

CHAPTER I

INTRODUCTION

A. Background of Study

The World Economic Forum recognizes six foundational literacies: numeracy literacy, science literacy, digital literacy, financial literacy, reading and writing literacy, and cultural and civic literacy. Literacy encompasses more than simply reading and writing. Numeracy literacy pertains to numbers, while science literacy involves understanding natural phenomena. Digital literacy refers to knowledge of the digital world, and financial literacy concerns financial management. Cultural and civic literacy pertains to cultural awareness and citizenship, whereas literacy specifically pertains to the ability to read and write. A nation's broader literacy level corresponds to a wider network of collaboration in global competition (Hardiyanti & Alwi, 2022).

Literacy encompasses not only the ability to read and write but also influences one's cognitive processes and behaviors in response to diverse information. Educational transformation aims at promoting students' and teachers' attitudes and values development through the literacy process. Digital literacy, one of the rapidly evolving literacies, pertains to the ability to utilize digital technologies in almost all aspects of modern society (Hardiyanti & Alwi, 2022).

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. Digital literacy involves more than just the ability to use software or operate digital devices; it is also related to the complex cognitive, motor, sociological and emotional skills that users, in this case learners, need in order to function effectively in the digital environment (Buwono & Dewantara, 2020). Indicators of digital literacy utilization in schools can be categorized within the scope of the classroom, school culture and society (Hardiyanti & Alwi, 2022).

The use of internet media is regardless of age, from children to adults using the internet as a tool to find information. Digital literacy includes how to

read and write on digital media. Reading literacy is included in digital literacy (Munawar et al., 2023). Reading literacy is the ability of s2tudents 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) (Buwono & Dewantara, 2020). One of the functions of reading is to achieve one's goal of developing one's knowledge and potential. Using an effective reading strategy will guarantee readers in understanding the content of the text in a short time with maximum results (Munawar et al., 2023).

Reading is a crucial role in managing information in a world that has increasingly complex needs and requires critical thinking. By reading, individuals can effectively confront the current reform era (Damaianti, 2021). A person's reading level reflects their way of life (Maryati, 2021). Metacognitive awareness in reading entails the understanding of strategies for processing text, monitoring comprehension, and organizing the tactics required to comprehend reading (Ardianingsih & Salim, 2019). The objective of this metacognitive approach is to encourage students to become independent readers by learning how to tackle text effectively (Baker, L, 2002). Metacognition, also known as the cognitive ability to regulate one's own thinking, forms the foundation for reading comprehension. Students can develop their cognitive abilities by monitoring their thought processes, controlling the information acquired through their experiences, and improving their reading comprehension skills (Tazkiyah & Ambarwati, 2022).

Based on the initial observation conducted by the researcher when carrying out field experience practice at SMKN 4 Banjarmasin, the researcher found several problems faced by students in learning English, especially in reading. The first problem is students' lack of knowledge of English vocabulary which causes them to have difficulty both in pronouncing the words word by word and understanding the content of the text. Then, the second problem is when students are able to read every word of the English text well but they are not able to understand the overall content of the text. This results in students not being able to properly understand the lesson being discussed and on the other hand they are

proficient in the use of technology so they are able to do assignments through laptops even though the settings in the laptop are in English and they are able to understand it (Auliana, 2023).

Metacognitive reading strategies through digital literacy can be one solution to solve the above problems. Therefore, this research is important to do through digital literacy and metacognitive strategies students are able to understand reading quickly and easily. With digital media students are able to use it effectively and efficiently.

B. Definition of Key Terms

In research, there usually must be keywords so that readers can briefly understand the title presented by the researcher. The following is the definition of keywords that need to be understood, namely:

1. Digital Literacy as the ability to receive and use someone's knowledge to create and share one's own knowledge, and the ability to express agreement with the knowledge created by others (Buwono & Dewantara, 2020). Digital literacy in this research refers to the management of teachers and students at SMKN 4 Banjarmasin in the use of digital literacy and how students manage information using digital media.
2. Metacognitive is an indirect strategy aimed at organizing, focusing, planning tasks, and evaluating learning methods (Pratiwi et al., 2021). Through metacognition, students at SMKN 4 Banjarmasin are able to manage their thoughts and filter information with the help of digital media.
3. Reading skills is one of the abilities that must be mastered, especially when someone is learning a language, aside from writing, speaking, and listening (Tazkiyah & Ambarwati, 2022). The reading activities at SMKN 4 Banjarmasin are guided by an English teacher, where students are asked to understand a text and then given assignments at the end of the lesson.

C. Research Questions

Based on the background described above, the research questions raised in this study are as follows:

1. What are the component of digital literacy applied by the teacher at SMKN 4 Banjarmasin?
2. How does the teacher implementation digital literacy in teaching reading at SMKN 4 Banjarmasin ?
3. What strategies do teachers implement to improve students' metacognitive in reading skill at SMKN 4 Banjarmasin ?

D. Objectives of Study

Based on the researcher's questions above, the objectives of this research are as follows:

1. To find out what component of digital literacy are applied by teachers at SMKN 4 Banjarmasin
2. To find out how teachers implement digital literacy in learning to read at SMKN 4 Banjarmasin
3. To find out the strategies implemented by teachers to improve students' metacognitive reading skills at SMKN 4 Banjarmasin

E. Significance of Study

It is hoped that the results of this research will provide theoretical and practical benefits, such as the following:

1. Theoretical

The importance of digital literacy in improving students' metacognitive thinking in students' reading ability. This study provides information on how to utilize digital literacy to improve metacognitive skills in each student. In accordance with the description of the background of this study, students at SMKN 4 Banjarmasin are able to use digital literacy in accordance with the description of the researcher.

2. Practical

The importance of digital literacy in this era helps make it easier for teachers to teach their students and this research is very useful for all readers and the importance of teachers applying metacognitive skills in effective learning. Digital literacy is considered capable of improving the quality of student reading at SMKN 4 Banjarmasin so that in practice digital literacy is easily used in learning.