Indonesian language learning.

a. Questionnaire Data

Table 3. Students' responses to the Integration of Reading and Speaking Skills in Language Learning with an MDL Approach

No	Question	SA	A	D	SD
1	I understand the concept of MDL approach after taking Indonesian language classes.	26,70%	73,30%	0%	0%
2	Integrating reading and speaking skills in learning helps me understand the material more deeply.	60%	40%	0%	0%
3	The use of various digital media (e-novels, educational videos, TikTok, and interactive PPTs) makes learning more interesting and meaningful.	73,30%	20%	6,70%	0%
4	Creating digital products (online reviews, interactive PowerPoint presentations, TikTok content) has improved my ability to communicate ideas creatively.	60%	40%	0%	0%
5	Learning with an MDL approach motivates me to read and speak more actively outside of class.	46,70%	46,70%	6,70%	0%
Rata-rata		53,34 %	44%	2,68%	0%
Strongly Agree = SA					
Agree = A					
Disagree = D					
Strongly Disagree = SD					

Table 3 shows that the application of an MDL approach provides positive benefits for supporting deep learning, as indicated by the implications that emerged after the students completed their Indonesian language classes that integrated reading and writing skills. During the learning process, the students interacted with a variety of online texts. These texts were provided in class to strengthen the students' understanding of the material being taught.

There were 73.30% of students who responded SS. This means that they strongly agreed that learning with an MDL approach made the class interesting, so they were enthusiastic about participating in the learning process. This encouraged them to experience a meaningful learning process as they were guided to understand, appreciate, and experience (Sitompul & Nababan, 2022), as shown in Figure 4.

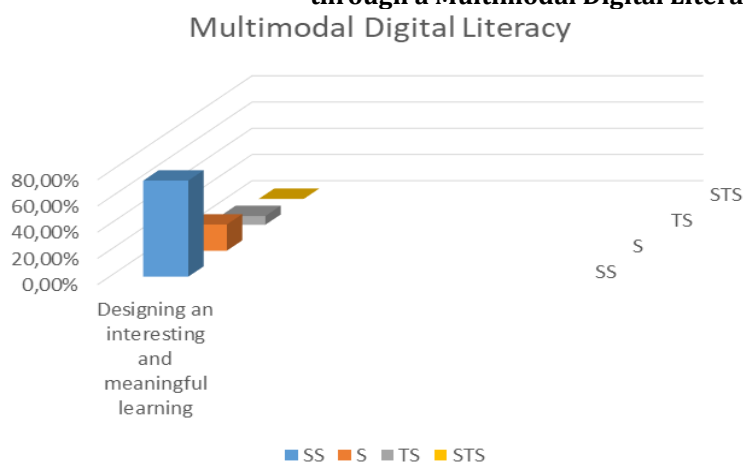


Figure 4. Designing an Interesting and Meaningful Learning

The data in Figure 4 shows that language learning using an MDL approach made language classes interesting and meaningful. Due to the use of various texts and the integration of two language skills, the classroom atmosphere became more interesting and not monotonous (Rahayu, 2022). As a result, the students became more active in participating the class. The use of diverse text types in the classroom serves as a unique attraction for language learners (Dwi, 2021). Language instruction employing an MDL approach assists students in comprehending, interpreting, and analyzing the information they receive. The use of diverse digital texts is a critical aspect that educators must prioritize and implement. The diversity of texts brought into the classroom is an important aspect that should not be underestimated, as the more diverse the types of texts provided to students, the more it helps in constructing meaning comprehensively and making students more critical (O'Halloran et al., 2017).

Additionally, 60% of students reported that the implementation of learning using an MDL approach made them better understand the material they were studying. The availability of diverse texts in classroom learning expands opportunities for students to obtain more complete and comprehensive information. The easier it is for students to understand the material being studied, the higher their curiosity will be to continue seeking information related to what has been learned in class (O'Halloran et al., 2017).

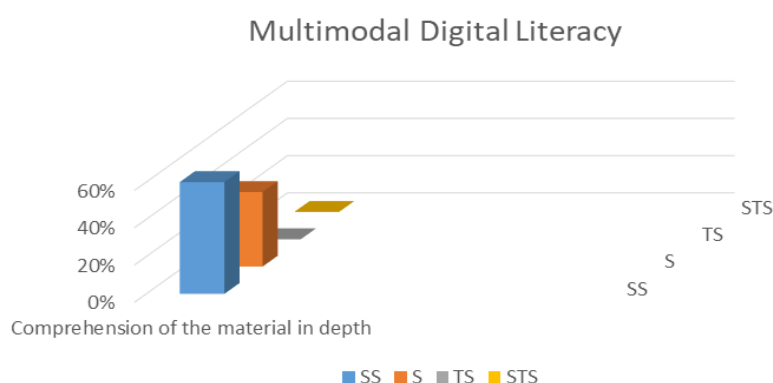


Figure 5. Comprehension of the Material in-depth

Furthermore, language learning that integrates reading and speaking skills makes it easier for students to become more skilled at communicating their ideas (Brown, 2007). The integration of the two language skills provides students with more opportunities to read and master the information they are learning. After

comprehensively mastering the information obtained, students can then move on to linking it with other skills, such as speaking (Brown, 2007).

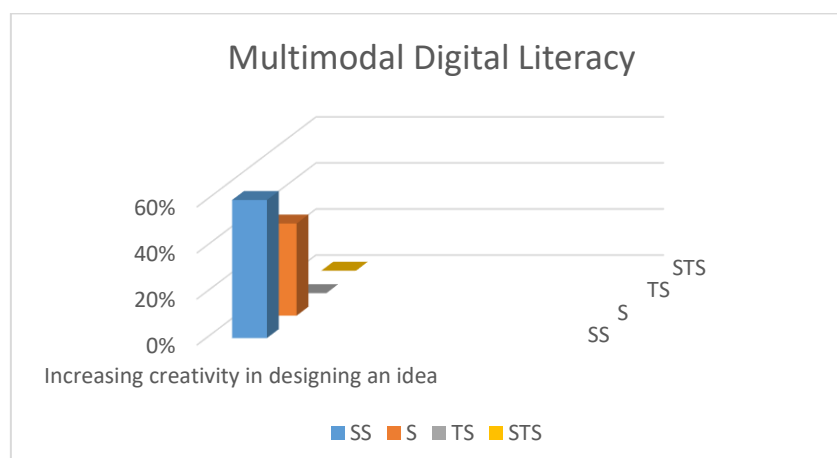


Figure 6. Increasing Creativity in Expressing an Idea

The data in Figure 6 shows that 60% of students gave an SS response and 40% gave an S response. This means that 100% of students gave a positive response that the application of this approach encourages students to practice more often so that their communication skills are improved through the integration of reading and speaking skills (Brown, 2007). Students can optimally improve their language skills with the use of various texts in delivering a subject.

The integration of reading and speaking skills in language classes makes it easier for students to practice and elaborate because this integration process supported by technology provides an authentic use of language as a communication tool. Thus, students gain knowledge about language, explore their ability to use language contextually, and enrich their insights and experiences in producing information in the form of language learning media.

b. Interview Data

To reinforce the questionnaire data, the authors also obtained data from interviews from five students. The interviews emphasized the benefits perceived by the students from language learning that integrates reading and speaking skills through an MDL. This approach not only enhances the accessibility and appeal of the material but also encourages students to engage actively, think critically, and build stronger connections between the information they read and the information they speak. The following is a presentation of the interview data.

Datum 1

W: *"Making it easier to understand the concepts from the material taught."*

Datum 1 illustrates that the MDL approach in Indonesian language learning makes it easier for students to master the concepts learned in class. The implementation of this approach in language learning facilitates comprehension of new concepts, as students are exposed to diverse textual elements, including images, gestures, typography, graphics, and icons (Sarwi et al., 2020). It is because they can process the messages through the information served in various dimensions.

Datum 2

R: *"Introducing new experiences of how information can be accessed, acquired, and comprehended, particularly via the advancement of digital media."*

Datum 2 can be interpreted that the application of an MDL approach allows students to surf the internet to find the information they need to enrich their knowledge and skills in the field of Indonesian language learning in accordance with the demands and developments of this era. Mastery of literacy is one of the main indicators in improving the academic achievements of the younger generation (Irianto & Febrianti, 2017). Mastery of literacy by language learners is fundamental to continuously exploring, utilizing, and producing comprehensive, in-depth, and accurate information.

Datum 3

A: *"Diverse learning resources make the material more inspiring and engaging, thus making it easier for me to understand the concepts being taught."*

Datum 3 explains that in the learning process, various types of learning resources are used, both in terms of form and type. The availability of these diverse learning resources can provide new inspiration for students and makes classroom learning more appealing. Therefore, it contributes to an increased understanding of the new material presented. The use of diverse digital texts in language learning makes the process more engaging. It also motivates students to participate in lessons as the classroom provides abundant information that holds novelty value for students, as noted by Sudarwati et al. (2025).

Datum 4

F: *"This method creates room for us to explore and express ourselves more freely and creatively through diverse digital media."*

Datum 4 indicates that the number of reference sources offered provides broader opportunities for all students to expand their literacy knowledge by accessing a variety of contents. Students are encouraged to continue exploring optimally because learning with an MDL approach requires the availability of information obtained from various types of texts that are abundant in number. Instructors facilitate students in utilizing the abundance of information through various practical and contextual activities. The activities chosen focus on those that sharpen cognitive skills, stimulate creativity, enhance student participation in class, and encourage students to produce online learning materials for language education (Ekşi & Yakışık, 2015).

Datum 5

Y: *"It fosters communication skills and deeper literacy. In this learning process, we are required not only to read and comprehend a novel or article, but also to summarize and retell it, which is subsequently applied in the form of a video."*

Datum 5 illustrates that the application of learning with an MDL approach encourages an active, communicative, in-depth, and comprehensive classroom atmosphere. Students are guided through a deep learning process. This aims to make them more skilled and proficient in mastering new concepts through a deep and systematic learning process, starting from obtaining diverse texts, reading and understanding those texts, and processing the texts into appropriate media for language learning (Ekşi & Yakışık, 2015). Persistence and technological skills from both instructors and students are required to achieve high-quality classroom learning aligned with the theoretical framework of learning (Lim et al., 2022).

The interview results show that the application of learning with an MDL approach helps students to (1) master the material in depth, (2) motivate students in the learning process so that they have high enthusiasm for learning, and (3) encourage students to be more creative and innovative in exploring, as well as (4) gain new inspiration in language learning.

Conclusion

Based on the results and discussions, it can be concluded that the integration in language learning by applying an MDL approach involves combining two skills: receptive and productive language skills, or reading skills and writing skills is effective for building students' communication skills in a contextual and authentic manner in Indonesian language classes. Language skills integration in the process language learning called as a task integration with the aim to build meaningful communication for the students since the students are guided to experience an in depth learning during the learning process. The skills are integrated one after the other. The initial stage of this activity involves guiding the students to learn new concepts or materials in the form of various digital texts of literature and language learning through comprehensive reading activities. The second stage is that the students are asked to present their reading results orally through digital media online such as interactive PowerPoint presentations, TikTok/Reels, and online reviews. At this stage, the students should learn the ways and procedure of designing interactive PowerPoint presentations, TikTok/Reels, and online reviews. Then, the students start to learn and design interactive PowerPoint presentations, TikTok/Reels, and online reviews media. They are guided and monitored during the process in finishing the assignments. Task integration of language skills focused reading and speaking triggers the students to have in depth mastery of literature and language materials naturally, hence, it may create a long term memory for the students.

The students have responded positively to the integration of reading and speaking skills in language classroom learning through the application of an MDL approach. In this class, the students gain several important benefits for the development of knowledge and skills such as reading and speaking effectively and communicatively after utilizing various types of digital texts provided in the classroom. Furthermore, the students are also able to produce various digital texts in the process of internalizing language in the classroom. The students get some advantages after they join in the course: (1) the course provides the students with interesting and meaningful learning, since, the course uses various digital texts that make the learning sounds interesting; it has abundance information, and meaningful for its learning design promoted during the course, (2) integrating reading and speaking skills in learning helps the students understand the material more deeply, since this process accommodate the students' learning process intensively, (3) creating digital products like online reviews, interactive PowerPoint presentations, TikTok content has improved the students' ability to communicate their

ideas creatively. The course supports the students to elaborate their experiences and practices their ability in reading and speaking by producing various types of online digital learning, (4) learning with an MDL approach motivates them to read and speak more actively outside of class. The use of various information, various texts types, helps the students to have better comprehension and skills of language and literature learning, (5) the use of various text types guide the students to have better learning mastery, (6) the course is more inspiring and engaging because the course help the students to do various types of activities.

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