

CHAPTER I

INTRODUCTION

This chapter provides an overview of the background of the study, briefly describing some essential keywords related to this research, the research questions, and the objectives of the study. Lastly, this chapter closes with the significance of the study.

A. Background of the Study

Digital technology is not a recent development in the world of nowadays education. It plays an essential role in enhancing education, as well as language learning. Many universities, for instance, use digital equipment like laptops, gadgets, and smartboards, as well as learning software such like e-learning, LMS, and some internet platforms. This usually requires students' level of competence in advanced technologies. They must also be able to use the internet prudently, as the educational approach mandates students to be able to grasp the concept of the material they learn from numerous sources, including the internet (Purnamasari et al., 2021).

It will be simpler for students to research and locate numerous articles and online books on the internet to enhance their learning and assist in task completion. Meanwhile, Alfia et al. (2020) demonstrated that not every piece of information purchased online could always be utilize as a reference in a task. As a result, students must be able to filter the information that they receive, so digital literacy is in charge of this role.

Bekker et al. (2015) expressed that digital literacy is a collection of skills that allow one to comprehend the web and search engines in order to define, transmit, and create information through digital sources and keep up with the changing times. While Son et al. (2017) identified digital literacy as the growth of incorporating knowledge and abilities in using digital technology. The objectives are to obtain, evaluate and use information, as well as to produce, cooperate, and communicate with others in the virtual world. Heick (2019) further defined digital as the capacity to utilize, imagine, read, find, observe, understand, interpret, design, write, evaluate, develop, master, and even produce something or material with digital media (information technology and the internet).

In addition, Sadaf and Johnson (2017) explicated digital as the ability to comprehend, analyze, convey, and create information obtained among all digital sources. By mastering digital literacy, students ought to be able to recognize that not all material presented on the internet can be trusted, so that it allowing them to distinguish which facts can be trusted and which must be investigated. Allah stated in Surah Ar-Rahman verse 33:

يَا مَعْشَرَ الْجِنِّ وَالْإِنسِ إِنِ اسْتَطَعْتُمْ أَنْ تَنْفُذُوا مِنْ أَقْطَارِ السَّمَاوَاتِ وَالْأَرْضِ
فَأَنْفُذُوا لَا تَنْفُذُونَ إِلَّا بِسُلْطَانٍ

Based on the analysis of al-Misbah, one of the points in the verse above is the human intention to advance science and technology in all fields. Because advancements in technology are truly unstoppable and always exist on any and

every aspect of human life, humans keep trying to conquer existing boundaries. Technology has altered learning, including technical and implementation parts (Putra, 2021). Digital literacy is incorporated into technological developments. The lecturer may choose to use digital literacy to teach students so that they can utilize it to support their learning process.

Furthermore, the facilities offered by modern technology might have a negative impact on students. Occasionally, when doing an assigned task, some students just duplicate without trying to grasp the concepts of the materials more extensively. In contrast, a good understanding of digital literacy will guide students to use the internet wisely and appreciate other people's work rather than claiming it as their own. Further to that, the internet's availability will make students passive in their learning. To deal with passive students, the lecturer must implement a learning activity that stimulates students to enhance their abilities, like project-based learning activities in the classroom (Purnamasari et al., 2021).

Project-Based Learning is a method of promoting collaborative work to accomplish projects or tasks. Students are expected to be capable of broaden their knowledge and skills from the material they are taking classes through project-based learning. Moreover, after completing their project, students will present their work and the insight they have gained to their peers (Larmer & Mergendoller, 2015). By implementing project-based learning activities, the lecturer also rapidly helps students to use digital literacy as a citation for them to complete related projects.

After knowing about the issues enclosing digital literacy, it is essential to conduct research related to previous studies that can help us pinpoint the current area of study on this subject. The researcher concluded from the data collected out from literature review that the issue of digital literacy through a digital project is rarely discussed. As a result, this topic must be explored in order to enhance understanding of digital literacy in relation to project-based learning activities.

The researcher discovered several previous studies, including Muthmainnah (2019), which conducted research entitled A Correlational Study of Digital Literacy Comprehension Toward Students' Writing Originality. The objective was to investigate how far students comprehend digital literacy and how high the originality of their writing results is indeed, and then to examine whether there was a correlation between understanding digital literacy and students' writing originality. Then in the Transactional Conversation course, Saraswati et al. (2021) examined the concrete description of digital literacy mastery and how it influences the effectiveness of autonomous learning. This study showed that students' digital literacy skills play an essential role in maximizing their autonomous learning efforts because if their digital literacy develops, they can understand the given instructions on the internet and find it easier to do self-study. Besides, Ikaningrum and Sarwanti (2021) also examine the critical reflection on digital literacy for students as pre-service teachers in online reading classes. This research explored whether critical digital literacy

has already been implemented in digital reading classes and how digital reading learning impacts students' critical digital literacy.

Taking into account past three studies that looked into the relationship among digital literacy and writing originality, the impact of digital literacy on students' autonomous learning, and the implication of critical digital literacy on online reading classes, this current study centred on integrating digital literacy through a flipbook project. Furthermore, past research oriented on writing, transactional conversation, and reading classes, so the researcher focused this research on incorporating digital literacy through project work in an English for literature course at the university and how it affects student project outcomes.

Based on the preceding explanation, the researcher was ready and willing to conduct an investigation on how the lecturer utilizes digital literacy to teach English literature and what challenges students face when implementing digital literacy through the flipbook project. So, this study was carried out to determine the extent to which the lecturer utilizes and integrates digital literacy in English literature classes to assist students with their projects. This study also thoroughly investigated the process of implementing learning activities in the classroom, ensuring that the findings are accurate and can be accounted for.

The researcher obtained data from observation and interviews. The participants were a lecturer and 30 students in the Introduction to Literature Class at the English Education Department of UIN Antasari Banjarmasin. The

researcher chose UIN Antasari Banjarmasin as a research place because the lecturer applied the learning process with various digital technologies and applications, such as Google Classroom, Google Meet, Zoom, WhatsApp, Telegram, Kahoot, Quizizz, also YouTube. Then, the researcher chose the Introduction to Literature Class of UIN Antasari Banjarmasin because the lecturer implemented digital literacy activities in this class, and the students were also familiar with the technology. This study used a descriptive qualitative method. Specifically, the data was presented in the style of a narrative.

B. Definition of Key Terms

To avoid misinterpretation or misconceptions of this research, the researcher felt obligated to present some definitions of key terms associated to the title, as follows:

1. Digital literacy refers to a person's capability to integrate skills with knowledge regarding the use of digital technology, which is helpful for searching, discovering, reading, understanding, evaluating, writing, communicating information or creativity, and collaborating to create content with digital media.
2. A flipbook is an electronic book in the kind of a soft file, unequal a printed book in the form of paper. Flipbooks may include PDF files, audio, video, and a bibliography in the form of links. Flipbook also offers templates, backgrounds, and back sounds to make it more alive. Flipbook could be

designed to incorporate additional learning indicators, so that the material presented is encyclopedic.

3. Project-Based Learning is a learning model in which student engages in authentic learning. During the period, students learn cooperatively by working on a particular project. PjBL integrates skills and knowledge so that students persuade to expert the knowledge required to finish their projects well, and the project is successfully completed through skill. Moreover, the implementation of PjBL focuses on mentoring and monitoring, so the lecturer does not only give students a project or task.
4. English Literature class is an Introduction to Literature class at UIN Antasari Banjarmasin that is associated with activities of understanding texts that have artistic value and performing them into skills, such as prose, poetry, fiction, drama, even scenarios, song lyrics, and blogs are also called literature if they contain the artistic value.

C. Research Questions

Based on the background above, the researcher investigated the research questions as follows:

1. How does the lecturer utilize digital literacy for teaching English literature at UIN Antasari Banjarmasin?
2. What challenges do students face in implementing digital literacy through the flipbook project?

D. Objectives of Study

Concerned with the research questions, the objectives of this research were as follows:

1. To describe the implemented stages by the lecturer to utilize digital literacy for teaching English literature to university students
2. To display the challenges that students faced when going through with the flipbook project by implementing digital literacy

E. Significance of Study

This study's results are expected to deliver significant advantages, both practical and theoretical, such as the following:

1. Theoretically

The outcomes of this research are projected to provide great benefits and contributions, as well as valuable information for English teachers or lecturers on how to utilize digital literacy to teach students through flipbook projects, considering that we grew up in a technological environment in which both lecturers and students must be technologically literate. Moreover, understanding the effects of digital literacy on student project results and their challenges.

2. Practically

This study expects teachers and lecturers to find out further information about how to utilize digital literacy through flipbook projects, how digital literacy affects student projects, and the challenges they face

so that the lecturer can assist them in dealing with the problem. Again, this study is predicted to serve as a reference for additional investigation by other researchers.