THE ANALYSIS OF STUDENTS' DIGITAL LITERACY SKILLS LEVEL

IN INSTRUCTIONAL PRACTICE IN ENGLISH DEPARTMENT AT

UNIVERSITAS NEGERI PADANG

FATHUR AL FURQAN

17018104/2017

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS NEGERI PADANG

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HALAMAN PERSETUJUAN

SKRIPSI

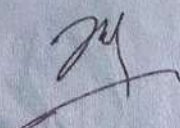|	
Judul	: The Analysis of Students' Digital Literacy Skills Level In Instructional Practice in English Department at Universitas Negeri Padang
Nama	: Fathur Al Furqan
NIM/BP	: 17018104/2017
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, 12 Juni 2023

Disetujui oleh,
Pembimbing

Dr. Rusdi Noor Rosa, S.S., M.Hum.
NIP: 197708182003121001

Mengetahui,
Ketua Departemen,

Desvalini Anwar, S.S, M.Hum,Ph.D
NIP. 19710525 199802 2 002

HALAMAN PERSETUJUAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan didepan Tim Penguji Skripsi Program Studi
Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang
Dengan judul

**"THE ANALYSIS OF STUDENTS' DIGITAL LITERACY SKILLS LEVEL IN
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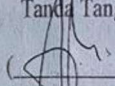UNIVERSITAS NEGERI PADANG"**

Nama	: Fathur Al Furqan
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Jurusan	: Bahasa dan Sastra Inggris
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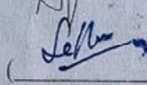Padang, 12 Juni 2023

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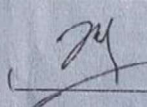
1. Ketua   : Dr. M Affandi Arianto, S. Pd, M. Pd   (_____)

2. Sekretaris   : Senorica Yulia Sari, S.Pd, M. TESOL   (_____)

3. Anggota   : Dr. Rusdi Noor Rosa, S.S., M.Hum.   (_____)

KEMENTERIAN PENDIDIKAN KEBUDAYAAN
RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI PADANG
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Prof. Dr. Hamka Air Tawar, Padang 25131 Tlp. (0751) 447347
Web: http://english.fbs.unp.ac.id

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama	: Fathur Al Furqan
NIM/ TM	: 17018104 / 2017
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

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Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.   Fathur Al Furqan
NIP.19710525.199802.2.002   NIM. 17018104

ABSTRACT

Furqan, Fathur Al. (2023). The analysis of Students' Digital Literacy Skills Level In Instructional Practice In English Department at Universitas Negeri Padang: Thesis. Padang: English Language and Literature Department. Faculty of Language and Art. Universitas Negeri Padang.

This thesis presents a quantitative research study that assesses the digital literacy skills level of students in the English Department at Universitas Negeri Padang, focusing on factors influencing their proficiency. The research findings reveal that the majority of students demonstrate a high level of digital literacy skills, with a significant proportion categorized as very good or good. However, only one student falls into the poor level category, indicating an overall positive digital literacy skills landscape among the participants. The study employs a quantitative research approach, utilizing surveys to collect data on students' digital literacy skills and factors affecting their proficiency. The questionnaires provide insights into various factors that students perceive as hindrances to their digital literacy development. The analysis of the survey data identifies the main factors as follows: (1) lack of budget, (2) lack of supporting resources, (3) lack of environment, (4) lack of training opportunities, (5) lack of time, (6) lack of facilities, (7) lack of interest, (8) lack of learning materials, (9) lack of skills, and (10) lack of knowledge. These findings shed light on the challenges faced by students in developing their digital literacy skills and inform potential areas of improvement in instructional practice. Educators and policymakers can utilize this information to address the identified factors and create an environment conducive to enhancing students' digital literacy competencies.

Key words: Digital literacy, Instructional practice

ABSTRAK

Furqan, Fathur Al. (2023). The analysis of Students' Digital Literacy Skills Level in Instructional Practice in English Department at Universitas Negeri Padang: Thesis. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini menyajikan studi penelitian kuantitatif yang menganalisis tingkat kemampuan literasi digital mahasiswa pada Departemen Bahasa Inggris di Universitas Negeri Padang, dengan fokus pada faktor-faktor yang memengaruhi kemampuan mereka. Temuan penelitian ini menunjukkan bahwa sebagian besar mahasiswa berada pada tingkatan kemampuan literasi digital yang tinggi, dengan sebagian besar berada pada tingkat sangat baik dan baik. Hanya satu mahasiswa yang memiliki kemampuan rendah, menunjukkan adanya pandangan positif mengenai kemampuan literasi digital mahasiswa secara umum. Penelitian ini menggunakan metode penelitian kuantitatif dengan menggunakan kuesioner sebagai alat pengumpulan data mengenai kemampuan literasi digital mahasiswa dan faktor-faktor yang mempengaruhinya. Kuesioner memberikan wawasan mengenai berbagai faktor yang dianggap oleh mahasiswa sebagai hambatan dalam pengembangan kemampuan literasi digital. Analisis data kuesioner mengidentifikasi faktor-faktor utama, antara lain kurangnya anggaran, kurangnya sumber daya pendukung, kurangnya lingkungan, kurangnya peluang pelatihan, kurangnya waktu, kurangnya fasilitas, kurangnya minat, kurangnya bahan pembelajaran, kurangnya keterampilan, dan kurangnya pengetahuan. Temuan ini memberikan gambaran mengenai tantangan yang dihadapi oleh mahasiswa dalam mengembangkan kemampuan literasi digital mereka dan memberikan informasi berharga untuk perbaikan dalam praktik pembelajaran.

Kata Kunci: Literasi digital, Metode dalam pembelajaran.

ACKNOWLEDGEMENT

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The 21st century technology has been absorbed into most areas of social work. This phenomenon has led to significant changes in the teaching and learning process. Teaching EFL students today is different from decades ago, especially in terms of the technology used in language instruction. The evolution of the teaching and learning process in Indonesia can be recognized from the paper era to the paperless era when internet access has become an everyday activity (Howard et al., 2002). Access to knowledge is unlimited and enhanced learning can be done from a variety of devices, including digital devices.

Communication between teachers and students outside of class time has also changed. In the past, teachers and students communicated through short messages on their cell phones. Today, communication is carried out through digital technologies such as smartphones and tablets with a wide variety of applications. The large number of communication applications indicates that most people, including EFL teachers and students, are active users of digital technology.

Digital technology has been used in teaching and learning activities in most developed countries for more than 25 years (Passey et al., 2016). They designate digital technology as ICT, information and communication technology. In contrast, the use of ICT in the classroom in many developing countries such as Indonesia is still a new phenomenon. ICT has not yet been integrated into the classroom, especially in English Learning lessons. A study by Kurniawati, Maolida and

Anjaniputra (2018) concluded that EFL teachers are still at the stage of adapting digital media for their EFL lessons. They still have limitations in their use of digital media.

Although the use of ICT has been introduced in education since 2001 on the Decree of the Ministry of State Equipment Use No. 133/M.PAN/5/2001, EFL teachers are still reluctant to integrate it into their EFL teaching. (Durriyah & Zuhdi, 2018). One of the reasons, as explained by Lubis (2018), is that "time allocation and technical problems have become major obstacles in implementing integration" (p. 18). Price-Dennis, Wiebe and Fowler-Amato (2014, cited in Durriyah & Zuhdi, 2018, p. 54) add that the "gap between availability and use of digital technology in the classroom" also affects to teachers' reluctance to integrate digital technology or ICT in the classroom.

Realizing that EFL teaching has changed today and that change involves digital or ICT technology, EFL teachers and/or EFL students, future EFL teachers must have anticipated changing. Even though they are digital natives, there is no guarantee that they are digitally proficient. Data from Kominfo (2014) shows that there were 82 million Internet users in Indonesia in 2014, making it the eighth largest country in the world. This number must have increased significantly each year. Despite the large number, according to Tampubolon (2017), in reality, most Indonesians do not have a clear understanding of how the digital world works. Many of them are still illiterate. They almost exclusively use digital technology as a means of communicating or sharing information.

In terms of learning strategies, thoughtful use of ICT can transform the role of teachers by creating new learning environments. The teacher's pedagogy will determine the extent to which the capabilities offered by technology are realized in the educational context" (MCEETYA, 2005, p.3).

In a career development program in Victoria, teachers created a list of strategies for integrating ICT into their classrooms (Chittleborough, Campbell, Hubber & Tytler, 2007). This list includes: Planning (Selecting and preparing ICT websites, programs and resources so that they are available to both teachers and students as needed). Use new resources (Encourage students to try different technologies). Promote student reflection (Encourage students to use blogs and networks to discuss assignments and reflect on their own and others' work). Collaboration (Encourage students to become experts, problem solvers and help each other in their ICT work). Work within limits (Get creative with available resources).

The above condition is connected with what has been stated by Spiers and Bartlett (2012) that although today's students are digital natives, they do not have adequate technical knowledge. They are not well aware of how the actual use of technology has affected their learning. As a result, they sometimes overlook the ethics of using social media. In the Indonesian context, Supratman and Wahyudin (2017) found that the lack of digital education has resulted in many Indonesian students not knowing how to use social networks wisely and responsibly. Based on the above explanations, it is clear that digital literacy is important for everyone in the digital age, including those in college.

For college students, as Fieldhouse and Nicholas (2008) argue, digital literacy equips them with the skill to think critically about how to determine whether information received is trustworthy and proprietary as well as the skills to contextualize, analyze, and synthesize any information found online. In short, digital literacy is becoming an essential skill for everyone in the 21st century. Know the digital literacy gaps of students and recognize the importance of literacy skills. Digital literacy in the 21st century. The authors feel it is important to teach digital literacy skills to students, including prospective EFL teachers in their senior year at university.

Before teaching them digital skills, it is necessary to know their current level of digital literacy and factors affecting their digital literacy skills level. For this reason, this study was conducted to investigate the current digital literacy level of EFL students and factors affecting their digital literacy skills. This research will be carried out at the English Department of Universitas Negeri Padang. The aim of this study was to find out the digital literacy skill level of students and find out the factors that influence the students' digital literacy level. This study entitled "The Analysis of Students' Digital Literacy Skills in Instructional Practices through Online Learning in English Department at Universitas Negeri Padang."

1.2 Identification of the Problem

According to the background of the problem, Digital literacy skills are important for everyone in the digital age including those in collage, knowing the digital literacy levels of students and recognize the factors affecting the digital of skills are the issue for this research in order to get more information about the

current state of digital literacy abilities of students and the factors that have influenced their use of ICT in language learning. There are two issues that can be identified. First, to find out students' digital literacy skills level. Second, to find out factors affecting students' digital literacy skills.

1.3 Limitation of the Problem

Based on the identification of the problem above, the researcher limits the research on finding students digital literacy skills level and factors affecting students' digital literacy skills. This research was conducted in English Department class at Universitas Negeri Padang.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the research focuses on The Analysis of Students' Digital Literacy Skills in Instructional Practices in English Department at Universitas Negeri Padang. The research problem can be formulated into: What are the students' digital literacy skills level and What are the factors affecting students' digital literacy skills?

1.5 Research Questions

Based on the formulation of the problem that have been stated above, the researcher limits the research into the following question:

1. What are the students' digital literacy skills level?

2. What are the factors affecting students' digital literacy skills?

1.6 Objectives of the Research

The purpose of this research as follows:

1. Found out students' digital literacy skills level.

2. Found out factors affecting students' digital literacy skills.

1.7 Significance of the Research

The results of this study provide an important analysis between the level of ability of students in digital in instructional practice. The results of the research are expected to serve the following purposes: For teachers, the results of this survey aim to provide teachers with more information about the current state of digital abilities of students and the factors that have influenced their use of ICT in language learning. This allows teachers to adopt new technologies that can assist English language learning. For other researchers, it can be used to carry out further education and research related to finding other strategies to improve the digital literacy of students.

1.8 Definition of Key Terms

In order to prevent misunderstanding among the readers, there are some key terms used in this research, the definitions of key terms as followed below:

a) 21st Century Skills are comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies.

b) Instructional practice refers to how information is delivered, received, and experienced by students. There are various instructional practices that can be broadly categorized as either "teacher directed" or "student centered."

c)   Digital literacy refers to an individual's ability to find, evaluate, and communicate information through typing and other media on various digital platforms.

d)   Digital Technology refers to the ever-evolving suite of digital software, hardware and architecture used in learning and teaching in the school, the home and beyond both home and school environments

e)   Digital Literacy in Learning English refers to using technology as a method to achieve learning outcome of English subject.