

## **The use of digital learning in enhancing English language speaking skill: ELs' perception**

### **ABSTRACT**

The application of digital learning is inseparable in education, particularly in enhancing English learners' (ELs) speaking skills. This research explores an ethnographic case study aimed to assess how the ELs from diverse socioeconomic and geographical backgrounds perceive the use of digital learning in improving their English speaking skills through the lens of constructivism theory. Eight SPM Candidates from low- and average-income families residing in urban and suburban areas were interviewed in-depth during home visits. The researcher employed observations, participants' English scoring sheets, field notes, and memos to triangulate the data. Centering on participants' socioeconomic and geographical backgrounds, their perceptions on digital learning were explored through motivation, technology access, material access and digital access. Analyses from the differences of socioeconomic and geographical revealed disparities in English language performance. The results demonstrated that participants from urban areas exhibited higher motivation for learning English speaking skills through digital implementation compared to those living in suburban areas. The findings also pointed to inequalities in technology, materials, and digital access affecting ELs' performance in English speaking. This study intends to further investigate the facilitating factors and barriers of digital learning from the perspective of teachers and parents.