

ABSTRACT

Anggraini, Dita Oktaviana. 2022. *The implementation of Digital Literacy Practice on Reading Comprehension*. Thesis. English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisor: (1) Dr. Mochamad Hatip, M.Pd. (2) Indri Astutik, M.Pd.

Keywords: digital literacy practice; reading comprehension; students' perception.

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.

Doudney & Hockley (2016) explore the digital literacy that be divided into main areas dimension: language, information, connections, and re-design.

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 how 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.

This research experienced by students at the Muhammadiyah University of Jember in the 2nd, 4th and 6th semesters had a "Master" on implementation of digital literacy with a percentage 54% and an average value of 49.03. Furthermore student are "rare" to use digital literacy on reading comprehension, with a percentage of 48% and an average value of 40.38. The highest score 63 and the lowest score is 33. Not only to quantity of mastery this research also quantity the frequency of used digital literacy practice on reading comprehension with the four level namely Never, Rare, Often, Always. Furthermore student are "rare" to use digital literacy on reading comprehension, with a percentage

of 48% and an average value of 40.38. the highest score is 64 and the lowest score is 16.

