

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, the research question, the purpose of the study, the scope of the study, and the significance of the study.

1.1 Background of the Study

Digital technologies have progressed faster than any other breakthrough in history, reaching over half of the world's population in just two decades and transforming societies (United Nations, 2020). In the era we live in today, digital technologies have become an integral component of our daily lives. They are commonly used for daily tasks such as web surfing, messaging, playing games, and other similar activities. Everyone has become reliant on developing technologies without even realizing it.

However, not everyone who uses technology is digitally literate. According to Tampubulon (2017), many Indonesians are still digitally illiterate. Most of them only use digital technology to communicate or share information. Even while today's students are digital natives, this does not imply that they are well-versed in the use of digital technologies. (Spires and Bartlett, 2012) Some of them are still ignorant, which causes most of them to disregard the ethics of social media.

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Digital transformation and the Internet strongly affect students' integration of technologies and their acquisition of more skills supporting their education and preparation for the Workplace (Techataweewan, W., & Prasertsin, U., 2017) Based on the preceding arguments, it is critical to teach individuals, particularly students, how to effectively use digital technologies.

It is essential to teach students about digital literacy in school to improve their knowledge of how to use digital technologies correctly, for them to prosper in the globalization period, where technology is continuously evolving. Digital literacy is mostly referred to as a set of abilities that enable a person to properly use software or applications, as well as perform basic online information browsing (Buckingham, 2015). It encompasses a variety of abilities, including critical thinking, creativity, information construction and evaluation, and effective use of digital media (Al-Qallaf & Al-Mutairi, 2016).

Learning materials are the students' primary sources of information in the classroom. According to Asrizal et al (2018) It is an important aspect of the learning process since it includes everything that is utilized to help, support, and encourage students in acquiring information, competencies, and skills. As a result of their research, it was concluded that learning resources can also assist teachers in the students' learning process. However, when selecting resources, teachers should do so based on the needs of their students (Damayanti et al, 2018). For today's era the national education curriculum is expecting students to be able to find any materials from various sources available including internet. (S Kemp, 2019; D. Hanelahi, et al, 2020 as cited from Purnamasari L, et al, 2020). There are some previous studies about digital literacy and learning materials in the

classroom context, first a study by Diana, et al (2020) which aims to analyze the need of developing textbooks for oral compression course which are based with Islamic values and digital literacy. Second a study by Wakhidah et al (2020) which is conducted in Malang and their study focus on developing learning materials which are based on digital literacy and 21st century competence for senior high school students. Therefore, to fill the gaps by previous studies, the present study will focus on investigating the incorporation of digital literacy in English learning materials for senior high school students. The study aims to provide information to what extent digital literacy is incorporated in English learning materials for senior high school students.

1.2 Research Questions

Based on the research, the specific question to be investigated by this study are:

1. To what extent is digital literacy incorporated in EFL learning materials for Senior High School students?
2. How is digital literacy incorporated in EFL learning materials for Senior High School students?

1.3 Purpose of the Study

Based on the research questions above, there are two purposes that the researcher wants to achieve in completing this research as follows:

1. To investigate the incorporation of digital literacy in EFL learning materials for senior high school students

2. To describe the ways how digital literacy is incorporated in EFL learning materials for senior high school students.

1.4 Scope of the Study

This study focuses on determining the incorporation of digital literacy into EFL learning materials for senior high school students. The learning materials can be course books, worksheets, handouts, videos, and web articles. The learning materials are obtained from four schools in East Jakarta's area. Due to the situation that happened, the English learning materials that have been collected are limited.

1.5 Significance of the Study

Based on the purpose and desired outcome of the study, this research is expected to provide information about the incorporation of digital literacy in English learning materials for senior high school students. Then, by looking at the indicators of digital literacy that the researcher created for this study, this research may assist teachers or educators in creating appropriate learning materials that include digital literacy.

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