

CHAPTER IV

FINDINGS AND DISCUSSION

After conducting the research, the researcher wrote the findings and discussions in this chapter. The data were analyzed qualitatively. The discussion of the findings has important meaning for all the research activity. The aims of the discussion are answering the statement of the problem and interpreting the findings based on the related theoretical review.

A. Findings

The researcher used interviews and documentation to know and describe digital literacy competence possessed by English Education Department students. There were fifteen questions that the researcher asked fifteen participants that were related to digital literacy competence. During the interview process, fifteen participants gave almost the same answers, so that similar and repeated data were found.

1. Internet Searching

In the interview section, when the participants are asked about the search engine that they were used when given assignments by lecturers, they mostly used Google. Compared to other search engines such as Yahoo or Bing, participants thought Google was easier to use and more familiar than others. Participants also mentioned that Google has fewer

advertisements if compared with other search engines. Not only that, participants are accustomed to using Google because the search engine is already on every cellphone. Another reason was that Google provides Google Scholar made it easy to search for valid journals.

When the researcher asked how they get the information on the internet, the participants explained that they have some of the steps. The first step that they mentioned were going to a search engine. According to the participants, before searching for information on search engines, they must determine what topic they want to search for. After that, the participants enter the keywords that they have previously determined. The participants mentioned that keywords made it easier for them to find the information. When the search results are displayed on the home screen, participants select articles or journals that match what they are looking for. The participants assumed that the search results must be selected correctly because not all of the information was correct.

Apart from the search engine and the participants' steps in finding information, the researcher also asked other questions in the interview. The question was what activities they did on the internet other than matters related to academics. There were many non-academic activities that they mentioned. The activities were are social media surfing, such as Facebook, Twitter, Instagram, YouTube, and Tik Tok. Other activities were watching

Korean dramas and western films on certain websites, such as Netflix and Vuu. Not only for entertainment, but there were also several activities carried out by the students, namely reading government news, reading news that happened today, and reading articles related to their hobbies, short stories.

The participants realized these activities that they mentioned during the interview indirectly added knowledge or information to their academics. It can be seen from the activities of participants who listened to music/podcasts on YouTube and watched western films in English. They assumed that listening to music, podcasts, and watching movies could increase vocabulary and knowledge about how to pronounce these words. Not only YouTube, activity on Twitter, and Instagram also indirectly add to their academic knowledge. On Twitter, participants mentioned that they often found information that discusses English, such as “Website for English quizzes and games - A thread-” while on Instagram, some accounts provide information about pronunciation, grammar, etc.

The participants considered these activities not only fun but also indirectly beneficial to their academics. Besides, the information obtained on social media was easier for them to digest and remember. Some activities do not enhance their academic information. One of the students mentioned

that these activities were *fangirling*, watching Korean drama, and shopping at Shopee.

2. Hypertextual Navigation

In the interview section, the researcher asked about hypertext and hyperlinks and their functions. Most of the participants understood hyperlinks as a way to link a web page to another page. They said when the hyperlink was clicked, it would be directed to another page so that the hyperlink feature could make it easier for them to open between files or documents. While the understanding of hypertext, most of them did not know about hypertext, while some other participants understood hypertext was a text that related to other documents or text that linked to other information and to create shortcuts from the web to another web.

The researcher found a participant has a different answer from another participant. She said that hypertext was a word that we wrote to search for something on the internet. While hyperlink according to her was a link that we already know what we want to find. So just type the link into a search engine.

In addition to knowledge about hypertext and hyperlinks, the researcher also asked about participants' knowledge of the differences between http, html, and url. The result of the interview was they mostly didn't know the difference between them. The participants thought of these

three things like links that were often found on the internet. One of the participants described that http was a link to a website. Html was more to the page of the website or the content of the website. Url was a link for a file such as a document, audio, video, or image.

When the participants were asked about the differences between the information presented on the internet and in textbooks, they have various answers. They understood the differences between information on the internet with the information presented in textbooks. According to the participants, the information presented on the internet and in textbooks has advantages and disadvantages. Information on the internet has hyperlinks that made it easy to other web pages and has a search engine that made it easy to search. They also thought that the content information was shorter, more clear, and easy to understand, and more updated. Not only that, information on the internet was more accessible, more interesting than in terms of appearance, and economical because it only uses quotas.

A participant said that it was easier to find information from various perspectives. Because on the internet, a comment section was provided so that not only the author could provide information but the reader could provide a perspective on what he/she knows. However, the participants realized that the internet has flaws; the information was sometimes difficult to believe because the information didn't come from experts, many

advertisements, maybe the result of plagiarism, and didn't include writing references.

According to them, the information presented in the textbook was more reliable, more accurate, easy to reread, has references, detailed, and complete. However, they fully understand that the information presented in the textbook was slower to present and requires more cost and time if they want to buy or borrow books.

In the last interview on hypertextual navigation competence, the researcher asked the participants about what the characteristics of an ideal website are. They said that the characteristics of an ideal website page should have contents that were good, interesting, and informative. They thought each paragraph should be continuous and highlighted the important words or sentences. The language was easy to understand and including authors and references in the content. And also the language able to make the reader not bored.

In interview section, they realized that was not only the content and language style that was important but the visual design of the website was equally important. They said a visually attractive website design should have full features; having a search menu, an FAQ, etc. The visual design must be simple, images related to the content, the overall color of the website contrast, if the website uses images it must include the source.

Another thing was that the website pages must be easily accessed by website visitors.

3. Content Evaluation

When participants were asked whether they immediately trusted the information they got on the internet, they mostly said no. Moreover, the information is related to academics. One participant said that if the information has nothing to do with academics or information that requires a quick answer, such as "how to make a cake" then for her, the information could be trusted immediately.

It was different from information related to academics or an issue that is currently circulating in society. The participants considered such information not to be trusted easily. They mentioned that there were several ways that they could ascertain whether the information they get was correct or not. One of these ways was looking for sources from many other sources on the internet. They were not fixated on just one source. They said that they also compare the information with various sources to ensure the accuracy of the information. They did it by looking for information about the same topic. Then the information was compared with one another. If other sources state the same information as the information you want to find the truth earlier, then they will believe it.

During the interview, they also mentioned another way to cross-check information. The way was to know the author, whether the author was an expert in his field or not. A participant said that if the information she got was on social media, then the way she checked by looking at the comments column on social media. If many comments agree with the information then she would believe it. Other participants also cross-check by looking at references to writing information and websites that present the information. According to them, a website could be identified by looking at the domain owned by the website.

The participants' knowledge of the domain was different for each person. Most of them knew the domain names. Such as *.edu* used by educational institutions, *.ac* for campus institutions, *gov* for government institutions, *.net* for network-related, *.com* for commercial sites, *.org* for an organization. One of the participants knew that each country has its domain. Such as *.id* for Indonesia, *.uk* for the United Kingdom, and *.de* for Germany.

Some participants said that the domain of a website can affect the content of the information. They also added that the discussion of information contained on a website could be seen from the domain they have. It made the information reliable or not. However, some participants also stated that the quality of information must still be assessed from the content of the website, not only from the domain.

When the participants were asked about the function of the FAQ, most of them understood the function well. They mentioned the function of the FAQ on a website as a forum where there were a collection of frequently asked questions on the website. They thought that the FAQ made it easy for website visitors to get information related to the website without having to wait for a reply from the owner of the website if they have general questions. However, some participants said that the function of the FAQ is to focus on the topic of discussion. Another participant also said that the function FAQ like a questionnaire to do an evaluation. Another opinion of participants said that FAQ was a discussion group that discusses a particular topic.

4. Knowledge Assembly

In Interview section, several participants stated that they used other sources of information apart from the internet. Another source that they mentioned was the book. Books were another reference so that the information obtained was balanced between information from the internet. They said that the book was also considered a more credible source. However, other students rarely used other sources of information other than the internet. They used other sources only when they needed the information from that source. Besides, they considered that the information on the internet was quite complete, time saves, and more practical. Other

reasons were information in internet it was able to take the right reference on the internet and easy to get information just by typing keywords only on Google.

The researcher also asked whether they had ever joined a discussion group on the internet or not. They mostly have never joined discussion groups on the internet. Only a few participants have ever joined a discussion group. The discussion groups were Kaskus, *Literasi Banua*, and Writing Training Group. Those who join the group have shared the information they got via the internet. Before sharing information with the group, they said that they made sure that the information they share was valid.

After getting complete information, some participants discussed the information with the people around them. Usually, they discussed with their friends or with someone who was an expert. When they were asked why they discuss the information with their friend, and they answered that the reason was that sometimes the information obtained was different from each person's perspective. The participants considered the results of the discussion to be more convincing about the correctness of the information and with discussions, it could exchange ideas, especially if everyone's opinion in the discussion was different.

However, some of the participants did not discuss it. They thought the information they had obtained was sufficient for them, and also discussing with other people was not what they thought was important. Another reason was when she found information that was true and didn't think it needed to be discussed.

Discussion

The purpose of this research was to know and describe digital literacy competence possessed by English Education Department students. There are four core competencies of digital literacy skills expressed by Paul Gilster, namely internet searching, hypertextual navigation, content evaluation, and knowledge assembly.

The participants search for information using a search engine, Google. It is in accordance with the opinion from Havana and Krismayanti (2016) that search engines commonly used by information seekers are Google, Yahoo!, and Bing. They used keywords to make it easier to find information on search engines. In addition to information-seeking activities related to academics, participants also carry out non-academic activities that are indirectly able to increase information to their academics.

According to Paul Gilster (1997) that internet searching competence as a person's ability to use the internet and carry out various activities on it. So,

researcher assumes that students have competence in internet searching based on the result of the interview.

In hypertextual navigation, most of the participants understood how hyperlinks work. As for hypertext, there were still many participants who didn't know its function. They also understood well the difference between reading books and reading information on the internet and knew the characteristics of an ideal website.

According to Paul Gilster (1997) that hypertextual navigation competence, participants must have knowledge of hypertext and hyperlinks as well as how they work, knowledge of the differences between reading text books by browsing via the internet, and knowledge of the web page characteristics. Then the researcher can conclude that participants don't have the ability to do hypertextual navigation properly because most of them don't understand the function of hypertext.

In content evaluation, participants realize that they need to explore further the information they get by comparing other sources of information and the authors of the information. Most of them knew which domain a website belongs to. And also they mostly knew the function of the FAQ in a newsgroup or website, but some of them don't.

According to Paul Gilster (1997), participants called have content evaluation competence if they have the ability to analyze background

information on the internet, evaluate a web address through a domain, and knowledge of the FAQ. So, it can be concluded that participants don't have the full content evaluation competence because there are still components in the knowledge of the FAQ that has not been fulfilled.

In knowledge assembly, only a few participants use books as another reference to prove the correctness of the information, but most of them are only attached to the internet. And also participants mostly don't join a discussion group to discuss a particular problem topic. Besides, most of them don't discuss the information they get with those around them.

According to Paul Gilster (1997) in knowledge assembly competence, participants must have ability to use all types of media to prove the truth, to join discussion groups to discuss a particular topic, and to compile sources of information in real life. Another opinion from American library association (2013) states that a person can be said to be literate if use the skill to participate actively in civil society and contribute to a vibrant, informed, and engaged community.

So according to the researcher, participants don't compete in knowledge assembly properly because there are still many participants who have not used other media as references. They participants still don't realize the importance of joining a discussion group on the internet and in real life, they are still reluctant to have discussions with people around them.

It can be concluded that the participants are not literate properly because there are still some unfulfilled aspects. According to Paul Gilster (1997), a person is said to be literate if he can understand, analyze, assess, organize, and evaluate information using digital technology. Not only Gilster's opinion, but other expert, Bawden (2008), opinions also state that someone is said to be literate if person has ability in using digital technology and communication tools to access, manage, integrate, analyze and evaluate information, build new knowledge, create, and communicate with other people to participate effectively in society.