

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter showed the findings and discussion in this study. Researchers compiled data according to the results of observations, interviews, and interviews conducted at SMKN 4 Banjarmasin regarding the exploration of digital literacy in the classroom that could improve students' metacognition in reading skills.

A. Findings

In this section, researchers presented findings based on research questions at SMKN 4 Banjarmasin. Based on observations, interviews, and documentation conducted by researchers, the results were as follows:

1. Components of Digital Literacy Implemented by Teachers at SMKN 4 Banjarmasin.

Researchers conducted observations and interviews related to the components of digital literacy. The observation took place in class X RPL 1 (X Software Engineering 1), which numbered 39 people on Tuesday, November 7, 2023, at 07:30 to 09:00 WITA, and X RPL 2 (X Software Engineering 2), which numbered 39 people on Friday, November 10, 2023, at 07:30 to 09:00 WITA. Researchers interviewed one English teacher at SMKN 4 Banjarmasin. According to (Suherdi et al., 2021), there are nine main components of digital literacy, namely social networking, transliteracy, maintaining privacy, managing digital identity, creating content, organizing and sharing content, reusing content, filtering and selecting content, and self-broadcasting. But researchers only found five of the nine components of digital literacy in X RPL 1 and X RPL 2, namely:

a. Social Networking

The use of existing technology in X RPL 1 and X RPL 2 students was accompanied by English teachers in class. English teachers and students used digital media such as Kahoot, Quizizz, Wordwall, Liveworksheet, blog, YouTube, Google Translate, Google Classroom, Google Drive, Canva, Instagram, and others. In one lesson, English teachers could use three digital media at once because using the same digital media would make students bored.

b. Transliteracy

In X RPL 1 and X RPL 2 classes, the use of digital literacy from various platforms occurred. In class X RPL 1, teachers used Wordwall as a game for students, blogs as material for students, and Quizwhizzer as learning media for collecting student assignments through Google Classroom on Tuesday, November 7, 2023. Then, in class X RPL 2, the teacher used Wordwall as a game for students, Live Worksheets as a game for students, and finally used Kahoot as an assignment for students. Students looked very enthusiastic, saying "Teacher, want more," but because the lesson time was over, there was not enough time to start the game again.

c. Creating Content

Through face-to-face interviews, the teacher explained that she often gave assignments in digital form. For example, she created assignments using Canva to explore students' creativity, made PowerPoint presentations, created videos, and collected them on Google Drive.

d. Organizing and Sharing Content

The teacher explained to submit assignments through Google Classroom or Google Drive. Through the interview, she said that the media were very easy to use because they were easily accessed by students and teachers. Teachers did not use Instagram as a

medium for collecting assignments because students felt embarrassed.

e. Filtering and Selecting Content

In an interview session with an English teacher at SMKN 4 Banjarmasin, she explained that content selection was usually done before learning. In selecting teaching materials suitable for student learning, so students could directly open the content without having to search again.

2. Implementation of Digital Literacy by Teachers in Reading Learning at SMKN 4 Banjarmasin

Observations and interviews conducted by researchers in class X RPL 1 (X Software Engineering 1) on Tuesday, November 7, 2023, at 07:30 to 09:00 WITA with 39 students and X RPL 2 (X Software Engineering 2) on Friday, November 10, 2023, at 07:30 to 09:00 WITA with 39 students. And the researcher interviewed one teacher at SMKN 4 Banjarmasin named Mrs. Marlina. English teachers at SMKN 4 Banjarmasin used laptops, projectors, white screens, whiteboards, markers, and cellphones during lessons. During observations and supported by interviews, teachers applied the six stages of digital literacy as expressed by (Jenkins, 2015). In digital literacy, there were six stages of implementing digital literacy in the classroom (Jenkins, 2015) as follows:

(Class X RPL 1)

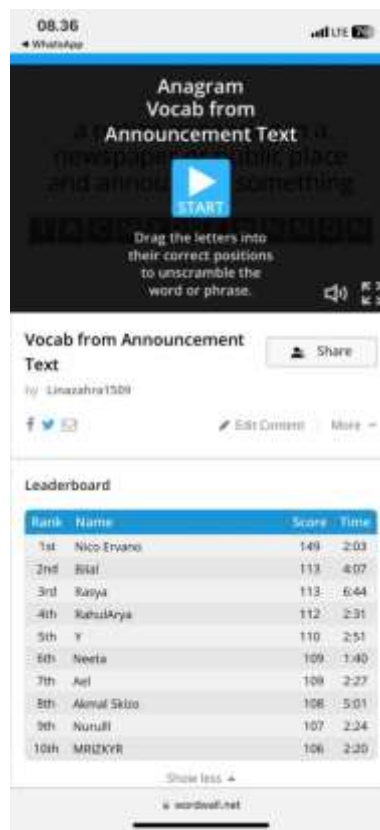
a. Warm Up

The teacher started the lesson by praying first. Then the teacher took attendance by calling the students' names one by one; for example, "Zikri," said the teacher, and then Zikri answered, "present Ma'am." Then the teacher reviewed the previous learning by asking the students one by one, "What was our lesson last week about, my students?" After that, students answered by reopening their notebooks. Some students had forgotten the previous lesson,

some still remembered and understood the previous lesson. When students did not understand the previous lesson, the teacher repeated about 5-10 minutes of the lesson explanation until the student remembered and understood the repeated lesson.

b. Introduction

The teacher focused students on the lesson to be learned by asking students to guess what lesson the students would learn while displaying a photo of the announcement on the projector screen. However, it was not long before the projector in the classroom could not be used because it could not connect to the teacher's laptop. Then the teacher maximized the use of technology through cellphones and asked students to open Whatsapp groups to open the links shared by the teacher. The teacher began the introduction of the lesson to be learned by sharing the Wordwall website link; in this game, students were asked to do questions related to announcement text. This lesson about announcements taught students to read announcements instead of listening to announcements. Students were told to read while doing the questions. In this web-based game, students competed in doing the questions and looked very excited in doing the questions. Then the results of the winners came out immediately when the game was over. In Figure 1, there were the names of the winners in the work on the Wordwall website. In the Wordwall display, only the top ten students were displayed on the website.

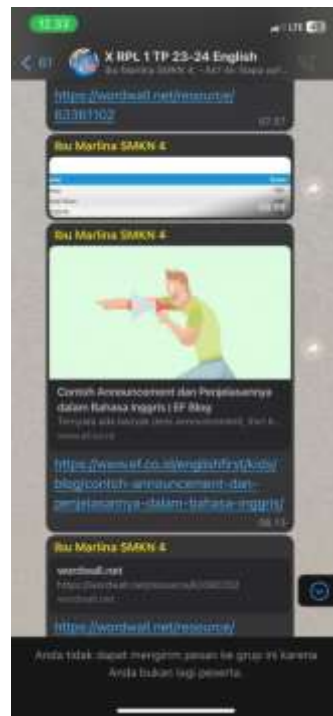


4.1 Figure 1

(Wordwall game for X RPL 1 students)

c. Presentations

The teacher shared the learning blog link in the Whatsapp group. The English teacher asked all students to open the Blogspot link. Then the teacher started to tell the students about the learning topic. 'Our learning topic today is reading an announcement,' the teacher said. The students paid close attention to what the teacher explained about announcements. After finishing the explanation, the teacher asked students whether they understood the material about announcements or not. Students answered, 'understand, mom.' In picture number 2 and number 3, the blog was taught by the teacher.



4.2 Figure 2

(The teacher shared the material through the WhatsApp group)



4.3 Figure 3

(Blogspot material about announcements shared by the teacher)

Then the teacher gave an exercise in the form of an announcement text through the Wordwall game again but in groups. And the teacher considered all students to have understood the learning taught because the scores of all groups got a score of 8, as in picture 4.

Rank	Name	Score	Time
1st	Kelompok 6	8	28.3
2nd	Kelompok 7	8	35.4
3rd	Kelompok 2	8	1:19
4th	Almira dkk	8	1:51

4.4 Figure 4

(The names of the winners and the scores of all groups)

d. Practice

The teacher asked the students to read one of the texts in the blog that had been distributed. The teacher appointed one male student and one female student to read the text. In pictures 5 and 6, the teacher was asking the students to read out the text in the shared blog. The boy and the girl were fluent in reading the text that the English teacher asked them to.



4.5 Figure 5

(Students came forward to read the announcement text)



4.6 Figure 6

(Students came forward to read the announcement text)

e. Evaluation

To check students' understanding, the teacher gave written assignments to students in the form of fill in the blank.



4.7 Figure 7

(Fill the blank question sheet)

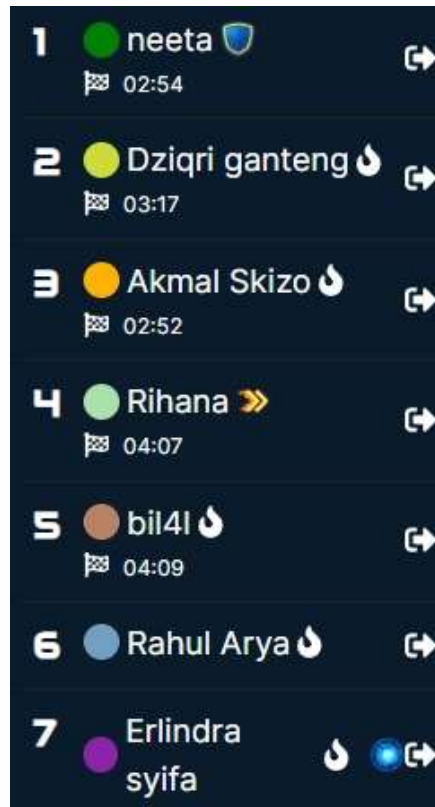


4.8 Figure 8

(Students came forward alternately to read the full text of the answers to the questions given by the teacher)

Students were asked to fill in the blank text in groups, and then students were divided into groups (picture 7). Each group was given the opportunity to take turns for two minutes to read the text containing the full answer in front of the class (picture 8), so students could answer the text. After all students finished answering the questions, the teacher felt that all students had understood the learning. Then the teacher asked students to send the assignment to Google Classroom. Afterward, the teacher gave the last task through the Quizz Whizzer web. In using Quiz Whizzer, students were asked to do questions about the announcement again. Quizzwhizzer increased students' comprehension in reading because students were asked to read the text quickly and answer the questions correctly. Students were asked to compete to complete the task, and in Quizwhizzer, it was

immediately visible who won and who lost. In picture 9, the winners' names were clearly displayed.



4.9 Figure 9

(Names of Quizwhizzer winners)

f. Application

In the interview, the teacher explained that the application of digital literacy in reading could only be done when in the classroom. When it was out of class, it was very minimal for students to reapply the learning that had been taught in class.

(Class X RPL 2)

a. Warm Up

The teacher started the lesson by praying first. Then the teacher took attendance by calling the students' names one by one; for example, "Reno," said the teacher, then Zikri answered, "present, Ma'am." Then the teacher reviewed the previous learning by asking the students, "What was our lesson last week about, my students?"

After that, students reopened their notebooks. Not all students remembered the previous lesson, so the teacher re-explained the lesson.

b. Introduction

The teacher focused the students on the lesson to be learned by doing ice breaking in the classroom. After students were focused on learning, the teacher distributed audio, and students were told to guess the topic to be learned. After students listened, students could guess the learning topic. The teacher told the students that they would use full learning with digital media.

c. Presentation

The teacher shared the learning blog link in the Whatsapp group and asked students to open the group. Then the teacher started explaining the topic.



4.10 Figure 10

(The teacher shared the Blogspot learning link with the students through the WhatsApp group)



4.11 Figure 11

(The material taught by the teacher through Blogspot)

In picture numbers 10 and 11, the teacher shared the material. The teacher explained the material based on the exposure in the blog. The teacher checked the students' understanding by asking the students, "Did you understand?" All students answered that they understood

d. Practice

The teacher asked the students to do exercises on the Kahoot website. In Kahoot, the teacher entered the announcement in the form of a picture as in picture 12. The teacher explained the steps of the Kahoot game, and the students really liked this game. This game was generally the same as the previous game; if the student won the game, the winner's name would appear directly. In picture 13, you could see the winner of the Kahoot game.



4.12 Figure 12

(Announcements entered by the teacher into Kahoot)



4.13 Figure 13

(Winners of the Kahoot game)

e. Evaluation

To check students' understanding, the teacher gave another assignment through the Liveworksheets website, as shown in picture 14.



4.14 Figure 14

(Liveworksheets)

In this game, the teacher asked the students to be divided into 19 groups, with each group consisting of 2 to 3 people. The teacher gave an assignment about true and false in an announcement. After the students finished working, the task was collected in the Whatsapp group, as shown in picture 6.



4.15 Figure 15

(Students submitted the assignments they worked on through the WhatsApp group)

f. Application

In the interview, the teacher explained that the application of digital literacy in reading could only be done when in the same class as class X RPL 1. It was difficult to supervise students in the use of digital media.

3. Strategies Implemented by Teachers to Improve Students' Metacognitive Reading Skills at SMKN 4 Banjarmasin

The researcher conducted observations and interviews regarding the strategies employed by teachers to enhance students' metacognition in reading. The observations took place in class X RPL 1 (X Software Engineering 1) on Tuesday, November 7, 2023, from 07:30 to 09:00 WITA, and in X RPL 2 (X Software Engineering 2) on Friday, November 10, 2023, from 07:30 to 09:00 WITA. The researcher also interviewed one English teacher at SMKN 4 Banjarmasin. According to

(Oxford, 1996), there are three stages in improving students' metacognition: focusing on learning, organizing and planning learning, and evaluation.

a. Focused on learning

In this stage, students were asked to focus on learning by being requested to be silent, and the teacher often connected reading lessons with events around them, such as forest fires. In the interview, the teacher mentioned that students really enjoyed it when reading lessons were related to events around them because it felt more real, and they could directly feel the impact of those events. With the help of digital applications or digital media, the teacher mentioned that it greatly facilitated reading instruction. Students could explore further readings using digital media. If there were words they didn't understand, students could use Google Translate to find the meanings of the words they were looking for.

Focusing on learning, the teacher used discussions as a way to focus students. For example, the teacher divided reading groups using mobile phones, then assigned tasks to students as evidence that they understood the reading. There were also individual activities; for instance, the teacher instructed students to come forward to read and interpret the passage they had read. To ensure students understood reading instruction, the teacher only brought one reading topic until students truly understood what they were reading. This was a metacognitive strategy employed by the teacher in digital media-assisted learning.

b. Organized and Planned Learning

In the interview stage, the teacher mentioned that everything the teacher did in the classroom was planned before entering the class, and this plan was evidenced by the existence of a lesson plan. The teacher followed the steps outlined in the lesson plan. In the reading topic, the teacher usually prepared a blogspot and some

photos for the students to read. The teacher did not distribute the lesson plan to the group, but in achieving the learning objectives, the teacher looked at it from the students' understanding perspective. In reading lessons, the teacher often asked students to find topics they liked at home. In the assignment plan, the teacher usually assigned tasks through wordwall, liveworksheet, and blogs according to the learning topic. The teacher also asked students to practice and read frequently during leisure time. Thus, the above metacognitive strategies could help students understand what they read, and students became aware of how to use digital media in reading.

c. Evaluation

In the interview, the teacher mentioned that they frequently provided evaluations of the learning process. Besides assignments, the teacher felt it was important to evaluate learning, such as the classroom condition at that time, understanding of the reading topic, and the use of digital media in the classroom. This way, students would not repeat mistakes made in class. For example, if a student did not understand the reading topic, the solution and evaluation provided by the teacher were that the student should read more often with the help of Google Translate. Regarding the use of digital media in the class, the teacher also restricted students, meaning that students were only allowed to access the internet when it was related to the learning material.

B. Discussions

After obtaining and processing the data descriptively, the researcher discussed the findings of this study from observations and interviews with the theories in Chapter 2. As stated in the previous chapter, this study aimed to

determine what components of digital literacy were applied by teachers at SMKN 4 Banjarmasin, how teachers implemented digital literacy in reading learning at SMKN 4 Banjarmasin, and the strategies teachers applied to enhance students' metacognition in reading skills at SMKN 4 Banjarmasin. The researcher found data on how teachers implemented digital literacy and metacognitive strategies in reading in the classroom.

1. The Components of Digital Literacy Implemented by Teachers at SMKN 4 Banjarmasin.

In the interview, teachers mentioned that the use of these components is sufficient to be applied in the classroom, not only regarding students' understanding but also due to the limited class time for the implementation of all digital literacy components. The components applied by English teachers at SMKN 4 Banjarmasin are only five digital literacy components: social networking, transliteracy, creating content, organizing and sharing content, and filtering and selecting content. Whereas, in the theory in chapter two, the application of digital literacy consists of nine components (Suherdi et al., 2021).

a. Social Networking

Teachers indeed use digital media in the classroom, but there are also times when teachers use a whiteboard and markers to note important things that need to be conveyed to students. According to (Suherdi et al., 2021), in social networking, teachers can use digital media in learning, theoretically using digital media fully.

b. Transliteracy

In practice, teachers use digital applications in the classroom, such as Wordwall, live worksheets, and others. Theoretically (Suherdi et al., 2021) states that during learning, teachers must use digital applications.

c. Creating Content

In the creation of digital content, as explained in the findings by the researcher, teachers often use the Canva application to create presentation materials, which function to enhance students' creativity. Theoretically (Suherdi et al., 2021) has mentioned that students create digital content.

d. Organizing and Sharing Content

In organizing and sharing content, students are asked by teachers to submit assignments through Google Classroom. The drawback in sending content through Google Classroom, according to the English teacher, is that students' files can be lost. Therefore, the teacher explains that after students submit the file, the teacher immediately checks and evaluates the assignments. Theoretically (Suherdi et al., 2021) explains that the use of organizing and sharing content must be done using digital media.

e. Filtering and Selecting Content

According to the teacher through the interview, filtering and selecting content are important because, in digital literacy, without being selected, the discussion with students can broaden. Therefore, the teacher selects digital content before bringing it into the classroom. Mentioned in the theory, teachers select digital content by searching for material before entering the classroom. According to (Suherdi et al., 2021) in his book, selecting and filtering content is crucial. There is a similarity between theory and the findings.

2. Teachers' Implementation of Digital Literacy in Reading Learning at SMKN 4 Banjarmasin

Digital literacy is indeed crucial in learning, based on the observations and interviews conducted by the researcher. The conformity of the implementation of digital literacy by teachers in the classroom

aligns with the theories gathered in Chapter Two. According to (Jenkins, 2015), there were 6 stages of digital literacy in the classroom.

a. Warm Up

During the observation and interview, the teacher explained the previous lesson until the students understood it. In the previous lesson, the teacher did not use a blog but only a laptop and projector to present the material. When the teacher revisited the previous lesson, some students had forgotten the topic, prompting the teacher to re-explain the crucial parts of the lesson. The findings at SMKN 4 Banjarmasin can be said to be almost consistent with the theory, but in reality, some students still did not understand the previous lesson even though it was explained. According to (Jenkins, 2015), in the warm-up, a teacher should start the lesson by reviewing the previous learning, not introducing new technology but using the previous one, and ensuring all students understand the previous material.

b. Introduction

During the lesson, the teacher did not explicitly mention the direct delivery of the learning objectives but only implied the learning objectives that would be achieved. For example, "We learn this so that you can understand announcements wherever you are." The teacher did not distribute lesson plans to students. In a face-to-face interview, the teacher mentioned that she had planned which applications would be used before the lesson, as evidenced by the shown lesson plan. In the introduction theory (Jenkins, 2015) states that the teacher must focus students on learning, mention learning objectives, and plan applications to be used. In the observations and interviews examined by the researcher, the teacher focuses students on learning by sending audio in learning, and they guess what lessons will be learned.

c. Presentations

In the observations and interviews conducted by the researcher, the teacher checked students' understanding through assignments given to students, such as giving assignments in the form of games for students through applications like Wordwall, Live Worksheet, Kahoot, and others. In this presentation, (Jenkins, 2015) explains that teachers should explain learning using digital media. During observations and interviews, the teacher explained the lesson using digital media through a blog, and students could access the blog shared by the teacher. (Jenkins, 2015) also states that in this presentation, the teacher must check students' understanding and give students assignments related to the learning topic.

d. Practice

During the research, the teacher did provide facilities in the form of materials to students, and the teacher also guided students in using technology such as using websites like Kahoot, Wordwall, Live Worksheets, and others. The teacher also addressed every student's question. In theory (Jenkins, 2015) states that practice in digital literacy that teachers do, such as providing facilities to students, guiding students in using technology, and giving feedback to students.

e. Evaluations

During the study, the teacher assigned tasks to students in digital form, such as the Live Worksheet website, and the teacher had prepared an assessment rubric in the lesson plan created by the English teacher. In this evaluation, (Jenkins, 2015) mentions that in this evaluation, the teacher assigns tasks to students, and the teacher must have prepared an assessment rubric.

f. Applications

The application of learning after class is not possible for the teacher because it can only be done in the classroom. The teacher

mentioned that the application of learning in the classroom could be done, but outside the classroom, it is very difficult. On the other hand, the theory (Jenkins, 2015) states that after learning, it must be applied in life.

3. **Strategies Applied By Teachers To Improve Students' Metacognition In Reading Skills At SMKN 4 Banjarmasin.**

At SMKN 4 Banjarmasin, the teacher applied three strategies, but not all stages in each strategy were used by the teacher. The strategies implemented by the teacher in class, according to (Oxford, 1996), were focusing on learning, organizing and planning learning, and evaluation.

a. **Focused on Learning**

- **Connecting What Has Been Understood**

In reality, in the field, the teacher did not connect the theory with the surroundings. The teacher only focused on explaining what was in the blogspot shared with the students. However, during the interview, the teacher mentioned that they often relate current events to the lesson. From this, the researcher concluded that not every time the teacher enters the class, they connect events around with the lesson. According to the theory explained by (Pratiwi et al., 2021), in metacognitive reading skills strategy, the teacher should connect the material understood by students with the events around them.

- **Paying Attention**

In the learning process, some students paid attention, while others did not. The teacher addressed this by reprimanding students who were not paying attention. Theoretically, every student should always pay attention to the teacher during learning (Pratiwi et al., 2021).

- **Delayed Speaking to Focus on Listening**

In this regard, it cannot be fully implemented in the classroom because there are times when students are not listening. It does not align with the theoretical explanation of metacognitive strategy; students are prohibited from talking (Pratiwi et al., 2021).

b. Organized and Planned Learning

- **Seeking Information about Learning**

In the learning process, not all students sought information about the upcoming lesson. Instead, the teacher took the initiative to explore the lesson and then shared it with the students. In theory, there should be a balance in seeking information about learning between students and teachers. However, in practice, collaboration between students and teachers in exploring learning materials, especially on the part of students, was challenging (Pratiwi et al., 2021).

- **Organizing**

The teacher organized the classroom learning by aligning it with the lesson plan, as mentioned by (Pratiwi et al., 2021).

- **Setting Goals and Objectives**

Before the start of the lesson, the teacher had already set goals and objectives for the learning, considering the audience, in accordance with the principles outlined by (Oxford, 1996), emphasizing the importance for students to be involved in setting goals and understanding objectives.

- **Identifying the Purpose of Given Tasks**

Students demonstrated the ability to identify the purpose of assigned tasks by completing the tasks provided by the teacher. This aligns with the assertion by (Pratiwi et al., 2021) that students should be able to understand the purpose of given tasks.

- **Planning Tasks**

During the observed learning sessions, there were no issues with assigning tasks to students. The teacher typically planned these tasks before entering the class, acknowledging that modifications might occur in practice.

- **Seeking Opportunities for Independent Practice**

The teacher consistently encouraged students to review their learning, especially in reading lessons. However, in this stage, the teacher couldn't ascertain whether students indeed revisited the material independently, as monitoring individual students outside the classroom was not feasible. This contrasts with the recommendation by (Oxford, 1996), which suggests that in self-practice, students should revisit the learned material.

c. Evaluation

English teachers at SMKN 4 Banjarmasin had evaluated themselves by assigning tasks to students. However, theoretically, teachers were also expected to undergo self-evaluation as they served as examples for students. Throughout the observed lessons, the researcher did not witness teachers evaluating themselves in their teaching practices. Furthermore, teachers did not perform assessments of students' learning, including evaluating the overall classroom conditions during teaching. In theory, as outlined by (Oxford, 1996), a comprehensive evaluation of learning was deemed necessary.