

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

We are finding ourselves in a rapidly growing digital environment. The era is now becoming increasingly digital. Over the past decade digital technologies have become intimated in popular culture. In dealing with the rising of the technologies, students need to be encouraged and ready to obtain lifelong knowledge and skills in the learning environment. The understanding of the concept of digital literacy has to go through long-term development and its current appearance is characterized by complexity and technology skills but also cognitive and attitudinal components of behavior (Saubari & Baharuddin, 2016, p. 57). Initially literacy only referred to the ability to read and write texts and the ability to interpret, but now this literacy concept continues to develop and is divided into several forms of literacy, one of which is digital literacy. Tampubolon (2017), most Indonesians, in reality, do not have a strong understanding of how the digital world works. A large number of them are still digitally illiterate. They use digital technology mainly only as a medium for communication or information sharing.

Digital literacy is not a new strategy for a student to gain the information and knowledge needed. The capability to use the technology to allow us to right to use the materials is a key aspect of digital literacy. As a starting point, the obvious

aspect of digital literacy is an internet. Today our communication is made through digital-based technologies such as gadget like smartphones or tablets with various applications (Instagram, email, short text messages, WhatsApp, video calls from WhatsApp, Gmail, Facebook, and Skype). The massive use of those applications indicates that most people today including the EFL teachers and students today are active users of digital technologies. (Singh & Samah, 2018; Miakotko, 2017)

Selective and contextual use of technologies by students i.e. their experience or ability to using email, word processing tools and social networking on the Internet does not necessarily transfer into digital literacy skills. Digital literacy skills and students' ability to use the Internet as a resource varies significantly, depending on the gender, ethnic identities and socio-economic backgrounds of students. The technological advances, specifically digital technology has prompted swift and radical change in the world we know. With such change, today's students "think and process information fundamentally differently from their predecessors" (Hargittai, 2002, p. 7(4)).

Allah the Almighty said in the Quran surah Al-hujurat verse 6:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ

فَتُصِيبُوا عَلَىٰ مَا فَعَلْتُمْ لُدْمِينَ - ٦

In the verse above Allah the Almighty said that if an evildoer brings you any news, verify it so you do not harm people unknowingly, becoming regretful for what you have done.

As college student, they're well-educated enough to understand anything in this digital era, included digital literacy, but some of them actually still unaware about it, unaware of which skills they actually need. In fact, there are still many higher education students who are easily consumed by hoax news, and easily spread it without looking for the truth of the information first, it indicates that even in the field of education, a lack of awareness in digital literacy is very possible. The above condition is relevant to what was stated by Spires and Bartlett (2012) that although the students today are digital natives, they lack complete knowledge of digital literacy. They are not very aware of how the actual use of technology has influenced their learning. As a result, they sometimes ignore ethics in using social media. Based on description above, the writer is interested in doing a research under the title: EFL Students' Digital Literacy Awareness at Higher Education in South Kalimantan.

## **B. Research Questions**

Based on background of study above, in order to increase digital literacy awareness among EFL students' in South Kalimantan, along with technological

advances that continue to develop, how is EFL students' in South Kalimantan aware of digital literacy?

### **C. Objectives of Study**

Based on the problem, the writer's objective is to know if EFL students' in South Kalimantan aware of digital literacy by knowing through framework of digital literacy awareness.

### **D. Significance of Study**

The result of this study hopefully can give some benefits for:

#### 1. Teachers

The result of this research is expected to be useful for teachers in their teaching activities that related to digital literacy awareness especially at higher education field.

#### 2. Students

The result of this research is expected to give benefit for the students in developing their digital literacy awareness which is very important to increase in this era.

#### 3. Researchers

For the researcher, the result of this research is expected to help them by giving information and reference for their research and they also can reexamine and develop this research deeper.

#### **E. Definition of Key Terms**

To avoid misinterpretation toward the title which is adopted in this study, the writer here will explain some terms in regard the title as follows:

##### 1. Digital Literacy

Digital Literacy here means “student’s ability to use information and communication technologies to find, evaluate, create, and communicate information”.

##### 2. Awareness

Awareness here means concern about and well-informed interest in a particular situation or development. Awareness of what you put on Internet and the ability to dig up tons of knowledge.