

CHAPTER I

INTRODUCTION

This chapter provides background of the study, research question, purpose of the study, and significance of the study.

1.1 Background of the Study

21st Century Skills are skills that must be possessed by everyone in this era. While learning is also starting to use technology with such as the use of tools, how to access information, how to work in a global collaborative world, and skills to live in the 21st century. 21st Century skills must be incorporated into the core curriculum in all classrooms and teachers must promote, support, creative and innovative thinking through a technology-enriched environment. 21st century skills internationally fall into four broad categories: The way of someone thinking who has creativity, critical thinking, problem solving, decision making, and learning. The way of working that has the ability to communicate and collaborate with others. A tool for work which is part of Information and Communication Technology (ICT) and information literacy. Skills for living in a world that involves citizenship, life and career, as well as personal and social responsibilities. These skills must be possessed by each individual in order to facilitate all activities of daily life in the 21st century (US Digital Literacy, 2016).

These skills can be realized by the ability to operate digital tools that always updated as if the ones used yesterday are old today. Educators and

students must carefully determine which tools are important to use in learning. Students are already required to learn digitally they are given a handheld device that is practical and can be carried anywhere attached to their limbs. As technology skills develop, it should be balanced with teaching them to be responsible digital citizens and savvy users of all that the internet has to offer in our global collaborative world. Quoted from the November 2013 Zanesville Times Recorder article by Pamela Ann Kirst states “Accessing information only takes one nanosecond; but the assimilation of that information, its interpretation and application, are the skills needed today. Anyone with exceptional Internet skills can find any data in it.

Media literacy is a 21st century educational approach defined as the media literacy center for accessing, analyzing, evaluating, creating, and participating in discussions, in various forms from images and videos to the Internet. Media literacy can build an understanding of the role of the media in society as well as important skills of inquiry and self-expression that are necessary for citizens of democracies. Technology provides opportunities for learning, engages students as active participants in making decisions about their own educational future and prepares the nation's generation for the demands of the global society in the 21st century.

According to (UNESCO, 2018) digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately using digital technology for employment, decent work and entrepreneurship. This competency has a variety of literacy, including

computer literacy, ICT literacy, information literacy and media literacy. The origin of the word literacy refers to the ability to read and write while early descriptions of computer-related literacy also focus on acquiring a set of rules and technical abilities. However, at the end of the 20th century, this definition has developed rapidly as agreed at the June 2003 UNESCO Expert Meeting in Paris, “literacy is the ability to identify, understand, interpret, create, communicate, calculate, and use material related to various contexts. Literacy is learning to achieve goals, to develop knowledge and potential, and to participate fully in the wider community and society.”

Currently, with various competencies needed in digital literacy, many aspects must be mastered, including; information and data literacy used to explore, search, filter, evaluate, and manage digital data, information and content. Communication and collaboration aimed at interacting, sharing, engaging in citizenship, collaborating through digital technology, netiquette, and managing digital identities. Digital content creation developing, integrating, re-elaborating digital content programming, copyright and licensing. Security that serves to protect devices, personal data and privacy, health and well-being, and protect the environment. Troubleshooters who can help solve technical problems, identify technology needs and responses, identify competency gaps and use digital technology creatively (UNESCO, 2018).

Digital literacy has started to become a necessity in all worlds of education in accordance with the statement from UNESCO (2018) that ICT consists of 18 competencies arranged according to six aspects of teacher

professional practice. The main idea is that teachers who have the competence to use ICT in their professional practice are expected to be able to provide quality education and ultimately be able to effectively guide the development of students' ICT competencies. The following are aspects of teacher professional practice, namely understanding ICT in Education Policy, curriculum, assessment, pedagogy, application of digital skills, organization and administration, and teacher professional learning.

ICT has three stages of regulation for teacher development in using ICT pedagogically. The first level is Knowledge Acquisition, where teachers gain knowledge about the use of technology and basic ICT competencies. This level demands that teachers realize the potential benefits of ICT in the classroom and in further professional development. The second level is Knowledge Deepening, where teachers acquire ICT competencies to facilitate a student-centered, collaborative and cooperative learning environment. Teachers can also link policy directives with concrete actions in the classroom, having the capacity to build technology plans to maintain school ICT assets. The third level is Knowledge Creation, where teachers acquire the competence to imitate good practice, and prepare a more harmonious, satisfying, and prosperous learning environment.

Indonesia is in 13th position in Asia and has Lower Medium Enterprises in the Microsoft Digital Literacy Standards Curriculum Version 5. Law Number 14 of 2005 which is further regulated in Government Regulation Number 19 of 2005 must have pedagogic, personality, social and professional competencies.

Teacher competence based on Law Number 14 of 2005 which is further regulated in Government Regulation Number 19 of 2005 is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out their professional duties. Personal competence. These competencies include the ability of teachers to: 1) act in accordance with the religious, legal, social, and cultural norms of the Indonesian nation, 2) present themselves as individuals who are honest, have noble character, and become role models for students and the community, 3) present themselves as a person who is steady, stable, mature, wise and authoritative, 4) demonstrates a work ethic, high responsibility, pride in being a teacher, and self-confidence, 5) upholds the code of ethics of the teaching profession.

In the previous study conducted by (Ahmad, 2012) revealed the finding regarding the excellent impact of integration of media technology in English language teaching. Teacher were of the view that media technology increase learners' enthusiastic participation. The students learn tremendously by trial-and-error process. It is the teacher who gives proper guidelines as to how to make the best use of media technology for acquiring language skills. Students enjoyed the learning English pronunciation while listening to native speakers on TV, radio, BBC, chat forums and on internet is viable means to improve the pronunciation of words.

Another study conducted by (Akyuz & Yavuz, 2015) investigated the important of teaching process, teachers' and learners' perceptions about technology. In order to receive as much aid as possible from the technology, it

is required to train the teachers and give supplementary instruction to the learners about the technological material. The thinking of using technology does not mean using the old computer to teach a lesson. Using new kind of computers such as Tablet PCs can have a meaningful effect on learning. Therefore, technology offers many options to the teachers to use in their classrooms to enhance teaching process.

However, the previous studies above have shown the importance of digital technology applied in the classroom, but none of these studies have focused on digital literacy used in English learning, especially in Junior High School. The researcher is interested in framing the digital literacy used in English learning process at Public Junior High School 2 Pabuaran, Subang, West Java.

1.2 Research Questions

In presenting the data, the researcher outlines the specific descriptions related to the research questions as follows:

How Digital Literacy is integrated in the English Learning at *SMPN 2* Pabuaran, Subang, West Java?

- a. What digital literacy level of components are relevant to be used by teachers and students in teaching and learning?
- b. Which digital literacy level of components have been integrated in the English learning for students of grade VIII at *SMPN 2* Pabuaran, Subang, West Java?

1.3 Purpose of the Study

This study aims to find out and frame the relevant and potential knowledge, skills and attitudes of digital literacy to be developed in ELT, and to analyze empirical data about the integration of knowledge, skills and attitudes of digital literacy implemented in the English Language Teaching and Learning in the case being studied. In short, the research purposes are stated as:

1. To reveal the relevant level components of digital literacies proposed in the pertinent literature and references in the language education.
2. To analyze and describe the integration of level components digital literacies in the English Teaching and learning in the classes of a Junior High School.

1.4 Scope of the Study

This study focused on the documents of pertinent literature on digital literacy competences as the references of 21st Century Education. Apart of those, this research also focused on the plan and implementation of English learning at *SMPN 2 Pabuaran*, Subang, West Java.

1.5 Significance of the Study

The result of the study will signify to:

1. Theoretical Contribution:
 - a) This research provides identification and elaboration of the relevant and potential Digital Literacies in the English Language Teaching and Learning that might be useful for English teachers

who are required to address and accommodate them in their English Teaching enterprises.

- b) The Identification and elaboration of the relevant and potential Digital Literacies might also be useful for other researchers on English Language teaching who want to concern on the respective competences in their further researches.

2. Practical Contribution:

- a) This research promotes clarity for the researcher (as the candidate of a Novice English Teacher) in understanding the relevant and potential Digital Literacies which are supposed to be developed in the 21st Century Education, including in the English Teaching and Learning.

