THE IMPLEMENTATION OF DIGITAL LITERACY PRACTICE ON READING COMPREHENSION

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ABSTRACT

Research studies exploring digital literacy practices in the context of higher education are still scarce. This study explored digital literacy behaviors among English language education students using a quantitative method. Furthermore, it delved deeply into the extent to which students have implemented digital literacy practices. A total of 112 students from an English department of a private university in Jember took part in this study. In order to collect data, an online questionnaire was created using Google Forms. Meanwhile, the questionnaire was based on four elements of digital literacy from Dudeney and Hockly's frameworks. The results unveiled that the respondents conceptualized digital literacy into four aspects, i.e., language, information, connections, and (re)design. The prominent result of this study related to the extent of digital literacy and academic/research and general purposes. The participants are 112. The result shows most students were Master (54%) on implementation of digital literacy mastery and rare (51%) on using digital literacy on reading comprehension

Key Words: digital literacy practice, reading comprehension

INTRODUCTION

Digital literacy is an attractive for someone who likes to read, that is understanding and making information with various digital technologies. Digital literacy includes all digital devices such as computer hardware, software, internet and cellphones. According to Gaung (2020) In Indonesia, there have been few studies that examined digital literacy practice e.g., social media literacy and ICT literacy in a particular community group in several regions in Indonesia. It shows that digital literacy research conducted at Indonesian tertiary institutions is rarely done. On the other hand, students at universities are currently addicted to use the internet because they prefer to search references using google search than open books. In the teaching and learning process, students also prefer to use google search to find answers than open reference books (Kurniawati, 2016). It shows that the internet offers various needs in finding information. Thus, students need to have digital literacy competence.

Hague and Payton (2010) describe digital literacy as skills, knowledge, and understanding allowing people to have

criticality, creativity, and safe practices when engaging with digital technologies in all aspects of life. In addition, digital literacy is considered as not merely technical skills for operating digital tools but is more about how to use digital technologies wisely. Dudeney & Hockly, (2016) describe that digital literacy have 4 dimensions, language, information, connections, and (re)design, where each of the dimensions has sub-categories representing key digital literacies. In education, digital literacy involves a lot more. When reading online content that includes embedded resources.

METHOD

This study's population consists of 2nd, 4th, 6th semester in the Faculty of Teacher Training's English Language Education Program at Universitas Muhammadiyah Jember for the 2021/2022 academic year. There are 112 students. There are 40 respondents from second semester, 36 respondents from fourth semester, 36 respondents from sixth semester.

To measure students' implementation of digital literacy questionnaire was devalope. first, this questionnaire consist of 16 items they were significant. Each item contains a statement followed by alternative answer in Likert scale form with four options: (1) Unmaster, (2) Less Master, (3) Master, and (4) Very Master. The psychometrics properties of the questionnaire were tested from its validity and reliability of 16 items. Furthermore to measure used digital literacy on reading comprehension use questionnaire consist of 16 item. Each item contains a statement followed by alternative answer in Likert scale form with four options: (1) Never, (2) Rare, (3) Often, and (4) Always. The questionnaire were tasted from validity and reliability of 16 items.

RESULTS AND DISCUSSION

The objective of this study was to describe the Implementation of digital literacy mastery in the English education study program. The results can be summarized as follows.

Level	Frequency	Percent
Unmaster (16-27)	0	0%
Less Master (28-39)	11	10%
Master (40-51)	61	54%
Well Master (52-64)	40	36%

Figure 1. Student Implementation of digital literacy (n=112)

Level	Frequency	Percent
Never (16-27)	5	4%
Rare (28-39)	57	51%
Often (40-51)	40	36%
Always (52-64)	10	9%

Figure 2. Students' used Implementation of digital literacy on reading comprehension (n=112).

From the figure 1, it can be seen that the highest percentage of the students' implementation of digital literacy mastery is "Master". There are 61 students (54%) over 112 students are in the level of master. It is then followed by the second highest percentage "well master" with the percentage is 36%, it means that there are 40 (36%) students over 112 students are in the level of very master. The third percentage of student's implementation of digital literacy mastery is 10%, it means that there are 11 (10%) students over 122 are in the level "less master" of implementation of digital literacy mastery. Lastly, the student's implementation of digital literacy mastery level in terms "unmaster" of have the percentage 0% or there is no one student in level "unmaster" on implementation of digital literacy mastery.

From the figure, it can be seen that the highest percentage of the students' use of digital litera-cy on reading comprehension is "rare". There are 57 students (51%) over 112 students are in the lev-el of rare. It is then followed by the second highest percentage "often" with the percentage is 36%, it means that there are 40 (36%) students over 112 students are in the level of often on use digital literacy on reading comprehension. the third percentage of student's used of digital literacy on read-ing comprehension is 9%, it means that there are 10 (9%) students over 122 are in the level "always" on using digital literacy on reading comprehension. Lastly, the student's used of digital literacy on reading comprehension level in terms "Never" have the percentage 4% or there are 4 students in lev-el "never" on using digital literacy on reading comprehension

Furthermore, descriptive statistical analysis using SPSS to calculate the minimum, maximum, mean, and standard deviation values gives the following results.

	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL	112	33	64	49.03	7.432
Valid N (listwise)	112				

Table 1 Descriptive Statistics of data students' digital literacy mastery.

	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL	112	16	64	40.38	8.560
Valid N (listwise)	112				

Table 2 Descriptive Statistics of data students' used digital literacy on reading comprehension

From the table 1,the total sample of this study was 112 students. The questionnaire consists of 16 items, providing four answer choices. In the table 4.2 it is known that the mean obtained is 49,03.

From these results, the average student score can be interpreted that the student's implementa-tion of digital literacy mastery has a meaning "Master" category with a score of 40-51 towards stu-dent's implementation digital literacy mastery. The higher score on students' implementation of digi-tal literacy mastery is 64 and the lowest score is 33.

In the table 2, it is known that the mean obtained is 40,38. The questionnaire consisting of 16 items, provides four answer choices. the first option is "never", it is given a score of 1, the second option is "rare", it is a score of 2, the third option is "often" that is given score of 3. the last option is "always", it is given score of 4. It turns out that the mean score of students is 40,38, which is close to the score for the "often". Thus, it can be interpreted that, on average,

student's used digital litera-cy on reading comprehension is "often". The higher score on students' used of digital literacy on reading comprehension is 64 and the lowest score is 16.

Based on the research questions in this study, according to (Dudeney and Hockley, 2016) the mastery of 4 dimensions of digital literacy, students of the University of Muhammadiyah Jember, Faculty of Teacher Training and Education, English Education Program for the Academic Year 2021/2022, mastered these 4 dimensions and often implemented digital literacy. Based on these re-sults, the researchers found that out of 112 students, a total of 61 students with a percentage of 54% were categorized as "Master" on implementation of digital literacy. Total of 57 with a percent-age 51% were categorize as "rare" on using digital literacy on reading comprehension. It means that student of English department Universitas Muhammadiyah, especially 2nd semester, 4th semester and 6th semester are rare on using 4 dimensions of digital literacy on reading comprehension.

Following the previous studies that support the findings of this study. The results of Budi Aji, (2021) indicate that Findings of the study highlight four main issues – conceptualization of digital literacy, kinds of digital tools used, how to deal with digital tools, and purposes of using the digital tools by the students. Generally, digital literacy have 8 dimension was conceptualized as soft skills for managing digital information covering the acts of searching,

comprehending, evaluating, creat-ing, and sharing (Hague & Payton, 2010).

CONCLUSION

Based on the analysis results, it is known that students who are master on implementation of digital literacy mastery have the largest portion, namely 54% and those who are unmaster are 0%, while students who are used digital literay on reading comprehension are rare 51% and 4% 0f students are never used digital literacy on reading comprehension. Thus, it can be concluded that, on average, students of English Language Education Program tend to have a positive attitude toward active learning.

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