

DIGITAL LITERACY PROFILE OF ENGLISH TEACHERS (A CASE STUDY IN VOCATIONAL HIGH SCHOOL)



*Mencerdaskan &
Memartabatkan Bangsa*

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Sarjana Pendidikan*

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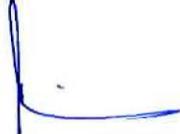
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ABSTRAK

YULIANA ARLISTA KESIA TOGIMARITO. 2022. Digital Literacy Profile of English Teachers (A Case Study in Vocational High School). A Thesis. Jakarta: English Education Study Program, Faculty Language and Arts, Universitas Negeri Jakarta, July 2022.

Guru di Indonesia wajib menggunakan Teknologi Informasi dan Komunikasi untuk kebutuhan pembelajaran. (UU RI Nomor 14 Tahun 2005 tentang Guru dan Dosen). Penelitian ini bertujuan untuk membuat profil literasi digital guru bahasa Inggris di suatu Sekolah Menengah Kejuruan. Desain Studi Kasus dilakukan untuk menggambarkan literasi digital guru. Dua guru diamati pada kegiatan belajar mengajar mereka dan rencana pelajaran mereka dipelajari untuk mengungkapkan literasi digital mereka yang sebenarnya. Wawancara dilakukan untuk memverifikasi data yang diperoleh dari observasi, dan RPP. Pengamatan, hasil wawancara dan pembacaan RPP menunjukkan bahwa guru 1 mengetahui 6 perangkat keras, dan 18 aplikasi/perangkat lunak. Sedangkan guru 2 mengetahui 7 perangkat keras dan 18 aplikasi/perangkat lunak. Guru 1 dan guru 2 menginkorporasikan perangkat keras/alat digital (laptop, proyektor, smartphone), Pengolah Kata, Perangkat lunak Presentasi (Microsoft Power Point), internet, email, dan aplikasi (Quizizz, Kahoot!, google form, google classroom, WhatsApp, YouTube, liveworksheet, dan PowToon) dalam pembelajaran mereka untuk menyampaikan/menyajikan materi, menilai, mengajar dan mencari materi.

Kata Kunci: Profil Digital Literasi, Guru Bahasa Inggris, Studi Kasus, Analisis Dokumen, Keterampilan Abad 21

ABSTRACT

YULIANA ARLISTA KESIA TOGIMARITO. 2022. Digital Literacy Profile of English Teachers (A Case Study in Vocational High School). A Thesis. Jakarta: English Education Study Program, Faculty Language and Arts, Universitas Negeri Jakarta, July 2022.

Teachers in Indonesia are required to use Information and Communication Technology for the needs of learning. (The Republic of Indonesia Law Number 14 of 2005 on Teachers and Lecturers). This study aimed at profiling English teachers' digital literacy in a Vocational High School. A Case Study Design was conducted to portray the teachers' digital literacy. Two teachers were observed on their teaching learning activities and their lesson plans were studied to reveal their actual digital literacy. Interview were conducted to verify the data obtained from the observations, and the lesson plans. .The observations, the interview results and lesson plans reading showed that teacher 1 knows 6 kinds of hardware and 18 applications/ software. While teacher 2 knows 7 kinds of hardware and 18 applications/software. The teacher 1&2 incorporated hardware (laptop, projector, smartphone), Word Processors, Presentation software (Microsoft Power Point), internet, e-mail, and applications (Quizizz, Kahoot!, google form, google classroom, WhatsApp, YouTube, liveworksheet, and PowToon) in their teaching program for delivering/ presenting materials , assessing, teaching and searching materials .

Keyword: Digital Literacy Profile, English Teachers, Case study, Document Analysis, 21st century skills

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The preparation of this thesis is one of the requirements to obtain a Bachelor of Education degree at the State University of Jakarta as well as a means to apply the abilities that researchers have acquired along study in college.

On this occasion, the researcher would like to thank those who have helped and guided the process of completing this thesis, including to Dr. Sri Sumarni, M.Pd. as Advisor I for the time given to guide and provide advice with full attention and patience to researchers until the end of the preparation of this thesis and also Sir Lasito, M.App. Ling., as Supervisor II for the time given to guide and give advice with attention and patience to researchers until the end of the preparation of this thesis. To Both of my parents, and also my sister Debora who always give support, and prayers to researchers in the preparation of this thesis. All of my friends who have given encouragement and support to researchers in the preparation of this thesis. And friends of all 2017 English Education Study program who have given encouragement and become part of this lecture period.

The researcher realizes that in the preparation of this thesis there are still many shortcomings and it is still far from perfect. Therefore, the researcher apologizes for all the shortcomings, and sincerely hopes for criticism and suggestions from all parties for the improvement and perfection of this thesis. The

researcher hopes that this thesis can be useful and provide a positive contribution, both for me and for the reader.

Jakarta, July 2022



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