

**EXPLORING DIGITAL LITERACY IN BOOSTING
STUDENTS' METACOGNITIVE IN READING SKILLS**

**BY
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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**EXPLORING DIGITAL LITERACY IN BOOSTING STUDENTS'
METACOGNITIVE IN READING SKILLS**

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Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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I, the undersigned, Nisa Auliana, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Nisa Auliana. 2023. Exploring Digital Literacy in Boosting Students' Metacognitive in Reading Skills. Thesis. Department of English, Faculty of Tarbiyah and Keguruan, UIN Antasari Banjarmasin. Supervisor: Hj. Nani Hizriani, S.Pd., M.A.

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Digital literacy is one of the advances in the field of education and culture such as having the skills to manage various information, understand information and communicate effectively. Reading literacy is the ability of students to use a number of potentials and skills related to the reading process, namely the initial activities in reading (pre-reading), activities during reading (during reading) and the closing of reading activities (post-reading). Metacognitive awareness in reading is defined as knowledge of strategies for processing reading, the ability to monitor comprehension, and the ability to organize strategies needed to understand reading. Therefore, researcher is interested in examining digital literacy in reading using metacognitive strategies. Researchers conducted research at SMKN 4 Banjarmasin and obtained data through observation, interviews and documentation. The research was conducted in X RPL 1 (*X Rekayasa Perangkat Lunak 1*) and X RPL 2 (*X Rekayasa Perangkat Lunak 2*) classes and one teacher for interview. This research used a case study as a research design and employed data analysis theory from Miles and Huberman, which consisted of three main steps: data reduction, data display, and conclusion drawing. The results obtained by researchers were six stages of implementing digital literacy in the classroom, namely: (1) Warm Up, (2) Introduction, (3) Presentation, (4) Practice, (5) Evaluation, and (6) Application. There were five components of digital literacy applied by teachers at SMKN 4 Banjarmasin, namely (1) Social Networking, (2) Transliteracy, (3) Creating Content, (4) Organizing and Sharing Content, and (5) Filtering and Selecting Content. The last finding of the strategies applied by teachers to improve students' metacognition in reading skills focused on learning, planning learning, and evaluation.

ABSTRAK

Nisa Auliana. 2023. *Exploring Digital Literacy in Boosting Students' Metacognitive in Reading Skills*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Hj. Nani Hizriani, S.Pd., M.A.

Kata Kunci : Literasi Digital, Metakognitif, Reading Skills

Literasi digital merupakan salah satu kemajuan di dalam bidang pendidikan dan kebudayaan seperti memiliki keterampilan mengelola berbagai informasi, memahami informasi dan berkomunikasi secara efektif. Literasi membaca merupakan kemampuan siswa dan siswi untuk menggunakan sejumlah potensi dan *skills* yang berkaitan dengan proses membaca yaitu kegiatan awal dalam membaca (*pre-reading*), kegiatan selama membaca (*during reading*) dan penutup dari kegiatan membaca (*post-reading*). Kesadaran metakognitif dalam membaca diartikan sebagai pengetahuan akan strategi untuk memproses bacaan, kemampuan untuk memonitor pemahaman, dan kemampuan untuk mengatur strategi yang dibutuhkan untuk memahami bacaan. Maka dari itu peneliti tertarik untuk meneliti literasi digital dalam membaca menggunakan strategi metakognitif. Peneliti melakukan penelitian di SMKN 4 Banjarmasin dan memperoleh data melalui observasi, interview dan dokumentasi. Penelitian dilakukan di kelas X RPL 1 (*Software Engineering*) dan X RPL 2 (*Software Engineering*) dan satu orang guru untuk di interview. Penelitian ini menggunakan studi kasus sebagai *research design* dan menggunakan teori analisis data dari Miles dan Huberman yang terdiri dari tiga langkah utama: reduksi data, data display, serta penarikan kesimpulan. Hasil penelitian yang didapat oleh peneliti terdapat enam tahapan penerapan literasi digital didalam kelas yaitu: (1) Warm Up (2) Introduction (3) Presentation (4) Practice (5) Evaluation dan (6) Application. Komponen-komponen literasi digital yang diterapkan oleh guru di SMKN 4 Banjarmasin ada lima yaitu (1) Social Networking (2) Transliteracy (3) Creating Content (4) Organizing and Sharing Content and (5) Filtering and Selecting Content. Dan penemuan terakhir strategi yang diterapkan oleh guru untuk meningkatkan metakognitif siswa dalam keterampilan membaca yaitu fokus pada pembelajaran, merencanakan pembelajaran, dan evaluasi.

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Writer

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