

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Literacy has important role in improving the quality of life and human index development in one country. The country with low frequency and capability in literacy faces the stagnant improvement in any aspects such as education, economy social, and culture, even slower than those who have already advance in literacy (Norizan, et.al: 2009). In this 21st century era, the literacy is not only limited to the idea about reading the conventional media, such as book or newspaper. Moreover, another digital platform is also used as the source of information, ways of organizing and creating information as meaning by digital literacy. The technology development has shifted the way people gather, associate and create information digitally. That also refers to digital literacy.

This digital literacy already penetrates into learning activities, especially in higher education where almost everything done through digital platform, both the method and the media. Even though most students are close with digital things, they are still lack in performing the skills to be considered as digitally literate. The long-term effect of this, will make college students can't cope with the development of the technology in daily life or in the future of the workforce (Beetham, H. & Sharpe, R. (2007).

Another set of data from Global Digital Statistics (2017) showed that on average, people in Indonesia spend four hours and 42 minutes and three hours and 33 minutes accessing the internet daily through their computers and mobile gadgets respectively. However, most Indonesians have yet to demonstrate a strong understanding of how the digital world actually works. A significant number of Indonesian internet users are still digitally illiterate.

The role of digital technologies in everyday life has been increasing over the past decades (Beetham, H. & Sharpe, R. (2007). Digital culture has grown in this twenty-first century that drives the use of digital resources and communication tools in education context. Students are required to express their ideas in digital media (Chan, Churchill, & Chiu: 2017). The success of students, engaged citizens and future employees has been linked to 'digital literacy'(Pangrazio: 2016).

For educational professionals, the implication of students' increased engagement with digital media is that to help students develop the knowledge, skills, and dispositions to live, contribute, and thrive in the digital world of the 21st century. The adoption of digital literacy skills to improve the quality of undergraduate learning is an important issue for the digital learning environment (Techataweewan & Prasertsin: 2018). But many institutions of higher education have not fully embraced digital literacy as a foundational literacy on par with reading, writing and arithmetic (Coffin Murray & Pérez: 2017).

Digital literacy often appears to amount to a minimal set of skills that will enable the user to operate effectively with software tools, or in performing basic

information retrieval tasks (Buckingham, 2015). It represents a set of discrete abilities or behaviors expressed by the users of digital information systems, often in the process of inquiry (Meyers, Erickson, & Small, 2013). It relates more the actual skills and abilities of an individual to utilize ICT (Prior, Mazanov, Meacheam, Heaslip, & Hanson, 2016). Part of digital literacy is not just understanding how a tool works but also why it is useful in the real world and when to use it. Digital literacy for learning is more than just knowing how to operate the technology, but also having the right information management and critical thinking skills, as well as proper online behavior (Tang & Chaw, 2016).

The digital literacy truly helps the students to employ better and more efficient working time when it comes to multiplatform works. Those who have better digital literacy competences gain better understanding and knowledge as well as the information incorporated into their work. This leads to the bigger chance in entering the job force since more corporation and employers demand the workers to obtain digital literacy (Norizan, et.al: 2009).

The development of the literacy level of students and their digital competence is crucial for improving the effectiveness and efficiency of the learning process as well as for the adaptation of students to the dynamically changing labor market. Therefore, improving the digital literacy, in order to enable them not only to raise their academic results, but also to provide students the opportunity to be successful in society without lag behind the ever-changing demands of work and life (Shopova: 2014). In the digital era “the most fundamental change is not in the development of technologies as artifacts,

but in their appropriation as tools and the power of these appropriations to change our thinking” (Huvila, 2012: 35).

The study conducted by Shopova (2014) in South West University towards the college students finds that the majority of students have no skills needed to take advantage of the electronic library at the university and do not know how to use its rich information resources. Average 48% of the respondents recognize they have difficulty with critical and creative attitude towards information and its usage in an ethical and responsible manner. Many students do not know how to interpret the reference to a paper or journal, how to search databases effectively, or to assess the quality of different websites.

This research by Shopova (2014) found that students typically rely heavily on one search engine to find information on the Web. Along with this, many of them copy information directly from websites without citing and have no awareness on the ethical issues related to the copying and citing when they use various sources to prepare their essays or course works. Irrespective of insufficient proficiency in the skills many students are not motivated to participate more actively in organized courses at the University. The researchers note that the access to computers and the Internet, the ability to use word processing tools, create and send emails, work with attachments, use operating system to access information, is no guarantee of the competence of students and so are to be made more efforts to achieve higher levels of learning, connected with acquisition of competences to effectively solve problems and tasks.

Therefore, the digital literacy profile of English Education Study Program students in State University of Jakarta will be the focus on this research. In order for the students to obtain digital literacy, they need to engage digital literacy in daily basis. As the primary focus, this research aims to examine and map the digital literacy profile of these student during the process in learning and mastering their discipline based on the global framework of reference on digital literacy components by UNESCO 2018, Glister (1997), and Hague and Payton (2010).

1.2 Research Question

How is digital literacy profile of English Education Study Program Students in State University of Jakarta?

1.3 Purpose of the Study

The Purpose of the study is to describe the digital literacy profile of English Education Study Program Students in State University of Jakarta.

1.4 Scope of the Study

This study focuses on how digital literacy profile of English Education Students in State University of Jakarta in terms of their activities in mastering discipline as English Education Study Program Students in learning English and their digital literacy in general in order to make them digitally literate as well as in their daily basis (Duncan and Varcoe: 2012). The digital literacy indicators itself composed based on five aspects, in terms of information and data literacy, communication and collaboration, digital content creation, safety, and problem solving (UNESCO Global Framework on digital literacy: 2018).

1.5 Significance of the Study

Theoretically, the findings of this study can be used as the further consideration in preparing the best use of the learning strategy in improving English Education Study Program Students' digital literacy. In terms of policy, the result of the study can give contribution on how to integrate digital literacy into many aspects in college context, such as through curriculum in general and even in students' organizations. The framework can be done through socialization, seminar, forum discussion, online learning portal and e-library where students can access unlimited reputable journals.

In terms of practicality, the result of this study can give valuable insight on the description of English Education Study Program Students which still can't reach the level as a content creator. While, content creation can contribute pretty much to the learning process itself. Therefore, the stakeholders in Study Program can design such curriculum that integrates digital literacy into several English courses. Actually, some of digital literacy have already included into ICT in ELT course, however it shouldn't only implement in one course. Rather, it should be supported in any other courses that can improve students' digital literacy hand in hand. It can be conducted by assigning students to create simple English content or platform, then share it through social media platform as well. This not only gives students a chance to develop their digital literacy, but contribute what they have learned to the community in general so that people can learn English as well.