

CHAPTER I

INTRODUCTION

A. Background of Study

Digital literacy has the necessary skills to live, learn and work in today's world where communication and access to information are increasing through digital technologies such as internet platforms, social media, and mobile devices. Digital literacy introduces information that students learn through network media. Digital literacy also creates awareness of the standards that govern behavior in cyberspace. To continue this education, we need to test our vital thinking skills. Therefore to sum it all up, the meaning of digital literacy is a combination of critical thinking, social engagement, and comprehensive knowledge of various digital tool (Bawden, 2008).

Digital literacy is the ability to use and understand information in various forms. Gilster said that the concept of literacy includes not only the ability to read, but also the ability to understand and understand, so digital literacy is not just about buttons, but rather about technical skills, as opposed to technical skills. Described as including ideas and critical thinking when using digital media, this is considered a core competency of Digital Competence (Gilster, 1997).

In addition, digital literacy defines as the ability of individuals to create new insights or information that can be used by others using digital devices that are most related to their access, identification, management, and analysis activities (Martin, 2006). It refers to abilities, attitudes, and perceptions. Engage in communicative activities with others that are relevant to certain situations

Digital literacy encourages us to become full users of digital devices. Understanding how to operate a laptop, cell phone, tablet, PC, etc. and how to use the accompanying software is a measure of gadget literacy. The digital literacy ability that the teacher wants to assess reflects his ability to use devices and media. Today, the development of digital communication technology, along with scientific discoveries and developments in the field of information and communication, has produced tools that support the development of digital information technology, from communication systems to one-way and two-way (interactive) communication tools. The researcher chose SMP NU Banjarmasin first school was that when the researcher visited the school, the researcher found the use of technology in that school to improve student learning was quite good. The researcher have also observed there to teach with the aim of completing my final project for one course. Most of my friends who graduated there also tell me that there are different types of technology that do that. Different types of digital literacy and technology used in schools enhance skills.

The problem in my research here is that after the researcher conducted a few interviews with one of the students at the school that the researcher wanted to study, the researcher found that there were some students who got high scores but didn't really understand the application of technology, and conversely there were students whose scores were low, but their application of technology was good, they could and understood how to use several applications. This is certainly different from the view of teachers who say that technology can improve students' English language skills. So, i want to know more clearly the point of view of the two, whether they both receive a positive impact from the application of digital literacy technology itself or even have different opinions. Therefore, class observations and interviews with teachers are very necessary.

This progress has provided conveniences and welfare for human life, and a means for human perfection as servants of Allah and His caliph because God has given the gift of enjoyment to humans that are complementary, namely the gift of religion and the pleasure of technology. One of the implications of the word of God in the Qur'an Surah Al-alaaq Verse 1-5, namely:

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

It can be concluded that Surah Al-'Alaq (96:1-5) in the Qur'an emphasizes the importance of knowledge, learning and self-development. These verses invite people to read, write and continue to seek knowledge. Although they do not directly mention technology, these concepts can be linked to the use of technology for learning in a modern context.

The use of technology, such as access to the internet, online learning platforms, and digital literacy resources, can be seen as a means to facilitate the teaching and learning process and increase knowledge. These verses highlight that knowledge can be gained through a variety of means, and the use of technology can be part of achieving this goal.

However, it is important to always understand that interpretations of Al-Qur'an verses can vary, and the use of technology must always be directed towards positive things, in accordance with Islamic values, ethics and good learning goals.

B. Definition of Key Terms

1. Digital

Digital literacy in the context of teacher education, Price-Dennis (2016) and Price-Dennis and colleagues (2014) investigated some efforts to prepare student teachers to integrate technology into literacy teaching. At this time many are abusing digital, especially in the world of education, educators use digital only to play while digital is very

much a function for education with the existence of digital skills as a tool to increase effectiveness in a learning process and teaching. Such as Networks, computer-based learning, classrooms and digital collaboration for example through the Internet that contains text or images.

2. Literacy

Literacy engagement here is understood to be the manner in which students engage in learning (participate) using those contexts (Hafner, Chik, & Jones, 2015). The scope of digital literacy is divided into three categories (Spire and Bartlett, 2012).

- a. Finding and utilizing digital content;
- b. Producing digital content, and
- c. Disseminating digital content.

These categories highlight complex skills and abilities that students must obtain. Literacy is to understand the reading briefly properly and correctly, but with the existence of technology, it will be easier to solve a problem in understanding a reading.

3. Digital Literacy

The knowledge, skills and attitudes needed to create, access, use, and evaluate digital information efficiently, effectively and ethically. Technology-based learning relies on a well-planned design of

learning interactions (Cakiroglu, 2014). Because interaction is an important part of learning for both teachers and students. To facilitate this, teachers need to design more interactive learning. However, creating an interactive atmosphere means increasing more interaction between teachers and students in the classroom (Cheng and Weng, 2017).

4. English Teachers

The teacher is the most suitable person to shape the learning process so that the goals are achieved. Therefore, the teacher's role in technology-based learning is quite important. Every teacher has their own way of using digital media in their English class. One of the teacher's considerations before using technology is readiness. For example, consider using a curriculum that helps teachers how to better implement learning conceptually and epistemologically to real-world situations.

5. Reading

Reading is an essential component of English learning. It involves the process of understanding written texts in the English language. Reading helps learners improve their vocabulary, comprehension skills, grammar, and overall language proficiency.

6. Reading Comprehension

Reading comprehension refers to the ability to understand and interpret written texts. It involves the process of extracting meaning from the words and sentences in a passage, making connections, and comprehending the overall message or information conveyed by the author.

Developing reading comprehension skills requires practice, active engagement with texts, and exposure to a variety of genres and styles. By honing these skills, learners can become proficient in understanding, analyzing, and interpreting written materials in English.

C. Research Questions

Based on the background described above, the formulation of the problem is as follows:

1. How do English teachers use digital literacy in reading comprehension for student learning?
2. What are the impacts of digital literacy in reading comprehension on students in improving their English skills?

D. Objectives of Study

Based on the background and problem formulation described above, the research objectives are as follows:

1. To find out how teachers use digital literacy as a medium to develop students' English learning processes.
2. To find the impact of using digital literacy in reading comprehension for English students.

E. Significance of Study

The results of this study make students realize the importance of reading not only fixated on books but digital literacy, helps English teachers to improve their motivation and teaching methods in order to know the quality of reading students using digital literacy, and as a source of information about digital literacy and get a new attraction so students like to read.