

CHAPTER I

INTRODUCTION

A. Background of Study

Currently, Indonesia is in a digital era where various types of information could be obtained easily and quickly. It obtains from laptop, phone, LCD projector, and other digital technologies. It makes them easy to do all activities, from business until educational activity. For example, there are lots of e-commerce, service provider and selling-buying goods in Indonesia. Some people could order food or something they want using the software application and someone else will come bring it, and if someone wants to go somewhere, he could use the software application to ask someone to pick him up.

In addition to facilitate business activities, the information circulating also facilitates educational activities, especially to facilitate schoolwork. Students could obtain the lesson not only at several books are provided by school, but also from online articles and e-book. The teacher also could show the lessons that have been prepared with the LCD projector. These activities are called digital literacy.

According to UNESCO (2011) digital literacy is like traditional literacy and numeracy, digital literacy now encompasses a number of fundamental skills that include the use and development of digital media, information processing and retrieval, involvement in social networks for knowledge creation and sharing, as well as a broad range of technical computing skills. At this time, information is not only obtained through computers, but also various digital technologies. Such

as, phone, laptop, LCD projector, and software applications that help everyone's daily activities easily. It facilitates literacy activities that can be done anytime and anywhere.

There are many platform provide place for people who want to develop their literacy ability. Some people will write or submit ideas that they want to convey and others will read the information they are looking for. If in the past, people had to search for books they wanted with great difficulty, now they just type the keywords in the search engine then with only one click they will get it easily. That is digital literacy. It is very important for everyone, including supporting children's learning and teaching activities. They will have many references to complete their homework.

Amiri (2012) said that students will achieve a greater understanding in this way. Teachers can also be more inventive when it comes to delivering educational materials through different media. Related to surah Ali-Imran verse 190-191:

إِنَّ فِي خَلْقِ السَّمُوتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ وَالنَّهَارِ لَآيَاتٍ لِّأُولِي الْأَلْبَابِ (190) الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَمًا

وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمُوتِ وَالْأَرْضِ رَبَّنَا مَا خَلَقْتَ هَذَا بَطْلًا تُسَبِّحْنَاكَ فَقِنَا عَذَابَ النَّارِ

(191)

These verses show Allah's superiority manifested in the development of the heavens and the earth, as well as the day-night cycle. Allah desires that His servants obtain knowledge in order to broaden their understanding of the world around them in every way possible. His servants would be able to increase their piety and always worship Allah in this manner.

Students can learn something around them. Even from the day-night cycle, it can be used as teaching material. Then, students can look for suitable references via the internet by their phone. Everything related to school materials can be searched with just one click on Google now. It makes it easy for students, teachers, and parents to find learning support materials.

Teachers and parents can also help and learn with them. Teachers can help students learn when they are in school by preparing materials and tools to be used in teaching and learning process. While at home, parents will supervise and accompany their children to study.

Then, there is a great task for parents to monitor them when accessing the internet in order to avoid the negative side such as pornography, hoax, and hate speech. They also have to teach their children how to use digital technology wisely. According Common Sense Media (2011) parents and teachers must develop teaching and parenting resources that will enable them to educate, inspire, and protect their children. Thus, children can sort out whether the information is correct or not before sharing it with others and also they can divide their time between learning and playing.

If parents supervise their children when using digital technology at home, the task will shift to the teachers at school. They must know how to integrate their teaching materials with digital literacy and how to make students' ability to capture ideas through digital technology continue to improve, they can capture the information given appropriately. Students must also focus on using digital technology while in school. Do not let them play games or look for information

that does not match the material during the learning process. Therefore, everyone must be literate in technology.

Currently, the government prohibits people from doing activities, whether working or studying, outside the home because of the high spread of COVID-19. Many schools are implementing online learning by using various online software applications, such as Google Meet, Zoom, Telegram, platforms, and many more. Several of them are expected to facilitate teaching and learning activities even if only done from their respective home. But in fact, students feel overwhelmed by learning online because most teachers only give the task of summarizing the lesson without explaining in more detail. There is the teachers' task to master several digital technologies to integrate literature related to English lesson.

From this phenomenon, Researcher wants to describe about how the teacher integrates literature with digital literacy in teaching English and what challenges faced by the teacher in integrating literature with digital literacy. In teaching English, integrate literature with digital literacy is important because teacher can access various digital technologies that provide literature related to their lesson. Literature can be in the form of reading books, e-books, videos, or audios. By integrating literature with digital literacy, teachers can teach their students anywhere and anytime. It is in accordance with the current situation where everyone is required to study and work from home.

The researcher is going to obtain the data from interview and observation with a teacher and eleventh science grade of MAN 1 Banjarmasin. The researcher chooses MAN 1 Banjarmasin as a research setting because teachers use various

literature and digital technologies during teaching and learning activities, such as WhatsApp Group, Google Classroom, and Google Meet. Then the researcher chooses eleventh science grades because the students more active than other majors when teaching and learning activities take place. Each class in the eleventh grades has the same English teacher, so that the research can run effectively, researcher only choose eleventh science grade students and an English teacher who is teaching in the eleventh science grade as participants in this research.

Based on the explanation above, the researcher is interested in conducting the research that describe how teacher integrates literature with digital literacy and describe what challenges faced by the teacher in integrating literature with digital literacy in teaching English at senior high school.

B. Research Question

By conducting this research, the researcher wants to investigate a research question as follow:

1. How does teacher integrate literature with digital literacy in teaching English at senior high school?
2. What are challenges faced by the teacher in integrating literature with digital literacy in teaching English at senior high school?

C. Objective of Study

Related to research questions, the objectives of this research as follow:

1. To describe how teacher integrates literature with digital literacy in teaching English at senior high school

2. To describe what challenges faced by the teacher in integrating literature with digital literacy in teaching English at senior high school

D. Significance of Study

The results of this study are expected to provide good benefits that are practical as well as theoretical, among others, as follows:

1. Theoretically:

The result of the research was really expected to give the benefit, contribute, and to give some informative input how the teacher integrates literature with digital literacy in teaching English and what challenges faced by the teacher in integrating literature with digital literacy.

2. Practically:

This research is expected teachers to know more information about how the teacher integrates literature with digital literacy in teaching English and what challenges faced by the teacher in integrating literature with digital literacy in teaching English at senior high school. And also for other researcher, this research is very useful as a reference to improve further research.

E. Definition of Key Terms

To avoid misinterpretation and misunderstanding to this research, the researcher feels necessary to explain some terms dealing with the title as follows:

1. Integrate literature is combine reading materials that contain information with something that could facilitate and increase students'

literacy skills. Reading material could be in the form of printed media such as; books, posters and magazines, also could be in the form of digital technology such as; smartphones, laptops, and various software applications that support learning.

2. Digital literacy is a person's ability to read, to write and to understand information from various digital technology, such as laptop or smartphone, video, social media, etc.