

SKRIPSI

**THE INCORPORATION OF DIGITAL LITERACY IN ENGLISH
LEARNING MATERIALS FOR VOCATIONAL HIGH SCHOOL
STUDENTS**



*Mencerdaskan &
Memartabatkan Bangsa*

Berliana Febri

1202617021

A *Skripsi* submitted as Partial Fulfillment of the Requirement for the Degree of
“*Sarjana Pendidikan*”

ENGLISH LANGUAGE EDUCATION STUDY PROGRAMME

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS NEGERI JAKARTA

2021

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Berliana Febri

No. Registrasi : 1202617021

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi *The Incorporation of Digital Literacy in English Learning Materials for Vocational High School Students*

Telah berhasil dipertahankan dihadapan dewan penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

Dewan Penguji

Ketua Penguji/Pembimbing I



Dr. Rama Dewanti, M.Pd.
NIP. 196211071988032001

Anggota Penguji/ Pembimbing II



Dr. Han Iskandar, M.Hum.
NIP. 197205141999031003

Penguji Ahli Materi



Lasito, M.App.Ling.
NIP. 198002222008121002

Penguji Ahli Metodologi



Prof. Dr. Ilza Mavuni, M.A.
NIP. 195906221986022001

Jakarta, 20 Agustus 2021
Dekan Fakultas Bahasa dan Seni



Dr. Liliana Muliastuti, M.Pd.
NIP. 196805291992032001

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : Berliana Febri

No. Registrasi : 1202617021

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : *The Incorporation of Digital Literacy in English Learning Materials for Vocational High School Students*

Menyatakan bahwa benar skripsi ini adalah hasil karya saya sendiri. Apabila saya mengutip karya dari orang lain, maka saya mencantumkan sumbernya sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni, Universitas Negeri Jakarta apabila saya terbukti melakukan tindakan plagiarisme.

Demikian saya membuat pernyataan ini dengan sebenarnya.

Jakarta, 23 Agustus 2021



Berliana Febri

NIM. 1202617021



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI JAKARTA
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Berliana Febri
NIM : 1202617021
Fakultas/Prodi : Bahasa dan Seni/Pendidikan Bahasa Inggris
Alamat email : berlianafebri1804@outlook.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

Skripsi Tesis Disertasi Lain-lain (.....)

yang berjudul :

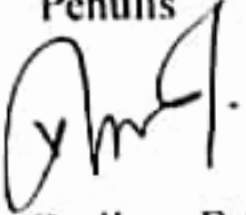
**THE INCORPORATION OF DIGITAL LITERACY IN ENGLISH LEARNING
MATERIALS FOR VOCATIONAL HIGH SCHOOL STUDENTS**

Dengan Hak Bebas Royalti Non-Eksklusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 23 Agustus 2021

Penulis

(Berliana Febri)

ABSTRACT

Berliana Febri. 2021. The Incorporation of Digital Literacy in English Learning Materials for Vocational High School Students. A *Skripsi*. English Language Education Study Program, Faculty of Language and Arts, State University of Jakarta.

Digital literacy is a group of skills necessary to acquire in facing the fourth Industrial Revolution (IR 4.0) due to advancement of Information and Communication Technology (ICT). This study aims to investigate the incorporation of digital literacy in English learning materials for vocational high school students since vocational high schools prepare their students for the professional world. The English learning materials analyzed in this study are used in general and retrieved from several vocational high schools located in Central Jakarta. This qualitative study employs a content analysis method in analyzing the incorporation of digital literacy in English learning materials. Indicators of digital literacy incorporation are employed in the content analysis, which are divided into seven components: information processing, critical thinking and problem solving, communication and collaboration, citizenship, ethics, operation skills and safety. The findings indicate that the English learning materials analyzed incorporate all components except for citizenship and safety. Moreover, digital literacy incorporation indicators are largely incorporated in the assignments of the English learning materials, followed by the contents and the miscellanies.

Keywords: *Digital Literacy, English Learning Materials, Vocational High School*

ABSTRAK

Berliana Febri. 2021. The Incorporation of Digital Literacy in English Learning Materials for Vocational High School Students. Skripsi. Program Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Literasi digital merupakan sekelompok kemampuan, pengetahuan, dan sikap yang perlu dimiliki dalam menghadapi Revolusi Industri 4.0 yang disebabkan oleh kemajuan pesat teknologi informasi dan komunikasi. Penelitian ini bertujuan untuk menyelidiki inkorporasi literasi digital di dalam materi ajar Bahasa Inggris untuk siswa sekolah menengah kejuruan (SMK) dikarenakan SMK mempersiapkan siswanya untuk dunia kerja. Materi ajar Bahasa Inggris yang digunakan di penelitian ini merupakan materi ajar umum dan diambil dari beberapa SMK di sekitaran wilayah Jakarta Pusat. Penelitian yang bersifat kualitatif ini menggunakan metode analisis konten dalam menganalisis inkorporasi literasi digital di dalam materi ajar Bahasa Inggris tersebut. Indikator penentu inkorporasi literasi digital digunakan di dalam analisis konten, dan dibagi menjadi tujuh komponen: *information processing, critical thinking and problem solving, communication and collaboration, citizenship, ethics, operation skills, dan safety*. Hasil penelitian ini mengemukakan bahwa bahan ajar yang diteliti menginkorporasikan lima dari tujuh komponen, komponen yang tidak ditemukan adalah *citizenship* dan *safety*. Lalu, indikator inkorporasi literasi digital banyak ditemukan di bagian penugasan di dalam materi ajar Bahasa Inggris, diikuti dengan bagian konten dan bagian serba-serbi.

Kata kunci: *Literasi Digital, Materi Ajar Bahasa Inggris, Sekolah Menengah Kejuruan*

ACKNOWLEDGEMENT

All praises belong to Allah SWT, whom we worship and pledge for help. *Shalawat* may be poured upon the ultimate role-model of Muslims, a man with impeccable qualities that every Muslim has to equip themselves with, Rasulullah SAW (may peace be upon him). I would like to express my highest and deepest gratitude to Allah SWT, for the health He has been giving me, for the needs He has provided me with, for the wishes He has granted, for the paths He has led me to, and for everything He has done to me that enables me to complete this undergraduate thesis. In conducting this study, several people and inanimate stuffs provided me with mental supports, advice, and motivations to keep me going. Thus, on this valuable occasion, I would like to express my gratitude and appreciation to every one of them.

Primarily, my deepest gratitude and appreciation go to my parents: Alm. Ayah, Mama, and Papa. Ayah had provided me with everything that caters for my mental and physical needs. Unfortunately, he is not able to witness my graduation, the end of the whole process he had been longing for. Ayah this one is for you. I hope you can see it from up there; I hope this brings a smile to your face; I hope you are happier than ever now. Same goes to Mama, the one who brought me to this world. Mama has been my greatest strength. She maintains my health and well-being, motivates me, and comforts me when the glooms strike. Then there is Papa, the father figure that came to my life after Ayah. Papa does what Ayah did, he has provided me with everything I need. He is one of the reasons why I am capable of completing this study. My little sister, whose sense of comedy brings laughter, has been the source of my happiness, joy, and delight. Thank you for being the person I can fully confide in when no one does.

Then, my gratitude and appreciation go to my first and second advisors, and the examiners of my *skripsi*. This study would not have been possible to conduct without the help, support, and patience of my first advisor, Dr. Ratna Dewanti, M.Pd for the supervision and advice that guided me throughout the whole process. I also would like to thank my second advisor, Dr. Ifan Iskandar, M.Hum for the time he had made to give helpful advice, guidance, and correction to me. Much

gratitude be poured upon the examiners of this study: Lasito, M.App.Ling and Prof. Ilza Mayuni, M.Pd, for the fruitful and insightful advice to improve the quality of this study. Moreover, I would like to thank every lecturer and staff in the English Language Study Program at UNJ for the priceless lessons, help, and supports that bring significant improvement to my life, making me who I am today.

I am extremely grateful to be surrounded by these people: Fitria Salsabila, Amelia Dewi Admiarti, Mila Ramadhani, and Shifa Anggriana, starting from the beginning to the end of my journey in the English Language Study Program. For the past four years, all we do is laugh and joke around. Though there was a series of events that obliged us to put on a serious face, we still had fun. However, when needed, they gave me encouragement, support, and motivation to go through every hardship I encountered. I cannot thank them enough for making my days in college iridescent, many colors assembled into something rather beautiful. Knowing every one of them is a blessing, may God bless them, always.

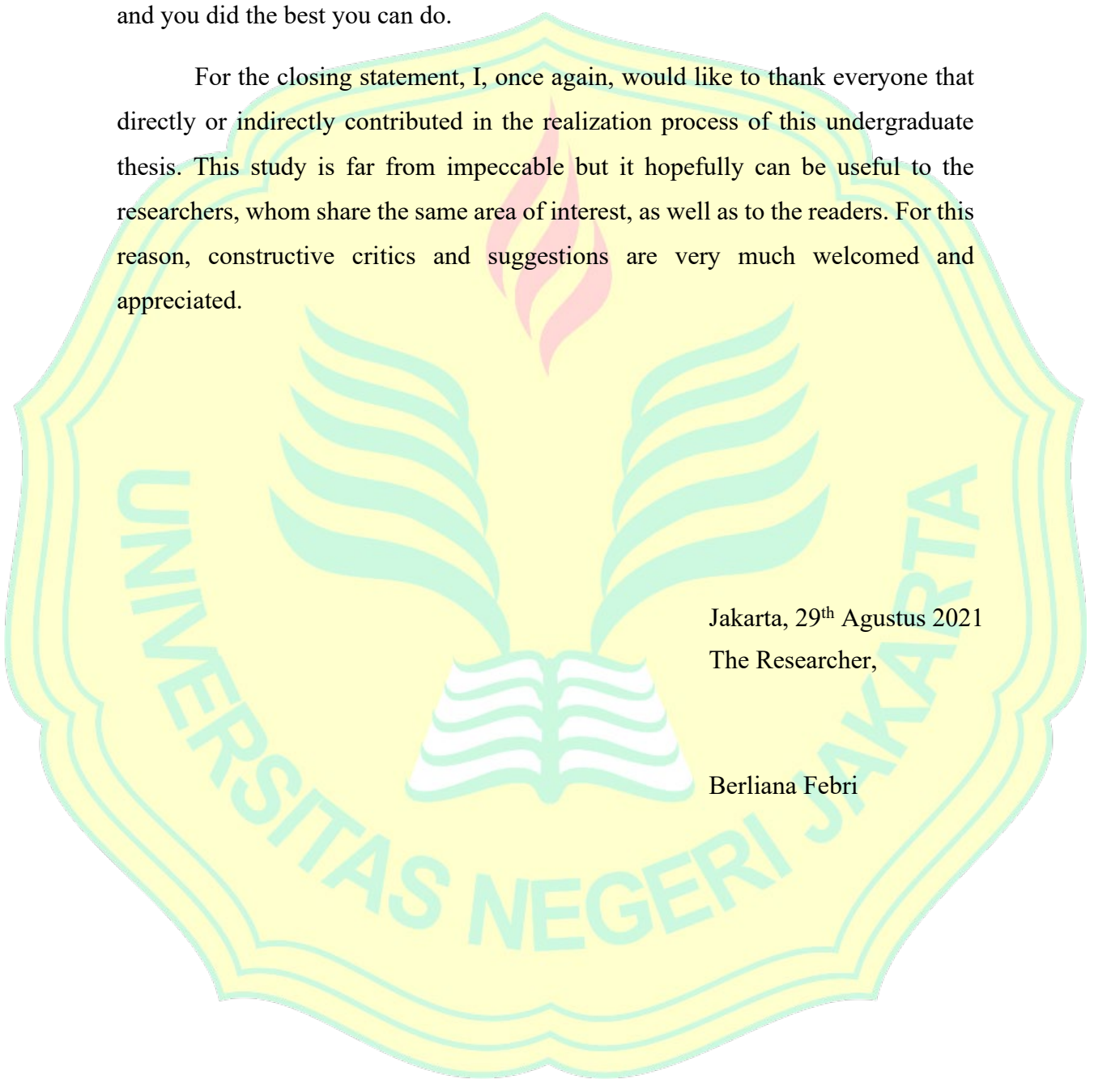
More of friends that I would like to give my appreciation to: Adel, Dinda, and Nur. Thank you for your support by saying that I would be able to finish this study just in time. Specifically for Adel, thank you for sincerely helping me in collecting the data. My *skripsi* mates in *bismillah besok senin* WhatsApp group, thank you for the insightful discussions throughout the period of writing this study.

As I mentioned earlier, there are inanimate stuffs that I feel thankful for existing. They are albums by Arctic Monkeys and an album by Doh Kyungsoo. The songs within those albums accompanied me every single day, through the ups and downs while working on this study. Best to say, these songs hype me up, boost my mood, comfort me, and foremost, keep me sane. Kudos to the aforementioned artists.

To all my friends in 17 DA, the most entertaining group of people to be with, I was and still am glad to end up in 17 DA. We have had our prime days for four semesters, until we got divided into two classes. Nevertheless, being in the same class with a bunch of insanely fun people is an honor for me. I wish we could get another chance to be in the same room, that would be thrilling for sure.

Last but not least, indeed, I would like to give a token of appreciation to myself. I, who had never thought of giving up, who had to fight all the odds on my own, who remained robust though the tears were falling, am proud of myself for finishing this study. Thank you, you deserve this appreciation as you did a good job and you did the best you can do.

For the closing statement, I, once again, would like to thank everyone that directly or indirectly contributed in the realization process of this undergraduate thesis. This study is far from impeccable but it hopefully can be useful to the researchers, whom share the same area of interest, as well as to the readers. For this reason, constructive critics and suggestions are very much welcomed and appreciated.



Jakarta, 29th Agustus 2021

The Researcher,

Berliana Febri

TABLE OF CONTENTS

LEMBAR PENGESAHAN	ii
LEMBAR PERNYATAAN	iii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENT	vii
LIST OF APPENDICES	xiii
LIST OF TABLES	xiv
CHAPTER I	15
INTRODUCTION	15
1.1. Background of the Study	15
1.2. Research Questions	20
1.3. Purposes of the Study	20
1.4. Scope of the Study	20
1.5. Significance of the Study	20
CHAPTER II	21
LITERATURE REVIEW	21
2.1. Digital Literacy	21
2.1.1. Information Processing	22
2.1.2. Critical Thinking and Problem Solving	23
2.1.3. Communication and Collaboration	24
2.1.4. Citizenship	26
2.1.5. Ethics	26
2.1.6. Operation Skills	27
2.1.7. Safety	28
2.2. Learning Materials	29
2.2.1. English Learning Materials for Vocational High School	31
2.3. Digital Literacy in English Learning Materials	32
2.3.1. Indicators of the Incorporation of Digital Literacy in English Learning Materials	34
CHAPTER III	39
METHODOLOGY	39

3.1.	Research Design	39
3.2.	Time of the Study	39
3.3.	Data and Data Source	40
3.4.	Research Instrument	40
3.5.	Data Collection Procedure.....	42
3.6.	Data Analysis Procedure	43
CHAPTER IV		44
FINDINGS AND DISCUSSION		44
4.1.	Data Description.....	44
4.2.	Findings	46
4.2.1.	The Extent to Which Digital Literacy is Incorporated.....	46
4.2.1.1.	Information Processing	47
4.2.1.2.	Critical Thinking and Problem Solving.....	57
4.2.1.3.	Communication and Collaboration.....	58
4.2.1.4.	Ethics	60
4.2.1.5.	Operation Skills	61
4.2.2.	How Digital Literacy is Incorporated in English Learning Materials 63	
4.2.2.1.	Information Processing	65
4.2.2.2.	Critical Thinking and Problem Solving.....	66
4.2.2.3.	Communication and Collaboration.....	67
4.2.2.4.	Ethics	67
4.2.2.5.	Operation Skills	68
4.3.	Discussions.....	68
4.3.1.	The Incorporation of Digital Literacy in the English Learning Material 69	
4.3.1.1.	Information Processing	70
4.3.1.2.	Critical and Problem Solving.....	72
4.3.1.3.	Communication and Collaboration.....	72
4.3.1.4.	Ethics	73
4.3.1.5.	Operation Skills	74
4.4.	Implication of the Study	76
CHAPTER V.....		79
CONCLUSIONS AND RECOMMENDATIONS		79

5.1. Conclusions	79
5.2. Recommendations	79
REFERENCES.....	81
APPENDICES	86



LIST OF APPENDICES

APPENDIX 1: COURSEBOOK (BAHASA INGGRIS KELAS X)

APPENDIX 2: ENGLISH MODULE KD 3.1

APPENDIX 3: ENGLISH MODULE KD 3.2

APPENDIX 4: ENGLISH MODULE KD 3.25

APPENDIX 5: ORAL PRESENTATION POWERPOINT

APPENDIX 6: ORAL PRESENTATION WEB ARTICLE

APPENDIX 7: IF CONDITIONAL AUDIO (A TRANSCRIPT)

APPENDIX 8: PROCEDURE VIDEO (A TRANSCRIPT)

APPENDIX 9: SUGGESTION AND OFFER POWERPOINT

APPENDIX 10: PROCEDURE TEXT POWERPOINT

APPENDIX 11: PERSONAL LETTER POWERPOINT

APPENDIX 12: INVITATION LETTER POWERPOINT

APPENDIX 13: HANDLING TELEPHONE CANVA

APPENDIX 14: OPINION AND THOUGHT POWERPOINT

APPENDIX 15: PRESENT SIMPLE WEB ARTICLE

APPENDIX 16: INVITATION LETTER WEB ARTICLE

APPENDIX 17: HANDLING TELEPHONE AUDIO (A TRANSCRIPT)

APPENDIX 18: ANALYSIS TABLES

LIST OF TABLES

Table 3.4.1. Checklist of the Incorporation of Digital Literacy in English Learning Materials

Table 4.1.1. The Description of the English Learning Materials Used in the Study

Table 4.2.1.1.1. The Fulfillment of Information Processing in the English Learning Materials

Table 4.2.1.2.1. The Fulfillment of Critical Thinking and Problem Solving in the English Learning Materials

Table 4.2.1.3.1. The Fulfillment of Communication and Collaboration in the English Learning Materials

Table 4.2.1.4.1. The Fulfillment of Ethics in the English Learning Materials

Table 4.2.1.5.1. The Fulfillment of Operation Skills in the English Learning Materials

Table 4.2.2.1. English Learning Materials Components Which Incorporate Digital Literacy

