

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, research questions, research purposes, research significance, conceptual framework, and previous studies.

A. Background

Digital technology cannot be separated from everyday people's lives in this era, particularly in the field of English education. Teachers and students of English can easily access teaching and learning materials through various digital technology platforms. To use digital technology, teachers and students must have digital literacy skills. Many studies support this, demonstrating that digital literacy is especially important for English teachers in teaching so that teaching English can be more effective and efficient, as well as making students more enthusiastic about learning languages when teaching digitally in the modern era. As a result, the purpose of this research is to look into the digital literacy skills of English teachers in a private high school and how these skills are reflected in their instruction.

Gilster (1997) defines digital literacy as the ability to understand and use information in various forms from a wide range of sources that can be accessed via digital media, communication tools, and computer tools. According to his understanding, English teachers who have digital literacy skills can easily access all information and insights into teaching materials via digital tools. Hossain, Hashmi, and Mezbah (2019) define digital literacy as a set of academic and professional practices that are supported by various developing technologies.

In line with the discussion regarding digital literacy among teachers, based on the researcher's experience during field practice teaching at Mekar Arum High School Bandung, the researcher discovered a phenomenon where schools rarely use digital technology and students are not used to learning using digital technology. Another study by Nuroh and Liansari (2017) argues that Indonesian education has low digital and language literacy. This happens when students do not have the habit of reading and writing digitally. To address this, teachers must be able to master

digital literacy, which refers to proficient teachers using technology in the classroom, because there will be numerous opportunities to develop students' English skills. Furthermore, the teacher is the primary source of information and a facilitator of language knowledge and skills.

According to Schmar-Dobler (2003), educators must adapt and integrate curricula to the new digital context. There should be many opportunities to develop students' English skills when English teachers master technology that refers to digital literacy skills. This statement is supported by Prensky (2009), who argues that teachers are expected to explore digital literacy skills and understand how to use digital technology to help the teaching process be more effective. To meet these new demands, language teachers must work to improve students' digital literacy and technological competence, particularly when it comes to using modern digital technology for English language learning. According to Harris (2015), digital literacy skills include how people participate in community life as well as how they obtain additional education and training.

In line with this description, digital literacy skills are regarded as one of the most important things to support student learning in an academic context, particularly when learning English. Various technologies, according to Brown and Lee (2015), can be valuable tools for language learners and teachers. It should be noted that the benefits of using technological tools may be important when considering how teachers use a technology-based approach to language teaching when integrating technology into learning. Meanwhile, Pratolo and Solikhati's (2020) research shows that digital literacy skills in Indonesia can be improved by using smartphones and computers, as well as qualified teachers.

This research investigates the digital literacy skills of English teachers at a private high school in Bandung and how the skills are reflected in their teaching. The case study design is used in this research methodology, which is qualitative in nature. The reason of this research uses case studies is that case studies can show the relationship between several factors and provide a more detailed level of explanation between rationality and objective conditions in the field, which can

then be used to draw conclusions and develop existing theories regarding literacy in teachers of a private high school in Bandung City.

Several researchers have concentrated on various aspects of digital literacy skills. Jan (2018) carried out his first study. This study investigates the relationship between secondary school students' digital literacy and attitudes toward the use of information and communication technology in a private high school in Karachi, Pakistan. Meanwhile, current research in private high schools focuses on digital literacy among teachers and their reflections during the teaching process.

The second research was previously conducted by Pratolo and Solikhati (2020). This study investigates the use of digital literacy in EFL learning for students at SMP Muhammadiyah 1 Temanggung. This previous study used only two instruments: interviews and observations. While in the conducting current study, three instruments were used: interviews, questionnaires, and observations.

The third study was previously conducted by Hanan, Firman, and Putri (2022). This research explores the digital literacy of high school English teachers in an online context. This research is descriptive and collects qualitative data through interviews with six teachers in two senior high schools in Mataram. Meanwhile, current research focuses on the digital literacy of private secondary school English teachers in face-to-face contexts. Despite the fact that there have been numerous studies on digital literacy in foreign language teaching, this study focuses on the digital literacy abilities of private high school English teachers in Bandung and how this is reflected in their teaching.

B. Research Questions

This study examines the digital literacy abilities of private high school teachers in Bandung. Therefore, this study formulates two research questions that are interrelated in the context of digital literacy skills among English teachers in the process of teaching English at the high school level. As a result, this research problem generates two questions, as follows:

1. How do English teachers perceive their digital literacy skills?
2. How do English teachers implement their digital literacy skills in the process of teaching English?

C. Research Purposes

This study has two purposes that are related to the research problem.

1. To investigate how high school English teachers perceive their digital literacy skills.
2. To examine how English teachers implement their digital literacy skills by looking at their perceptions of the digital literacy insights they have.

Specific to the second objective, it is to observe and investigate how private high school English teachers in Bandung implement their digital literacy skills, as evidenced by whether or not teachers can use digital technology in the process of directly teaching English in class. Observing the process of implementing English teachers' digital literacy in the classroom is critical because it can have a significant impact on the evidence and suitability between their questionnaire and interviewer answers and direct action when teaching English in class.

D. Research Significances

These study's findings can help high school English teachers in a variety of ways. First, this research can be useful for English teachers as reference material for using digital literacy skills in teaching. The benefits of this study reveal the results of teachers' perspectives on using their digital literacy skills in teaching, whether it is easier or not. If the response from the teachers is positive, and many of their perspectives based on their experiences mentioned how digital literacy skills can make it easier for teachers to teach using digital technology, then this research can be used as reference material for English teachers in using digital literacy skills in the teaching process.

Second, the findings of this study are useful for high school English teachers to reflect on. This study can be used as reflective material because it looks at the results of direct observation when English teachers teach in class and sees how teachers use their digital literacy skills when using digital technology in teaching, whether or not English teachers use their digital literacy skills when teaching, and whether or not their digital literacy skills can help them with their teaching activities. These results can be useful for teachers to use as reflection material for other high school English teachers.

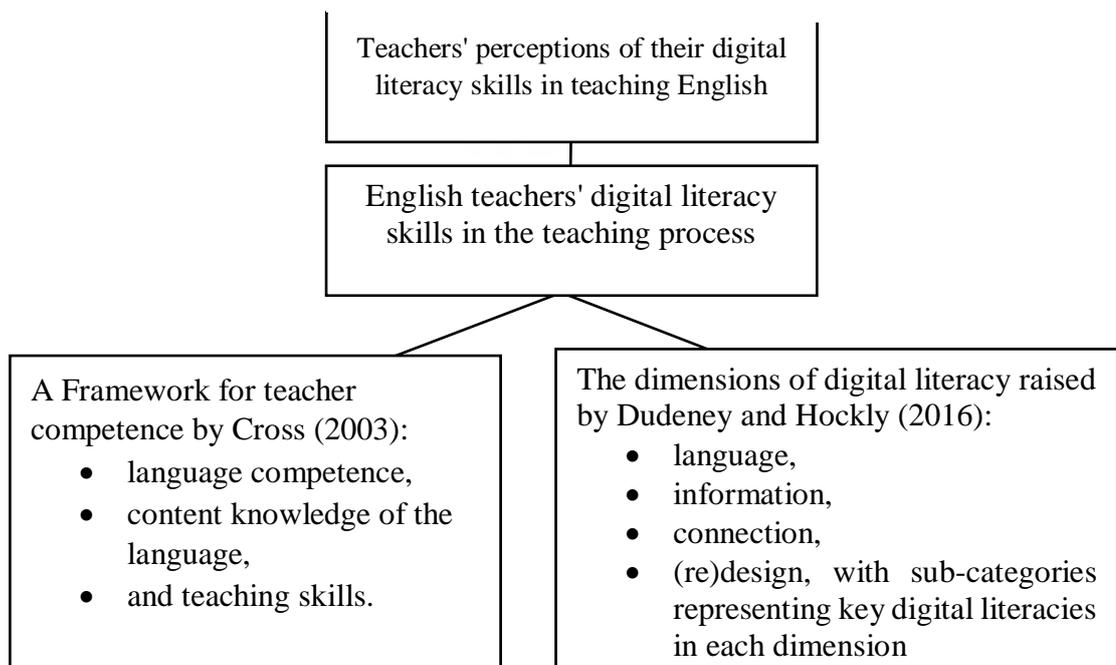
Finally, this study can provide useful information for future researchers who investigate related fields to digital literacy skills in teachers or relevant fields to further research. This research can be used as a reference for future researchers because knowledge in related fields will continue to develop dynamically in this modern era.

Overall, this research has the potential to advance knowledge about how English teachers use digital literacy skills in the classroom. The study's findings may influence future research in this area and serve as a valuable resource for high school English teachers looking to implement digital literacy skills in the classroom.

E. Theoretical Framework

This research investigates English teachers' perceptions of digital literacy skills and analyzes how teachers' perspectives on their digital literacy skills are implemented in teaching activities at SMA Mekar Arum Bandung. Researchers outline the theoretical framework as follows:

Table 1.1 Theoretical Framework



Every person has different perceptions. According to Miller (2005), perception is a way or method of seeing or observing various phenomena, conditions, or situations in an environment. According to this definition, perception occurs as a result of two factors, namely internal and external factors. Internal factors, such as needs, suitability, knowledge, and experience, can produce perceptions, whereas external factors, such as the environment, can produce perceptions. In line with this research, teacher perception is the teacher's understanding or perspective of their digital literacy skills when teaching English in the classroom. This teacher's perception was obtained through their teaching experience and understanding of digital literacy.

Teachers must have teaching skills in addition to teaching experience in order to produce perceptions. The ability to provide instruction that assists students in developing knowledge, skills, and understanding is referred to as teaching ability. English language teaching is a parallel context for this research. Teaching English has become a prominent issue in the field of education because English is used in a variety of aspects and fields all over the world, making it critical for everyone to understand when learning a foreign language. Furthermore, English language instruction has a significant impact on foreign language learning. English teachers play an important role in the process of teaching English. According to Uygun (2013), effective English teachers are clear and enthusiastic teachers who provide learners with the grammatical (syntactic and morphological), lexical, phonological, pragmatic, and sociocultural knowledge as well as the interactive practices they need to communicate successfully in the target language.

There are teacher competencies that serve as guidelines for teaching during the teaching process. The impact of teacher competency on student learning demonstrates the significance of teacher competency for inclusive practice. Competency is defined as a set of skills and knowledge that enables a teacher to succeed. This definition is also supported by Klieme, Hartig, and Rauch (2008), who argue that teacher professional competence includes skills and knowledge, as well as beliefs and motivation, all of which influence each other and determine how well a teacher masters the situation. Aside from that, Soepriyatna (2012) believes

that competent teachers must be knowledgeable about language content. This is consistent with Cross's (2003) teacher competency theory, which is used as a framework for this research. The teacher competency framework consists of three domains: language competency, language content knowledge, and teaching skills.

Then, in related to this study, aside from obtaining English teachers' perceptions of their digital literacy skills based on their teaching experience. As a result, understanding their digital literacy skills is also required to gain their perception. Digital literacy refers to the ability to use internet technology to communicate and as a source of vital information. Digital literacy, as defined by Dudeney and Hockly (2016), is an individual's ability to use digital technology in a safe, wise, and productive manner. As a result, they classified digital literacy into four broad categories: language, information, connection, and (re)design, with sub-categories corresponding to the primary digital literacies in each dimension. These dimensions are summarized in Table 1.2.

Table 1.2 Four dimensions of digital literacy (Dudeney & Hockly, 2016)

Dimensions of digital literacy	Key digital literacies
Language (Focus on communication done via digital texts, images, and multimedia)	Print literacy, texting literacy, hypertext literacy, visual media and multimedia literacy, gaming literacy, mobile literacy, code, and technology literacy
Information (Focus on digital information management: searching, evaluating, storing, and retrieving)	Search literacy, information literacy, tagging literacy.
Connections (Focus on social network participation and collaboration)	Personal literacy, network literacy, participatory literacy, and cultural and intercultural literacy.
(Re) Design (Focus on modifying/adapting digital information)	Remix literacy.

There are four levels of digital literacy, according to Hariati (2021): basic literacy skills (reading and writing), background information knowledge, mastery of ICT skills, and attitudes and perspectives. These elements play an essential role

in the English language teaching process. Furthermore, there are four levels of digital literacy:

1. Basic Literacy Abilities. Reading, writing, understanding signs, and calculating numbers are all basic literacy skills.
2. Background Knowledge Data. Background knowledge information is the essential information that exists to aid in the acquisition of new information and the comprehension of existing knowledge.
3. ICT Abilities. The ability to create and collect digital content using technological tools is called ICT skills. It is a crucial skill in digital literacy that entails gathering information or knowledge.
4. Attitude and Point of View. User Attitude and Perspective are concerned with behavior, the use of digital technology, and the communication of information from other sources.

F. Previous Studies

Since the development of English language teaching, there have been several studies related to digital literacy skills, including the first study conducted by Jan (2018). This study explored the relationship between the digital literacy of secondary school students' attitudes toward using information and communication technology in a private secondary school in Karachi, Pakistan. This study uses a descriptive quantitative research design with survey response analysis using SPSS 2.0. The results of this study showed that most respondents (53.48%) had a positive attitude toward using ICT in education. This result indicates that many students have good digital literacy. They have the ability to access, interpret, and communicate through ICT. One of the reasons for their expertise in digital literacy could be their interest in ICT and the training they receive at school. Therefore, this study shows that students' digital literacy relates to their attitude toward ICT use. The research conducted by Jan (2018) differs from the current research. In terms of focus and research designs. This research focused on the relationship between students' digital literacy and their attitudes toward using ICT in private junior high schools. Meanwhile, the current research focuses on teacher digital literacy skills

and their reflection during the teaching process. Previous research used a quantitative design. Meanwhile, the current research uses a qualitative method.

The second previous research was conducted by Solikhakti and Pratolo (2019). This study explored the implementation of digital literacy in EFL learning for Muhamadiyah 1 Temanggung Junior High School students. The research involved two EFL teachers who are considered members of the millennial generation and are able to utilize technology. This study used a qualitative design to explore the actual practice of digital literacy. Quotes were obtained through semi-structured interviews and classroom observations. The results of this study show that computers and smartphones are used as digital devices. In practicing it, teachers show a positive attitude towards digital literacy by considering that digital literacy can make the curriculum the core, as well as develop effective learning, use multiple literacies, and improve the four language skills. Previous research conducted by Solikhakti and Pratolo (2019) is different from the current study. Previous research only used two instruments, an interview and observation, while the current research uses interview, questionnaire, and observation.

The third previous study was conducted by Hanan, Firman, and Putri (2022). This research explores the digital literacy of high school English teachers in an online context. This research is descriptive and qualitative data collection through interviews with six teachers in two high schools in Mataram. The result of this research is that English teachers in the two high schools where the research was conducted have a moderate level of digital literacy. This result is seen in how the teacher's ability in digital literacy, based on aspects of digital literacy competence, can use digital tools, know their uses, know their functions, and are able to operate them even though they are complex. Previous research conducted by Hanan et al. (2022) has a different context from the current research. Previous research focused on the digital literacy skills of high school English teachers in an online context. Meanwhile, the current research focuses on the digital literacy of private high school English teachers in an offline context.

The fourth previous study was conducted by Armanda and Yosintha (2022). This study explored the critical digital literacy skills of EFL teachers and young students

at SMP Negeri 3 Pabelan in Semarang, Central Java. Researchers collected data through questionnaires and interviews. The questionnaire was administered to 34 randomly selected young students. Following that, an interview was conducted with an EFL teacher to investigate the teacher's views on this matter. The findings indicate that critical digital literacy is important in learning English and can boost young learners' motivation by making learning English easier and more enjoyable. Furthermore, in this digital era, there will be new risks and threats that can only be countered with adequate critical digital literacy knowledge in an all-digital situation. Thus, critical digital literacy is required. Previous research conducted by Armanda and Yosintha (2022) has a different context than current research. Previous research has concentrated on the critical digital literacy skills of EFL teachers and young junior high school students. Meanwhile, the current study focuses on the digital literacy skills of English teachers at the high school level.

In conclusion, there are some differences between the current study and the previous studies discussed above. The previous research looked at issues relating to the relationship between students' digital literacy and their attitudes towards ICT use in a private junior secondary school with a quantitative design using SPSS 2.0 analysis. The previous research only used two instruments: interviews and observations. Previous research also has a context and focuses on the digital literacy skills of high school English teachers in an online context. The previous study focused on the critical digital literacy skills of EFL teachers and young learners at the junior high school level. Meanwhile, the current study focuses on the digital literacy skills of private high school teachers and their implementation during the teaching process using qualitative methods. Then the current research uses three instruments, namely interviews, questionnaires, and observations. Then, the current research focuses on the digital literacy of private high school English teachers in an offline context.