

CHAPTER I

INTRODUCTION

A. Background of Study

In our contemporary day, where technology controls practically every element of human existence, we can not argue that technology has a role in education. Computer science has grown so important as a learning tool that the government has included ICT (Information and Communication Technology) as part of the Indonesian syllabus. The use of ICT in education has just begun to attract attention for possible and considerable improvements in language acquisition. It has grown into a serious concern in the educational sector, and it may be utilized from preschool to high school and college to help students and teachers with their educational process.

In the current 21st century, literacy is not just confined to the notion of using traditional media, which includes book or newspaper. Furthermore, another digital platform is employed as a source of knowledge, as well as for managing and generating information, referred to by digital literacy (Apriyanti & Rahman, 2020). Literacy is defined as more than just reading and writing; digital literacy refers to the expertise and abilities required to use digital media, communication devices, or connections to discover, assess, use, resulting in information, as well as to use it professionally, carefully, mindfully, strategically, and in accordance with the law, in order

encourage interpersonal relationships in daily existence (Kemendikbud, 2017).

Social media networks are currently having an impact on every part of everyday life, notably interaction, exchanging information, transfer of knowledge, business, and education programs (Amin et al. in Dewi & Rizal, 2023). The beneficial educational tools accessible on social media pique students' enthusiasm for improving their English language skills. Social networking can assist pupils improve their academic performance, particularly in English, Alwagait et al. (2014). The amount of user-controlled programs on the internet has grown tremendously. These include blogs, podcasts, wikis, and social media platforms featuring Facebook, Instagram, YouTube, Twitter, WhatsApp, Path, navigators, auction websites, and games (Ala-mutka in Dewi & Rizal, 2023). In a nutshell, social media are programs and platforms that enable users to produce and share information, as well as establish relationships with one another online (Chugh & Ruhi in Dewi & Rizal, 2023).

One of the four language skills is writing. Writing is necessary in any circumstance; writing abilities are productive and effective for integrating ideas and consistent cognitive processes and transferring them into text that others may utilize (Apriyanti & Rahman, 2020). Students are required to be skilled and creative writers who are capable of conveying their ideas through analysis, arrangement, exchange, and presentation

(Anwar et al. in Dewi & Rizal, 2023). As we all know, technology tools like Kahoot, Google Sites, and Google Classroom assist instructors in designing interesting lesson plans and improving teaching results in the classroom. These technological tools also serve to increase pupil involvement in the learning environment and assist pupils with varying skills in the classroom since they may be utilized in particular ways while learning English.

It is also implied in the Al-Qur'an surah Al-Alaq verses 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي
عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The verse above implicitly explains that we must utilize existing media to continue learning, especially in reading and writing. Of course, existing media also develops according to the times and the digital sources that we usually encounter can become teaching media. In this millennial era, there are distinct ways to help students get better at writing ability.

The previous work in this research was the work Apriyanti & Rahman, 2020 entitled "*Gadget-Based Digital Literacy in Learning Writing Skills for Elementary School Students*". It concluded that Gadget-based digital literacy teaches students how to utilize social media connections to exchange information and how to use technology responsibly and efficiently. This research uses the Edmodo application as a digital literacy medium.

The next study from Sholikhah & Anggraeni, in 2022, entitled “*Empowering Digital Language Literacy in Writing Instructions: Lecturers’ and Students’ Voices*”. Concluded that the utilization of digital language literacy students and lecturers continually offer the same notion regarding the use of digital tools during planning, employment, and evaluations, and the benefits they obtained. This research focuses on the use of Google websites. There are also similarities from Benyta & Ningsih, in 2023, entitled “*Exploring the Teacher’s Experiences of Using Digital Technology in Teaching Writing Skills*”. Concluded that the teacher believes that the learning is diverse and fascinating. Nevertheless, there are still teachers who require assistance with using technological tools to demonstrate writing skills.

Nevertheless, due to Indonesia being an impoverished country, the majority of pupils still lack literacy abilities, demonstrated by their lack of habitual reading and writing (Nuroh & Liansari in Purmayanti, 2022). According to findings from the International Study of Achievement in Written Composition, Indonesia's literacy and writing environment remains below average. Pagani et al. in Purmayanti (2022) stated that this will inevitably end in a low competence in performing digital skills during the learning process. Another problem that arises is that the lots of locations of schools in Indonesia are in remote areas leading them to have limited access to the internet as well as receiving inadequate digital equipment to support the process of learning activities (Mudra in Purmayanti, 2022).

In learning to write, the main difficulties that will be experienced by students are conveying ideas or ideas as well as the lack of information about what students will write because it is known that the culture of writing has not been fully formed in Indonesia. Certain challenges may arise while producing text; learners who infrequently write in English commonly experience difficulty when their teacher asks them to write down their ideas, concepts, or experiences. (Cahyani in Apriyanti & Rahman, 2020) Learners usually have some problems when they try to construct a sentence, a paragraph or a text.

There are negative impacts of the use of digital technology, namely students can easily fall into cybercrime, the spread of hoax news, low moral values, and the risk of addiction (dependence) on digital technology. The low use of the internet causes a lack of education regarding the use of good digital technology, which results in the misuse of digital technology. This abuse is considered a problem in today's digital society because of the low digital literacy culture (Apriyanti & Rahman, 2020). Even with all of the positive aspects and advantages that digital tools provide, instructors still face challenges. Johnson et al. in Hadiani & Rohmah (2021) said the early barriers to efficient utilization of technology in classrooms stemmed from external variables influencing educator deployment of technologies.

On the other hand, educators and pupils must employ technological devices to improve learning outcomes (Panigrahi et al., 2021). The

efficiency of learning is assessed by the educator's capacity to use modern technology effectively. Teachers who comprehend digital literacy effectively can maintain acceptable educational standards, enabling for efficient online classroom management (Coiro et al. in Muntu et al., 2023). To maintain excellent educational experiences, lecturers must be innovative while using digital devices. Educators who are proficient with digital devices can motivate students to engage in learning and create exciting classroom developments. Educators can assist their activities with technological tools provided by educational institutions as part of their information technology network.

Teacher activities that support the learning process with digital devices involve offering suitable educational resources for students, performing the learning procedure over the internet, ensuring fascinating assignments for students, administering examinations or assessments for students, revealing grades for students, making announcements for pupils and their parents, and more. We can barely imagine current schools without the integration of technology devices into routines. The range of technical equipment changes daily. The use of modern technologies in the classroom allowed pupils to be imaginative and creative in their approaches to learning (Kosimov, 2022).

Elicited the background that has been presented, this research is important to carry out because information regarding the use of various

digital media will be useful for the application of digital literacy in learning writing. This study utilized narrative inquiry and data gathered from in-depth interviews primarily writing lecturer, with an emphasis on the Academic Writing course at Antasari State Islamic University Banjarmasin. Researcher explore information about the media used as a forum for implementing digital literacy and the challenges for lecturers in implementing it in Academic Writing lessons. Henceforth, researcher conduct a study entitled, **“DIGITAL LITERACY IMPLEMENTATION IN TEACHING AND LEARNING ACADEMIC WRITING”**.

B. Definition of Key Terms

1. Digital Literacy

Digital literacy is defined as the use of technology to locate information, utilize that knowledge as thinking input, and transmit enhanced information through digital platforms. In this research, digital literacy is the use of digital media as a literacy source for students which is used by lecturers while teaching writing. Lecturers may use various websites or applications while implementing digital literacy in each teaching and learning meeting class.

2. Teaching and Learning Academic Writing

Academic writing refers to people's styles of conveying their knowledge about the intellectual limits of their fields and areas of competence. This indicates that during the writing process, the writer must consider not only the material to transmit but also the

approach with its mechanical component of sharing the content, as well as the intended audience that will read. In this research, what is meant is the Academic Writing course taught in the English Education department at Antasari State Islamic University Banjarmasin.

C. Research Questions

Based on the background beyond, the ensuing questions are addressed:

1. What kinds of media did the lecturer use in implementing digital literacy for teaching and learning Academic Writing?
2. What were the challenges faced by lecturer in implementing digital literacy for teaching and learning Academic Writing?

D. Objectives of Study

The research intends to examine the following objectives:

1. To identify kinds of media the lecturer used in implementing digital literacy for teaching and learning Academic Writing.
2. To explore the challenges faced by lecturer in implementing digital literacy for teaching and learning Academic Writing.

E. Significance of Study

Implementing digital literacy in teaching and learning writing offers a plethora of benefits for both educators and students. Specifically in Academic Writing for higher education. It also give an ideas for next

study. This research desires to provide both intellectual and practical advantages.

1. Lecturer

This is useful for helping lecturers that technology in digital literacy can make teaching and learning activities easier even when meeting face to face. The role of media in various digital platforms can also be utilized to make it easier to teach students English language skills, including Academic Writing.

2. Student

Can help students to access more literacy sources and look for ideas or motivation in the Academic Writing process. With a variety of digital media, students also hone their academic writing skills to become better.

3. Further research

For further research, this can be a reference for conducting research with different methods even though the goal is unchanging. the media used can also be done for different skills.