

BRIDGING ROUTINE AND INNOVATION: EXPLORING THE ROLE OF DIGITAL TOOLS IN HABITUATION-BASED ENGLISH INSTRUCTION FOR EARLY LITERACY DEVELOPMENT

Wati Susanti

SDS Laboratorium Percontohan UPI Kampus Purwakarta, Purwakarta, Indonesia

Email: makwatiww@gmail.com

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Abstract: In Indonesian primary schools, where English is taught through daily routines, the challenge for teachers is how to integrate digital tools meaningfully while safeguarding children's well-being. This study investigates how one primary school English teacher incorporated digital media—including YouTube videos, interactive quizzes, and e-books—into habituation-based instruction for students in SDS Laboratorium Percontohan UPI Kampus Purwakarta. Using a narrative inquiry approach, data were collected through classroom observations, a semi-structured interview, and document analysis. Observations focused on how habituation activities were structured, the use of digital tools, and students' responses, with field notes capturing real-time classroom moments. The interview explored the teacher's rationale for using technology, her perceptions of its impact on students' literacy, and the challenges she encountered. Supporting documents, including lesson plans, online quiz results, e-book examples, and classroom photos, were also analysed. All data were examined through narrative analysis to reconstruct the teacher's experiences across pedagogical practices, temporal developments, and policy contexts. The findings reveal that digital tools enriched daily routines, increased student engagement, and encouraged literacy practices beyond the classroom, but also presented challenges related to content suitability, classroom management, and infrastructure. The study underscores the central role of teacher mediation in ensuring that digital resources are developmentally appropriate and culturally relevant. It concludes with implications for teacher professional development, parental collaboration, and policies that support the safe and effective integration of digital literacy in Indonesian primary schools.

Keywords: *digital tools, habituation, English language teaching, teacher experience*

INTRODUCTION

In many Indonesian primary classrooms, early English lessons often start with daily routines instead of grammar drills. Simple activities such as greetings, short songs, reading picture books, and listening to repetitive stories help children get used to the rhythm, sounds, and basic words of English. These routines, called habituation practices, give students repeated exposure in a way that feels natural and enjoyable. As Cameron (2001) notes, young learners benefit when language is presented in consistent and meaningful patterns, which routines

can provide. This is especially useful in Indonesia, where many children have little contact with English outside school. Daily routines make learning less stressful, build confidence, and create a steady environment for picking up the language.

In recent years, digital media has slowly begun to find its place alongside these traditional classroom rituals. With the rise of technology in schools, teachers are experimenting with e-books, interactive read-aloud, and online language games to support literacy development. When used thoughtfully, these tools can bring texts to life with colour, movement, and sound—capturing children’s attention and encouraging active engagement (Walsh et al., 2020). For instance, digital storybooks not only expose children to rich language input but also support comprehension by providing audio narration and visual context (Lynch & Warner, 2022).

Policy frameworks underscore the need for balance. The World Health Organization (WHO, 2019) recommends limiting sedentary screen time for young children (with specific guidelines under age 2, 2–5, etc.). Recent Indonesian studies echo these cautions. For example, Hapsari Susilowati et al. (2021) reported that many preschool children already exceeded WHO daily screen time recommendations during remote learning. Similarly, Irzalinda and Latifah (2023) highlighted mixed effects of screen time on linguistic, physical, and social development. The Indonesian government has responded by promoting digital literacy among teachers and parents, and by exploring regulations on age limits and content control in digital spaces (Antara News, 2024).

While the potential is promising, the integration of digital tools into routine-based learning is not without its challenges. Teachers may face limited access to devices, unstable internet, or lack of training in selecting age-appropriate and pedagogically sound materials. Additionally, there is often uncertainty about how much technology is enough—or too much—for young learners, especially in classrooms where interaction and oral repetition are still crucial (Marsh, 2019). These concerns raise a key question for many educators: how can digital tools be incorporated without losing the benefits of consistent face-to-face routines that support foundational literacy?

This study aims to examine how digital tools can be meaningfully integrated into habituation-based English instruction while maintaining its developmental and relational strengths. Building on earlier work that highlights the importance of routines in young language learning (Cameron, 2001; Pinter, 2017), recent studies have also shown that digital media—when used purposefully—can increase learner engagement and support literacy development (Dong & Newman, 2020; Asmayawati, 2023). Employing a narrative inquiry approach, the research focuses on the experiences of a primary school teacher who incorporated digital resources such as e-books, online quizzes, and multimedia songs into daily routines across Grades 1 to 6. Preliminary observations indicate that students were highly responsive to interactive quizzes and story-based digital activities, though technical challenges and screen-time concerns also emerged. Through narrative analysis, the study identifies ways in which digital integration can enhance literacy learning, outlines the associated challenges, and discusses implications for both policy and teacher professional development within the Indonesian context.

METHODS

Research Design

This study employed a narrative inquiry approach to explore how digital tools are integrated into habituation-based English instruction in an Indonesian primary school. Narrative inquiry emphasises lived experience as story, attending to temporal, social, and contextual dimensions of teaching (Clandinin & Connelly, 2000; Riessman, 2008). Recent work highlights its value in applied linguistics research for capturing meaning-making and professional identity (Pham, 2024; Loo & Sairattain, 2022). By framing the research as a narrative account, the study focuses on the teacher's evolving experiences of balancing routine, innovation, and policy concerns.

Participant and Context

The participant was an English teacher at SDS Laboratorium Percontohan UPI Kampus Purwakarta who teaches across Grades 1–6. She has more than ten years of experience in early childhood and primary education and is known for her consistent use of habituation practices such as greetings, songs, and read-aloud sessions. At SDS Laboratorium Percontohan UPI Purwakarta, particularly within the bilingual program, there are two types of English class: formal English classes based on Pearson textbooks conducted for two lesson hours per week, and habituation classes designed by the school's bilingual team, delivered for four lesson hours per week. This study was conducted in the habituation classes, where the teacher integrated the use of digital tools such as e-books, quizzes, and English games to enhance student engagement and language acquisition.

Her narrative was situated within the broader policy context of Indonesia's Merdeka Belajar reforms, which emphasise flexible, student-centred learning, and international guidelines on children's screen time (WHO, 2019), which highlight the importance of balance between digital exposure and offline activities. In alignment with these principles, the use of digital platforms in the habituation classes was deliberately limited to 15–20 minutes per session and was restricted to screen-based media rather than personal mobile phones. This approach was intended to maximise the pedagogical benefits of technology while minimising potential negative effects of excessive screen use on young learners.

Data Collection

To gather meaningful insights, three complementary methods were used: semi-structured interview, classroom observation, and document review.

1. The semi-structured interview was designed to elicit reflective stories about her journey of using digital tools within habituation. Questions invited her to recount past experiences, describe present practices, and express aspirations for the future (Setiawan & Rizkiyanto, 2022; Wardah & Triyoga, 2023).
2. Classroom observations were conducted across selected lessons in multiple grade levels, documenting how habituation routines and digital media (e.g., e-books, quizzes, YouTube songs) unfolded in practice (Melasari et al., 2021).
3. Document review: Lesson plans, digital materials, and quiz records were analysed to trace how digital tools were planned, curated, and adapted for different age groups.

These documents anchored the narrative in concrete teaching artifacts and supported triangulation.

Data Analysis

Data were analysed using narrative analysis (Riessman, 2008), which emphasises not only what stories say but also how they are told, the meanings they construct, and how they connect past, present, and future experiences (Clandinin & Connelly, 2000). The analysis proceeded in several stages. First, all interview transcripts, field notes, and documents were carefully transcribed and read multiple times to gain familiarity. Second, significant events and recurring patterns were coded into provisional story units that reflected classroom practices, uses of digital tools, and teacher reflections. Third, these units were reassembled into broader narrative accounts that traced the teacher's experiences over time, showing how she linked routine-based practices with digital innovations. In this stage, attention was given to the language she used, shifts in her perspectives, and the contextual factors shaping her choices. Finally, following Guthrie (2022), the narratives were approached as "research puzzles" rather than fixed categories, meaning that the focus was on ongoing questions and tensions within her practice rather than on producing definitive themes.

Trustworthiness

To keep the findings credible and dependable, several steps were taken. First, information from interviews, classroom observations, and documents was compared to check for consistency (Lincoln & Guba, 1985). Second, narrative summaries and key excerpts were shared with the teacher so she could confirm or correct them. Third, the researcher kept detailed field notes and short memos to track how ideas and interpretations developed over time. Finally, recent guidance on qualitative rigor (Lim, 2024) was followed, with attention to being transparent in reporting, reflecting on the researcher's role, and treating the teacher's voice with care and respect.

FINDINGS AND DISCUSSION

Findings

The narrative of the participating teacher illustrates how digital tools were incorporated into habituation-based English instruction and how these practices influenced early literacy development across Grades 1–6. The findings are presented as interconnected storylines that reflect the teacher's lived experiences, supported by observation, interview, and document data.

The teacher consistently emphasised the importance of habituation routines such as greetings, chants, and storytelling in establishing a predictable and supportive learning environment. These routines were observed across all grade levels, though the choice of digital tools varied by age and proficiency (Appendix 1). In lower grades (1–3), songs and animated flashcards from YouTube were most commonly used to reinforce greetings, vocabulary, and simple expressions. In upper grades (4–6), interactive quizzes on platforms such as Wordwall and Bamboozle, along with narrated e-books, were employed to support vocabulary recall, comprehension, and sentence-level practice (Appendix 2). Supporting documents, including lesson plans and screenshots of the materials, confirmed that digital

content was embedded in daily routines and aligned with students' literacy levels (Appendix 3).

To provide a clearer picture of the digital resources incorporated into habituation activities, several examples are presented in the following figures. These include e-books used for read-aloud sessions, online quizzes that reinforced vocabulary recall, educational games that combined routine practice with interactivity, and songs that supported repetitive language exposure in enjoyable ways. Each resource reflects how digital tools were selected and adapted to enrich daily routines, sustain student engagement, and expand opportunities for early literacy development.

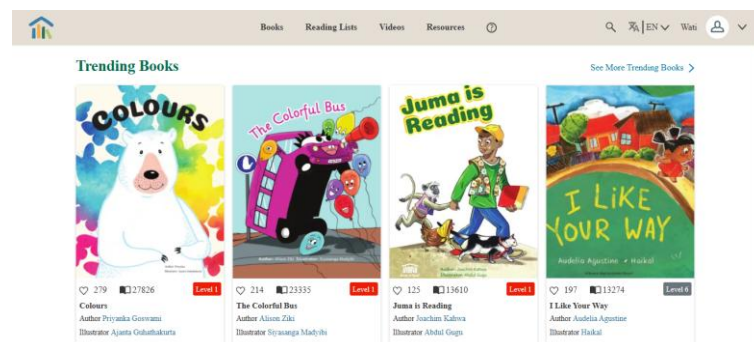


Figure 1. E-book Resource for Reading Aloud Activity (Retrieved from <https://literacycloud.org>)

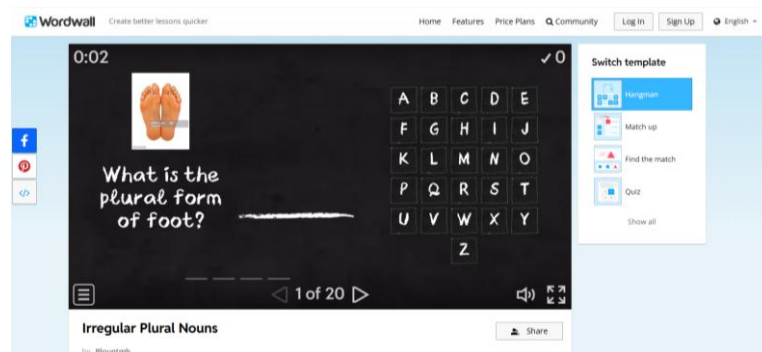


Figure 2. Interactive Quiz (Retrieved from <https://wordwall.net/resource/23895384/irregular-plural-nouns>)

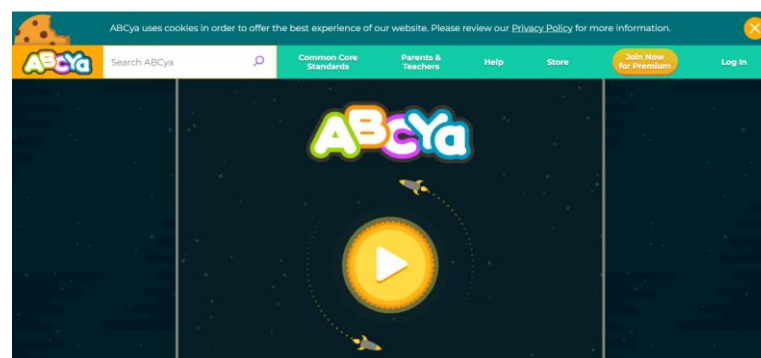


Figure 3. Interactive Game (Retrieved from <https://www.abcya.com/games>)

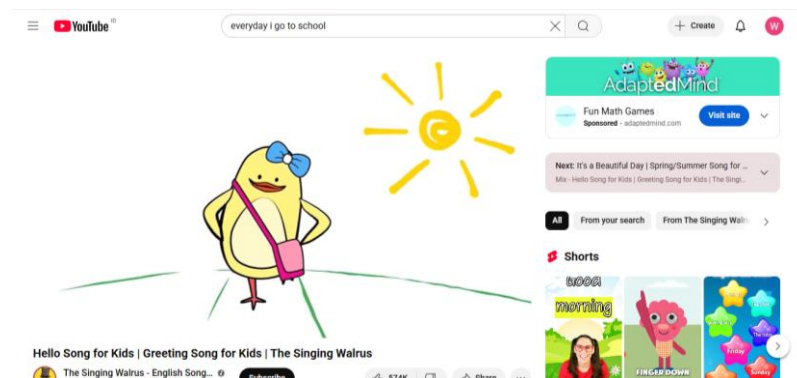


Figure 4. Songs and Flashcards (Retrieved from <https://www.youtube.com/thesingingwalrus>)

Field notes and interview data indicated that students across grade levels responded positively to digital activities, though their engagement took different forms. Classroom observations showed that students consistently displayed enthusiasm during digital routines, such as singing along to YouTube songs or taking part in Wordwall quizzes (Appendix 1). Younger students in Grades 1–3 expressed excitement through singing, dancing, and repeating songs, often asking to perform them again at home. As the teacher explained, “Songs from YouTube help them remember pronunciation and word meanings more easily” (Appendix 2). Older students in Grades 4–6 engaged more competitively with interactive quizzes and frequently requested links to access these platforms outside of class. The teacher also noted that “students become more enthusiastic and pick up new vocabulary faster” when using game-based quizzes (Appendix 2). Lesson plans and activity records further showed alignment between the selected digital content and student literacy levels, supporting these findings (Appendix 3).

The students’ excitement was also reflected in spontaneous comments captured in the field notes (Appendix 1). During and after activities, they often voiced their enthusiasm, asking questions such as “*Miss, kapan kita habituation lagi?*” [Miss, when will we do habituation again?] or “*Miss, quiz kemarin seru banget. Minggu depan lagi ya.*” [Miss, yesterday’s quiz was so fun. Can we do it again next week?]. Other students expressed how they carried the routines beyond the classroom, saying, “*Miss, aku suka lagu itu. Aku nyanyikan lagi di rumah*” [Miss, I liked that song. I sang it again at home], and “*Miss, game yang tadi alamat web-nya apa ya? Aku mau main lagi di rumah*” [Miss, what was the link for the game earlier? I want to play it again at home]. These comments show that digital routines not only engaged students during class but also motivated them to continue practicing at home.

The teacher described how digital tools increased efficiency and flexibility in lesson preparation across different grade levels. For Grades 1–3, she reused animated videos and flashcards, while for Grades 4–6, she could adapt quiz content to match the complexity of texts being read. Document analysis confirmed that materials were carefully selected and aligned with students’ developmental needs. This adaptability enabled differentiated instruction and reduced preparation time, consistent with Walsh et al.’s (2020) claim that digital tools support personalised learning and Setiyawan and Rizkiyanto’s (2022) observation that Indonesian teachers value digital adaptability for maintaining engagement.

Despite the clear benefits of using digital tools in habituation-based instruction, the teacher also faced challenges related to content suitability, classroom management, and

infrastructure. A major issue was the need to carefully curate online materials. Although many free resources are available—such as storybooks, songs, and vocabulary games—most are created in foreign contexts. As a result, they often contain vocabulary, cultural references, or idiomatic expressions that are unfamiliar or inappropriate for young Indonesian learners. Document analysis confirmed that the teacher selected and adapted only those resources that matched her students’ literacy levels (Appendix 3). She explained, *“There are so many good resources online, but not all of them fit our children. I have to check everything—language, meaning, pictures—because most of it is from outside Indonesia.”* This vetting process took considerable time and effort, as unsuitable materials had to be simplified or discarded. Such concerns align with Marsh (2019), who warns that digital content lacking cultural and developmental relevance can limit children’s engagement and understanding.

Managing a large class of 28 students also created logistical challenges, particularly when using game-based platforms like Wordwall or Bamboozle. It was difficult to ensure that all students could participate actively, and some lost focus while waiting for their turn. These problems were evident during quiz activities, when noise levels rose and attention dropped if only a few students were engaged at once. In her interview, the teacher confirmed these difficulties, noting that beyond selecting culturally appropriate resources, managing large groups during digital quizzes often required extra strategies to keep students on task (Appendix 2).

Finally, technical issues such as unstable internet connections and limited access to devices also disrupted the flow of digital activities. At times, these problems caused delays, and the teacher had to adjust by switching to offline alternatives like printed worksheets or oral games. Such limitations highlight the practical barriers that can affect the consistency of digital integration in classroom routines.

Despite the challenges, the strategic use of digital tools proved highly supportive of literacy development in young learners. Classroom observations and teacher reflections showed that several key literacy domains benefited from digital integration (Appendices 1–3).

In the area of vocabulary acquisition, students in Grades 1–3 were introduced to new words through songs and flashcards that provided multimodal reinforcement (Cameron, 2001). Older students in Grades 4–6 consolidated vocabulary knowledge through interactive quizzes on platforms such as Wordwall and Bamboozle, which encouraged recall and practice.

Digital resources also supported reading and listening comprehension. The use of narrated e-books allowed students to listen while reading along, strengthening their grasp of story structure, pronunciation, and sentence flow. Document analysis confirmed that the teacher carefully selected e-books to match student reading levels, helping them gradually build decoding skills (Appendix 3). Narrated stories accessed through LiteracyCloud.org were especially valuable for Grades 4–6, while simpler digital storybooks were used in Grades 1–3 to build print awareness and phonological sensitivity (Melasari et al., 2021).

Motivation and engagement with texts were another clear benefit. Younger learners expressed enjoyment through playful songs, while older learners responded to the competitive nature of quizzes. Field notes captured spontaneous comments such as *“Miss,*

aku nyanyikan lagi di rumah” [Miss, I sang it again at home] and “*Mau main quiz-nya lagi*” [I want to play the quiz again], showing how students developed a positive emotional connection to literacy tasks (Appendix 1). This finding echoes Walsh et al. (2020), who stress that emotional engagement is central to sustaining interest in reading (see also Wardah & Triyoga, 2023).

Digital tools also extended literacy beyond the classroom. Some students independently revisited songs or quizzes at home, as the teacher noted during interviews, suggesting that technology created opportunities for self-directed learning (Appendix 2). This informal practice appeared to reinforce fluency and confidence in both reading and speaking.

Finally, digital integration supported differentiation and inclusivity. Beginners engaged with e-books containing simpler vocabulary and visuals, while more advanced students explored slightly longer texts. Lesson plans confirmed this level-appropriate use of resources (Appendix 3), which allowed all students to participate meaningfully, regardless of proficiency.

The key findings of this study are summarised in the following table, which highlights the major themes that emerged from the data. Each theme is supported by multiple data sources—classroom observations, teacher interviews, and document analysis—and captures how digital tools are being used, adapted, and experienced within a habituation-based English learning environment. The table also reflects both the strengths and the practical challenges faced by the teacher, offering a well-rounded view of how technology supports early literacy instruction in a real-world primary classroom setting.

Table 1. The Key Findings of the Research

Theme		Data Source(s)	Key Insight
Digital media supports habituation routines	Grades 1–3 (songs, flashcards); Grades 4–6 (quizzes, e-books)	Classroom Observation, Document Analysis	Greetings, chants, and storytelling consistently structured lessons, enriched with age-appropriate digital resources.
High student engagement and learning transfer	Grades 1–3 (songs repeated at home); Grades 4–6 (games, quizzes and stories accessed independently)	Observation, Interview	Students expressed enthusiasm and extended learning beyond school by revisiting songs, online games, quizzes, and Literacy Cloud texts.
Improved teaching efficiency and differentiation	All grades	Interview, Document Analysis	Reusable and adaptable digital materials reduced preparation time and enabled differentiated literacy instruction.
Digital tools support literacy development	All grades	Observation, Interview, Document Analysis	Vocabulary growth (songs, quizzes), reading and listening comprehension (e-books, LiteracyCloud.org), motivation and engagement, extension of literacy beyond school, and inclusive learning through levelled resources
Challenges in content curation, classroom management, and infrastructure	Grades 1–3 (unsuitable song/video content); Grades 4–6 (quiz management in large classes); all grades (internet/device access)	Interview, Observation	Teacher curated foreign-made content for cultural fit, managed quiz participation in large classes, and balanced online/offline learning in response to connectivity issues.

Discussions

This study shows that digital tools can refresh habituation-based English instruction without taking away its core strengths. Habituation gives children confidence through repetition (Cameron, 2001), but it can also feel monotonous if every lesson looks the same. In this classroom, digital media—songs, flashcards, quizzes, and e-books—kept the routines alive. They made familiar practices feel new and playful, which helped students stay engaged. Similar patterns are noted by Neumann (2018) and Walsh et al. (2020), who found that digital tools, when tied to daily learning, help prevent routines from becoming flat drills.

An important finding is that digital tools encouraged students to take more ownership of their learning. In both lower and upper grades, children carried routines home by replaying songs or asking for links to quizzes. What began as teacher-led activities became self-directed practice. This reflects Lynch and Warner's (2022) argument that digital storytelling can connect school and home literacy, and Wardah and Triyoga's (2023) finding that Indonesian students often continue engaging with digital texts outside class. In other words, technology did not just keep children busy in school—it extended their literacy world into their homes.

At the same time, the teacher's story reminds us that digital tools bring challenges as well as opportunities. Free resources were plentiful, but many came from foreign contexts and were not always suitable for Indonesian children. The teacher had to spend extra time adapting materials so that the vocabulary, pictures, and cultural references made sense. This echoes Marsh's (2019) warning that digital resources can confuse rather than support learning if they are not developmentally and culturally aligned. Recent local studies (Melasari et al., 2021; Rusmiati et al., 2025) also show how much depends on teachers' ability to filter and adjust materials for their learners.

Class size and infrastructure added another layer of difficulty. With 28 students, it was hard to make sure everyone was involved in game-based quizzes. Some children became distracted while waiting for their turn, and poor internet connections sometimes forced lessons to switch to offline alternatives. These problems are not unique to this school—they reflect broader concerns about digital equity in Indonesia (OECD, 2022) and the need for better support for teachers working in resource-limited conditions.

What stands out is how the teacher managed to balance these tensions. She used digital media to enrich routines but never let screens dominate. Songs and quizzes were paired with offline tasks like retelling, drawing, or role-play. This ensured that the classroom remained interactive and relational. Her approach also aligned with WHO (2019) guidelines on screen time and with the spirit of *Merdeka Belajar*, which encourages flexible, student-centred learning.

Overall, the findings suggest that the success of digital integration rests less on the technology itself and more on the teacher's role. Technology provided variety and reach, but it was the teacher's judgment, creativity, and cultural awareness that made it work. This reinforces what Walsh et al. (2020) and Lynch & Warner (2022) argue: digital tools enhance literacy only when teachers adapt them with clear pedagogical purpose.

CONCLUSION

This study concludes that when used with clear pedagogical aims and cultural sensitivity, the integration of digital resources into habituation-based English instruction can significantly enhance young learners' literacy development. Digital media such as songs, animated flashcards, quizzes, and digital storybooks proved effective in reinforcing vocabulary, supporting comprehension, and sustaining student engagement within daily routines. Yet, the success of these tools lies less in the technology itself than in how teachers adapt, select, and humanize them for classroom use. To keep learning inclusive, engaging, and developmentally appropriate in large and diverse classes, digital content must be carefully balanced with offline, interpersonal activities. In the end, technology should not replace the human connection at the heart of early language instruction, but rather extend habituation practices in ways that bridge routine and innovation.

Teachers are encouraged to integrate digital tools into habituation routines with clear purpose and balance, combining online activities like songs, quizzes, and e-books with offline tasks such as role-plays or retelling to keep learning both engaging and relational. Schools and policymakers should provide stronger support through stable internet, adequate devices, and training that helps teachers not only use technology but also adapt content for cultural and developmental relevance. Parents can be partners in guiding healthy screen-time habits and extending literacy practices at home. Finally, future research should explore different school contexts and track how children's literacy develops over time with sustained use of digital tools.

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APPENDICES

Appendix 1 – Observation Checklist

Used to document classroom interactions, student responses, and the integration of digital tools in habituation-based English instruction.

Focus Area	Indicators	Summary of Findings
Use of Digital Tools	- Use of YouTube videos (flashcards, songs)	Digital tools were integrated consistently

Focus Area	Indicators	Summary of Findings
	- E-books for read aloud - Online quizzes (Wordwall, Bamboozle)	during both opening and core activities.
Student Engagement	- Verbal responses to songs/videos - Participation in games/quizzes - Visible enthusiasm	Students showed high motivation and active participation during digital-based routines.
Classroom Interaction	- Teacher-student dialogue - Peer support during digital tasks	Teacher maintained strong guidance; peer interaction increased during game-based tasks.

Appendix 2 – Teacher Interview Guide

Used to explore the teacher's views on the use of digital tools in supporting literacy through habituation methods.

Section 1: Background		
1.	How long have you been teaching English to primary students?	<i>"I've been teaching English to primary students for over 10 years now, so I've had quite a long experience in early education. However, I've only been teaching at SDS Laboratorium UPI Kampus Purwakarta for about a year."</i>
2.	How do you define habituation-based instruction in your own teaching?	<i>"To me, habituation-based instruction means building positive, consistent routines that help students feel comfortable using English naturally. For example, we always start our sessions with greetings, songs, or storytelling. These simple routines help students see English not as something scary or difficult, but as something fun and part of everyday life."</i>
Section 2: Digital Integration		
3.	What kinds of digital tools do you use in your habituation classes?	<i>"I use simple but effective digital tools like YouTube—for songs and vocabulary flashcards—interactive e-books for read-aloud activities, and quiz platforms like Wordwall or Bamboozle for language games. The students really enjoy them because the visuals are engaging and the activities are varied."</i>
4.	How do you select or modify digital content for your students?	<i>"Since most digital content comes from outside Indonesia, I have to be very selective. I choose materials that match the age and comprehension level of my students. Sometimes, I need to make small adjustments—changing the vocabulary or simplifying the context—so that it fits better"</i>

Section 1: Background		
		<i>with the students' background. It takes time, but it's important to make sure the content is not just fun, but also meaningful."</i>
5.	In what ways have digital tools supported your students' literacy development?	<i>"I've seen that students become more enthusiastic and pick up new vocabulary faster. Songs from YouTube help them remember pronunciation and word meanings more easily. Narrated e-books also improve their reading comprehension and keep them engaged with the text. Some of them even revisit the materials at home, which shows how these tools can extend learning beyond the classroom."</i>
Section 3: Challenges and Support		
6.	What obstacles have you faced when using digital media in class?	<i>"The main challenges are content selection and technical issues. A lot of materials are too difficult or not culturally appropriate. Sometimes the internet connection is unstable, and some digital activities require extra preparation so they don't disrupt the lesson flow."</i>
7.	How do you manage large class size and screen time during tech-based activities?	<i>"With 27 students in the class, I have to carefully manage time and activities. During digital quizzes, I often use group work or include physical movement so that not everyone is staring at a screen the whole time. I also make sure to follow up with offline activities, like drawing or retelling the story, to keep the learning balanced."</i>
8.	What kinds of support or resources do you think teachers need?	<i>"I think teachers need practical training on how to select and adapt digital content for primary learners. It would also help if schools could provide stable internet access and enough devices. Having a community of teachers to share ideas, resources, and experiences would also be very valuable—we can learn a lot from each other."</i>

Appendix 3 – Document Analysis Checklist

Used to analyse teaching documents and digital materials to assess planning, content appropriateness, and instructional alignment.

Document Type	Criteria	Findings
Lesson Plans	- Inclusion of digital media in daily routines - Alignment with students' literacy levels	Digital tools were embedded in routines (e.g., warm-up, reading, closing).

Document Type	Criteria	Findings
Digital Materials	- Age-appropriate vocabulary and visuals - Culturally relevant - Accessible formats	Most content was sourced from YouTube, websites, and digital libraries; adapted when needed.

BIO STATEMENT

Wati Susanti has been an English teacher since 2012. She currently teaches at SDS Laboratorium UPI Kampus Purwakarta, where she focuses on early English instruction and habituation-based learning for young learners. Her academic interests include the development of engaging and age-appropriate teaching media for primary school students.