CHAPTER I
INTRODUCTION

This study aims to investigate the students' digital literacy practice on reading comprehension. Thus, this chapter presents the background of the research, problem statement, purpose of the research, operational definition of the research, significance of the research, and the last is scope of the research.

1.1   Background of the Research.

Advances in science and technology, especially in information and communication technology, have led to the rapid spread of globalization and its impacts in various sectors. This condition indirectly requires students to have the ability to sort out content and information that they can get through the internet or with digital literacy. However, research studies focusing on digital literacy practices in universities, especially in English Department are still scarce (Aji, 2021).

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.

According to Barbara (2008) digital literacy covers a wide range of abilities from basic computing skills to creation multimodal text. 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 such as hyperlinks, audio recordings, graphs, or charts that require students to make decisions, students must have certain skills. Unfortunately, not everyone has a good level of digital literacy skills.

In relation to reading comprehension learning, digital literacy is one of the supports to keep learning and practicing through the internet in classroom or home. Reading comprehension is usually taught in schools and universities. It usually be done by with some methods, those are by having students to read the text, and then

provide some answers to questions related to the text. Questions can revolve around variety of topics, from what certain words mean to the overall main point text. Furthermore, digital literacy is one of the important components of teaching English in higher education because English department undergraduate students are expected to be the pioneers to serve high-quality reading comprehension learning.

Research conducted by Aji (2021), used eight dimensions of digital literacy in the Hague and Payton's frameworks as the basis of the thematical analysis of the interview data. Meanwhile, this present study will use four dimensions of digital literacy in the Dudeney & Hockly's framework as basic analysis of questionnaire data. Within the context of research about reading, there have been many studies have investigated related to the students' reading skill, difficulties, strategies, perception, medias that are used, and may other related topics (Echeverry & Mcnulty, 2010; Elwer, 2014; Erya, 2021).

Furthermore, the results of Aji's study (2021) relate to how participants use digital for academic especially post graduate. Thus, he recommends that higher education institutions provide more training on maximizing digital tools for reading comprehension learning in class or home (online class).

1.2   Problem Statement

Based on the background above, the general question of this research is to what extend do the students' implementation of digital literacy practice on reading

comprehension. The general of research problem is divided into two specific research problems:

    a. To what extend do the students' master implementation of digital literacy?

    b. What frequencies do the student use digital literacy on reading comprehension?

1.3   Purpose of the Research

The purpose of this study is to know the extend of students' digital literacy practice on reading comprehension.

1.4   The Operational Definition of Key Terms

1.4.1 The digital literacy

Digital literacy refers to the abilities required to live, learn, and work in a society where communication and information are increasingly provided through digital platforms such as the internet, social media, and mobile devices. There are some essential digital literacy abilities that need to attain goals in learning, especially in today's linked, online world.

1.4.2 Definition of keys term.

a.   Dimension focus on language, the following are key digital literacy that focus on communication via the language of text, image and multimedia.

    1.   Print literacy: the ability to read and produce online text, such as blog entries, tweets, and emails.

2. Texting literacy: an awareness of the conversations of texting, such as abbreviations, acronyms and symbols.

3. Hypertext literacy: an understanding of how hyperlinks in online text work, and being able to produce text with effective use of hyperlink.

4. Visual media and multimedia literacy: an understanding on how images and multimedia can be used to suplement, enchance or even subvert or replace text communication.

5. Gaming literacy: an ability to navigate online worlds or use game console.

6. Code and technology literacy: apart from basic technical skills (such as knowing how to use a word processing program, or how to send an attachment by email), a basic knowledge of HTML.

b. Dimension focus on information. The following are the key digital literacy that focus on how find the information and resources, how evaluate and how store them for later retrieval:

1. Search literacy: the ability to search for information effectively online.

2. Information literacy: the ability to evaluate online searches of information for veracity and credibility.

3. Tagging literacy: knowing how to tag (or label) online content and tag cloud.

c. Dimension focus on. These literacies come to the forefront in social networking space and other online media where personalization occurs. They

may include blog and wikis, as well as social networkers such as facebook. They include following:

1. Personal literacy: knowing how to create project and curate our online identity.

2. Network literacy: the ability to take part in online networks and to leverage these to help filter and find information.

3. Participatory literacy: involves contributing to and participating in online networks.

d. Dimension focus on re design. Macro literacy refers to the ability to repurpose change already-made content in order to create something new. Typically associated with multimedia expression, the sole literacy in this group is:

1. Remix literacy: remixing pictures, videos, and other media to often striking effect

1.5 The Significances of the Research

1.5.1 Theoretical Significance

Theoretically, this research will contribute to provide empirical evidences and support related theories. Thus, this research can be used as a reference in developing theory

1.5.2 Practical Significance

Practically, this research will contribute to provide an overview for both teachers and students. For the teachers, it will provide an overview on how far their students' digital literacy practice on reading comprehension. Thus, teacher can

provide necessary support to improve their digital literacy, and other things that may support in the teaching and learning reading comprehension.

1.6   Scope of the research

Conducting a literature review involves making decisions about scope. This review focus on implementation the digital literacy practices which is categorized as 4 dimension of digital literacy namely language, information, connection and (re) design (Dudeney & Hockly, 2016). The 4 dimension will be questioner intended for respondents, student of English department of University Muhammadiyah Jember. What is meant by digital literacy practices here is to what extent students digital literacy practice and the tools they use which is used during reading comprehension learning in campus or in home (online class).