

# CHAPTER I

## INTRODUCTION

### A. Background of the study

In the digital era, digital literacy is one of the important aspect to support online learning. The implementation of online learning forces students to advance digital literacy skills in online learning. Students' must have digital literacy skill that include three aspects; media literacy, information literacy and ICT literacy.<sup>1</sup>The use of digital literacy skills in online learning help them for developing their literary understanding and academic learning. Besides, students can digitally literate to use information, media, and technology effectively and become active participants in the class. The use of digital technologies has a big impact for students because they are required to use digital media (such as; zoom, google meet, google classroom, YouTube, etc.) and information (such as; e-book, websites, etc.) in the English language learning based on internet resources. Furthermore, the ICT skills will affect students' access to digital technology to help them understand and hone their critical thinking in learning process.

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<sup>1</sup> Charles Fadel Bernie Trilling, *21st Century Skills: Learning for Life in Our Times* (San Fransisco: Jossey-Bass, 2015), <http://www.p21.org/our-work/p21-framework>, 5.

Digital literacy is one of the ability to access information and use digital technology. According to Gilster, digital literacy is a skill to understand and use information based on digital sources.<sup>2</sup> Digital literacy is a practice to communicate, relate, think and engage in digital media.<sup>3</sup> As stated by martin, the digital literacy concept presents the aspect of e-literacy as a central concepts of media literacy, information literacy and ICT literacy skills.<sup>4</sup> Students' digital literacy skills will have unprecedented development to amplify their ability to think, learn, communicate, collaborate and create of the digital literacy aspects in online learning.

However, the implementation of digital literacy skills that include three aspects; media literacy, information literacy and ICT literacy in English student's classes in online learning faces some the barriers. First, even though students have used technology digital in their daily activities, they might not really be acquainted with the use of technology in learnings.<sup>5</sup> Students are not generally permitted to use digital technologies at school for learning. Most students use digital technologies only to play video games, listen to music, watch

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<sup>2</sup> P Gilster, *Digital Literacy* (New york: Wiley, 1997), 18.

<sup>3</sup> Rodney Jones and Christoph Hafner, *Understanding Digital Literacies: A Practical Introduction* (New York: Routledge, 2012), 13.

<sup>4</sup> C Lankshear and M Knobel, *Digital Literacies: Concepts, Policies and Practices*, *New Literacies and Digital Epistemologies* (Peter Lang, 2008), 25.

<sup>5</sup> Jenny Waycott et al., "Digital Divides? Student and Staff Perceptions of Information and Communication Technologies," *Computers and Education* 54, no. 4 (2010): 1202–11.

movies, social media, etc. Prior has mentioned that in his research, students are usually using more technology for social or entertainment purposes but not for learning.<sup>6</sup> In the previous studies, Ozdamar has said that students only used digital tools for social purposes or personal interest such as music websites, Twitter, email, mobile applications and shopping applications.<sup>7</sup> Students spend their free time on tapping away their smartphones for gaming or posting updates or photos on social media.<sup>8</sup> Second, students are not common with websites and digital media for education. As stated by Ng, that many students have not used the media known for educational purposes.<sup>9</sup> Furthermore, students can't evaluate the information in online learning properly.<sup>10</sup>

Implementing digital literacy skills in online learning becomes one of the problem that must be found a solution. Therefore, in this research, the researcher want to know how do students' implement

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<sup>6</sup> Daniel D. Prior et al., "Attitude, Digital Literacy and Self Efficacy: Flow-on Effects for Online Learning Behavior," *Internet and Higher Education* 29 (2016), 96.

<sup>7</sup> Nilgun Ozdamar-Keskin et al., "Examining Digital Literacy Competences and Learning Habits of Open and Distance Learners," *Contemporary Educational Technology* 6, no. 1 (2020), 81.

<sup>8</sup> Nafan Tarihoran, "Using Facebook Group as a Blended Learning Medium in Teaching Cross-Cultural Understanding in Islamic Higher Education," *International Journal on Research in STEM Education* 2, no. 1 (2020): 13–25, <https://doi.org/10.31098/ijrse.v2i1.187>, 16.

<sup>9</sup> Wan Ng, "Can We Teach Digital Natives Digital Literacy?," *Computers and Education* 59, no. 3 (2012), 1066.

<sup>10</sup> Gaung Perwira Yustika and Sri Iswati, "Digital Literacy in Formal Online Education: A Short Review," *Dinamika Pendidikan* 15, no. 1 (2020): 66–76.

digital literacy skill that include of three aspects; media literacy, information literacy and ICT literacy and exploring the barriers that students found in implementing digital literacy aspects during online learning. The finding of this study may help students develop their digital literacy skills and help them for overcoming some barriers while implementing digital literacy in online learning.

### **B. Identification of the problem**

Students are facing some barriers in implementing digital literacy skill in online learning;

1. Even though students have used digital technology in their daily activities, they might not really be acquainted with the use of technology in learnings.
2. Students are not common with websites and digital media in applying English materials.
3. Students can't evaluate the information in online learning properly.

### **C. Statement of the problem**

Based on the background of study explained above, the point that to be discussed as follows:

1. How do students implement digital literacy skills in online learning?

2. What are the challenges of implementing digital literacy skill in students' online learning?

#### **D. Objective of the study**

1. To know how do students implement digital literacy skills in online learning.
2. To explore the challenges of implementing digital literacy skills in student's online learning.

#### **E. Scope and limitation of the study**

This study focuses on the implementation of digital literacy skill that include three aspects (media literacy, information literacy and ICT literacy) during online and explore the challenges of implementing digital literacy skills that students faces during online learning in the English classes, as perceived by 11<sup>th</sup> grades students on the first semester in SMAN 5 Cilegon. The participants have been implementing digital literacy aspects; media literacy, information literacy and ICT literacy during online learning.

#### **F. Significance of the study**

The result from this research, the researcher will be expected to be used theoretically and practically:

1. Theoretically

- a. This research will give specific knowledge about the implementation of digital literacy skills in students' online learning at eleventh grades in SMAN 5 Cilegon.
- b. This research will give specific knowledge about the challenges of implementing digital literacy skills in students' online learning at eleventh grades in SMAN 5 Cilegon.

2. Practically

- a. For students

Students can implement the digital literacy aspect in online learning, and it could help students find the challenges of implementing digital literacy skills during online learning.

- b. For teachers

Teachers know about how students implement digital literacy skills and the barriers that students find in online learning. So, it can help the teacher to improve the learning process during online classes.

c. For researcher

By doing this research, the researcher will be improved about implementing digital literacy skills in online learning.

## **G. Previous Study**

In this study, the researcher uses five previous studies as consideration in making this undergraduate thesis. Those previous studies are:

1. A Thai Junior High School Students 21<sup>st</sup> Century Information Literacy, Media Literacy, and ICT Literacy Skills Factor Analysis

The first previous studies by Sangutai Moto et al.<sup>11</sup> This study aimed to analyze the factors of students' skills towards their information literacy, media literacy, and ICT literacy. The methods of this research were used quantitative design that used questionnaire as the instrument of the research and analyzed the data using SPSS version 24 and Bartlett's test sphericity for analysis. The finding of this study are that the information, media and ICT literacy of high schools students

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<sup>11</sup> Sangutai Moto et al., "A Thai Junior High School Students' 21st Century Information Literacy, Media Literacy, and ICT Literacy Skills Factor Analysis," *International Journal of Emerging Technologies in Learning* 13, no. 9 (2018), 87.

are composed of three components of three parts corresponding to empirical data. The most important element is ICT literacy (998), media literacy (992) and information literacy (947).

This research only focuses towards the high component of information, media and ICT literacy in students' high school. Though, this current study focuses on student's implementation towards digital literacy skill in student's online learning.

## 2. Digital Literacy: A Prerequisite for Effective Learning in a Blended Learning Environment?

The second previous studies is by Tang and Chaw. The purpose of this study is to make students require digital literacy to be effective learning and four digital literacy frameworks: underpinnings, background knowledge, central competencies, and attitudes and perspectives.<sup>12</sup> The research was conducted on students that is taking courses in a blended learning environment at a local university. The method of this research were a quantitative design and analyzing the data by

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<sup>12</sup> Chun Meng Tang and Lee Yen Chaw, "Digital Literacy: A Prerequisite for Effective Learning in a Blended Learning Environment," *Proceedings of the European Conference on E-Learning, ECEL 14*, no. 1 (2015), 54.



using partial least squares. The finding shows that the four digital literacy constructs could be reduced to three. The three digital literacy constructs each had a statistically significant relationship with the effective learning construct.

The second previous study only focus towards digital literacy frameworks; underpinnings, background knowledge, central competencies and attitudes and perspectives in blended learning. In this current studies, the research will be focus on student's implementation towards digital literacy skill in online learning.

### 3. The Implementation of Digital Literacy Skill in Indonesia Suburban EFL Classes

The third previous studies is by Pratolo and Solikhati.<sup>13</sup> The purpose of this study is to investigate the implementation of digital literacy in a private junior high school temanggung, identify teachers' attitudes in practicing digital literacy and explore the challenges to the students and how cope with them. The methods used qualitative research to explore the real practice of digital literacy and use observation and semi-

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<sup>13</sup> Bambang Widi Pratolo and Hana Amri Solikhati, "The Implementation of Digital Literacy in Indonesian Suburban EFL Classes," *International Journal of Scientific and Technology Research* 9, no. 1 (2020): 1508–12, 1508.

structure interview to conduct the research data. The research is conducted in a private junior high school in temanggung. The subject of this research is two teachers who were regarded as millennial teachers and capable of using digital technologies. The finding shows that teachers showed positive attitudes considering the syllabus as a core, understanding a teacher's position, developing effective learning, using multiple literacies and improving the four language skills. However, the study found barriers in implementing digital literacy skills: lack of technology, student's background, lack of time and limited budgeting. The teacher strategy and preparation of digital literacy will cope with this challenges.

The third previous study is focus on teachers' attitudes towards the implementation of digital literacy skill in Indonesia suburban EFL classes. While, this current study is focus on student's implementation towards digital literacy skill in online learning.

4. Problems and Challenges for Digital Literacy-Based Learning Literature Review in Online Learning Success in Higher Education

The fourth previous studies is by Suheri.<sup>14</sup> The purpose of this literature study was carried out using a cooper framework aimed at discussing this problem. The data was collected through cooper procedure and analyzed through content analysis. The finding was to find the main three categories that related to online learner's challenges, secondly to instructors challenges and content literacy development editions. The challenges of spending expectations, readiness, identity and participation of student's online learning. The challenges of the instructor, from teacher central to students centre, from face to face to online, the transition from textbook to digital e-book, time management and teaching style. To overcome the challenges in technology education and literacy, educational institutions should provide professional development for the teachers, training for students and technical support for content development.

The fourth study is focus on problems and challenges of digital literacy in online learning in higher education. However, there are many problems that researcher found and

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<sup>14</sup> Suheri, "Problems and Challenges for Digital Literacy-Based Learning Literature Review in the Success of Online Learning in Higher Education," *Proceeding of International Conference on Islamic Education: Challenges in Technology and Literacy* 4, no. 2 (2019), 445.

finding the solution to overcome the problems. In this current study, the study will focus on the implementation of digital literacy skill in student's online learning and also explore the challenges of implementing digital literacy skill in EFL students online learning.

#### 5. Pre-Service Teachers' Perception of Online Learning in Islamic University during a Coronavirus (Covid-19) Pandemic

The fifth study is by Naf'an Tarihoran.<sup>15</sup> The purpose of this study is to investigate the effectiveness of online learning during the COVID-19 pandemic. The methods of this study is used a quantitative study using a survey methods. The research is conducted in the faculty of Islamic education and teacher training. The subject of this research is 113 respondent active students in the faculty of Islamic education and teacher training in UIN Banten. The finding of this study explained that online learning is effective because the conditions that required online study and the lecturer-students talk as not as effective as in the normal classroom. The result

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<sup>15</sup> Nafan Tarihoran, "Pre-Service Teachers' Perception of Online Learning in Islamic University during a Coronavirus (Covid-19) Pandemic," *Turkish Journal of Computer and Mathematics Education (TURCOMAT)* 12, no. 3 (2021): 4181–89, 4181.

of this study have implications for online lecturers, students and administrators.

The fifth study is only focus to the perspectives of pre-service teachers towards online learning. However, in this current study, it focuses on the challenges of implementing digital literacy skill in student's online learning.

Based on the previous research above, the current study will focuses on students implementation towards digital literacy skill that includes three aspects of media literacy, information literacy and ICT literacy in online learning and exploring the challenges of digital literacy skill in student's online learning. The subject of this research is the eleventh grades students of SMAN 5 Cilegon. The researcher hopes the finding of this study will make a good contribution to education both in the school and university during online learning.