CHAPTER I

INTRODUCTION

1.1 Background of the Research

Technological development in the 21st century has affected many aspects of life, such as a As a result, people are forced to become digitally literate in order to use and use technology correctly and effectively, one of which is to find information.

Many different nowadays information is very easy to find on the internet, one of which is through the web and social media mass media Finding and using this information requires good digital literacy, Unfortunately, the level of digital literacy in Indonesia is still lacking. According to Sharma (2016), digital literacy is the ability to use technology to access and critically digest the digital information According to Kominfo's 2020 survey data, Indonesia's digital literacy rate is is at level 3, ie medium level Based on a previous survey conducted in various vocational schools in Makassar, it was found that out of 300 respondents, only 65 students had a high level of digital literacy, that is a sign of a low level of professional digital literacy high school students Tahmidaten, L. and Krismanto, W. (2020), low level the reading ability of students in Indonesia is due to the low intensity of learning to read elementary school level. Many people think that the teaching of reading ends in elementary school a schoolboy could read and write, while in the primary classes it is the key to encourage literacy habits. This

assumption led to the teaching of reading not being so popular in middle schools and high schools.

Technical development and the availability of digital information enable a the person has unlimited access to the information. According to Gilster, P. (1997), there are four digital literacies: internet search, hypertext navigation, content Assessment, knowledge gathering. In the online search process, people can use search to health and news websites and social media, although not as intensively download material or follow streams on social media platforms. On the other hand, if it When it comes to navigating hypertext, people tend to show a high level of skill in some in context, such as health information, etc. Despite their reasonable web search skills. it is, even if they don't focus too much on the internet for information, they can understand how the web works and use hypertext.

In addition, most of the information according to content analysis and data collection at a moderate level (Jati, 2021). It should be noted that developing reading skills is not just a responsibility the teacher also has a big role for the students. This does not mean only a language teacher, because readings are actually done in each subject. Therefore it is a duty for teachers and academics to prepare students for digital literacy skills, one of which is the development of sources of digital literacy, such as developing specific skills The web raises the level of digital literacy.

1.2 Identification of the Problem

The problem that Indonesia is currently facing is the lack of literacy among students. This it is due to various factors, such as the lack of intensity of teaching early literacy, its absence teaching materials and methods and ignorance of students and teachers the importance of literacy. Literacy is an important indicator that students must have can become critical individuals and aware of important issues is happening Unfortunately, according to the information of the Ministry of Culture and Education (Kemdikbud), the reading ability of Indonesian students is in the poor category, which is 46.83%. Only 6.06% fall into the Good category, while 47.11% are average. (Kemdikbud, 2017).

Digital literacy is important in Indonesia because it relates to a person and a skill use the functional capabilities of digital devices to search and select information, to think critically, to be creative, work collaboratively with others, communicate effectively and know electronics security and the changing socio-cultural context (Hague and Payton, 2010, Yanti, 2021).

As stated earlier, limited reading materials and study patterns are a factor Behind Indonesia's low literacy rate. A pattern of learning activities that are usual The unit completed in Indonesia is limited to dealing with questions only in books or worksheets. Based on based on this information, it is reasonable to make an assessment. As the minister of education said and culture, Mr. Nadiem Makari, language classes should focus on literacy, no grammar and vocabulary like today. That is why the author is very interested developing digital literacy resources to increase student levels of digital literacy.

1.3 Limitation and Focus of the Research

Digital literacy should not be separated from everyday life, especially for students born in In the digital age, digital literacy should no longer be a problem for students. Beside According to Statistics Finland, internet usage is high   the number of school/vocational students increased in 2020, which is 91.01%.

That's why it happened   due to the effects of the pandemic, the internet has become the most important need for students   engage in online learning and entertainment and information. However, The level of digital literacy is still very low, this begs the question due to the above facts   which show that internet usage has greatly increased.

Technological progress is not afraid to be balanced with good digital literacy   that Indonesian students do not know how to use information correctly, especially in large volumes. The amount of fraudulent information circulating on the Internet. Therefore, in this study, the author focuses on the development of digital literacy sources to identify which sources can be included students' digital literacy levels, which are then validated by experts.

1.4 Research Question

1. What are the characteristics of digital resources for Nusantara high schools focusing on literacy level?

2. What are the needs of digital resources for Nusantara high schools focusing on literacy level?

1.5 Aims of the Study

This study aims to:

1. Explore the characteristics of digital resources for Nusantara high schools focusing on literacy level;

2. Explore the needs of digital resources for Nusantara high schools focusing on literacy level.

1.6 Significances of the Research

By carrying out this research, the author hopes that this research can be useful and contribute to both theory and practice.

1. In practice, the author hopes that the results of this research can provide a solution for finding digital literacy resources that can be used by teachers, especially English teachers, in their work to increase students' digital literacy.

2. In its implementation, the researcher hopes that the results of this research can be used as a reference for students and teachers in literacy learning in the classroom. Scientists also hope that this research will be useful and make it easier for other researchers who carry out similar research on more topics.

1.7 Theoretical Foundation

1.7.1 Digital Literacy

People from many areas of society can use information literacy to find, analyze, use and produce knowledge to achieve personal, social, professional and educational goals. A person with information literacy understands the importance of information in everyday life, knows how to search and find

information from various sources and knows advantages and disadvantages of information. One of the most important skills today and for students is digital literacy. Students should use digital media to present their thoughts. In addition, according to (Lankshear and Knobel, 2008) we can read, write, watch, listen, compose, and communication of information is known as digital literacy. Digital literacy is described as "the the ability to understand and use information found in various media, andquot; focusing critical in relation to thinking rather than information and communication skills. However, it still is it is important that students master the basic skills of information and communication technology, such as using a computer to search, evaluate, store, produce, present and exchange information and communicate and participate collaborative networks through the Internet. Confident and critical use of knowledge business, leisure and communication technology is called digital competence. The learner must be able to view digital text and convey ideas in digital media communicate effectively with others (European Commission, 2006).

According to Ng (2012), digital literacy refers to literacy related to literacy use of digital technologies. These are some of the electronic technologies that include hardware and software that individuals use in schools and at home for educational, social and/or for entertainment purposes. Martin (2006) defined digital literacy at three levels: (1) digital expertise related to students knowledge of digital, (2) digital literacy, which is connect with students and on digital literacy and (3) digital literacy related to

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students and   digital competence. (2) Digital use means the use of digital applications in everyday life;   (3) Digital transformation means the production of new information as a result of digital use.

The term "digital literacy" was introduced by Paul Gilster in 1997 in his book Digital Literacy where the writer defines it andquot; the ability to understand, evaluate and use information in various formats on the computer andquot;.

Digital literacy according to Gilster (1997), is not only "a book about navigating the Internet. And quot; In addition, ability evaluating and understanding information is crucial. The most important thing is to develop elementary thinking through digital literacy, skills and core competencies that no one could do without   orient and perform activities in an interactive environment.

The term "digital literacy" is expanded to include all the specific skills and competencies required for the search,   find, evaluate and process computer information (Shopova, 2014).

Paul Gilster groups digital literacy skills into four competencies that a person needs to have, so that it can be said that digital literacy is as follows:

1. Internet search

   Man and the ability to use the Internet and perform various activities there. This   the qualification includes several components, namely: a) Ability to search for information on the Internet using a search engine; b) Ability to perform various functions in it

2. Hypertext navigation

   Ability to read and understand navigation (instructions) in hypertext a in a web browser. This qualification consists of four components including: a. Knowledge of hypertext and hyperlinks and how they work; b) information about network operation; c. Ability to understand website functions;

3. Content assessment

   Man and the ability to think critically and evaluate what is can be found on the Internet and comes with the ability to establish validity and completeness of information referenced by hypertext links. This qualification includes five components including: a) Ability to separate display and information content, namely users perceived understanding of the layout of the website visited; b. Ability to analyze background data online, ie awareness to study the sources and authors of information in more detail; c. Ability to analyze the website,

4. Collection of knowledge

   The ability to organize information, gather from the received information from various sources with the ability to gather and evaluate facts and opinions correctly and without prejudice. This competency includes two components, that is:

   a. Students' ability to analyze the background information obtained.

   b. Ability to collect information sources obtained on the internet.

1.7.2 Literacy Level

Basic literacy skills, such as reading and writing comprehension, are important in digital use reading and writing skills. Unfortunately, Indonesia consistently ranks low on the literacy scale. Indonesia The 15-year-old students took 71st place out of 79 countries in the international program Student Assessment (PISA) 2018. Compared to the OECD average of 77 percent, only 30 percent showed reading skills at least at level 23 (OECD, 2019). Beside The Adult Skills Survey (PIIAC) found that 70 percent of Indonesian adults living in Jakarta complete or below Literacy Level 1 (OECD, 2016). According to these studies, while the majority Indonesians can understand simple texts using basic terminology and are difficult to understand and critically evaluate long and complex texts.

One factor is the emphasis on the inability to think critically in the school curriculum contributes to low levels of literacy. Embracing higher order thinking skills (HOTS) is prescribed in the 2013 National Curriculum although it was not properly introduced or was widely taught during teacher training in Indonesia (Ilyas, 2015). Practically Indonesia training emphasizes traditional learning methods such as rote learning (WENR, 2019; UNICEF, 2017). In addition to the general population and insufficient literacy and critical thinking, digital literacy teaching is generally not available in Indonesian schools.

Academic and intellectual goals Academic objectives are learned and practice points contain correct answers to be strongly trusted to the

memorization and application of formulas rather than understanding, and is mostly concentrated on giving the teacher exactly the answers expected. Intellectual goals and their related functions, on the other hand, are those that deal with intellectual emphases reasoning, hypothesizing, questioning, predicting answers to questions, divination research results, development and analysis of ideas and the desire to understand, among others (Katz, 2015).

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Dudley-Evans and St. John (1998), Current Needs Analysis Ideas contains eight components divided into five main themes, including:

1. Analyzing the target context and objective requirements (for example tasks and functions that require students to use English);

2. Analysis of language, discourse and genre, viz. understand the methods and possible language used to set goals;

3. Students' desires, resources and subjective needs – factors that influence people's learning are analyzed (e.g. previous learning experiences, reasons for taking the course, expectations)

4. Analyze the current situation to determine students' current language abilities and use.

5. Premise analysis, namely information about the lecture context. Because ESP learning is based on needs analysis, the learning objectives are clearer than in general ESL courses and students tend to be more interested in studying topics and texts related to your field of study or work.
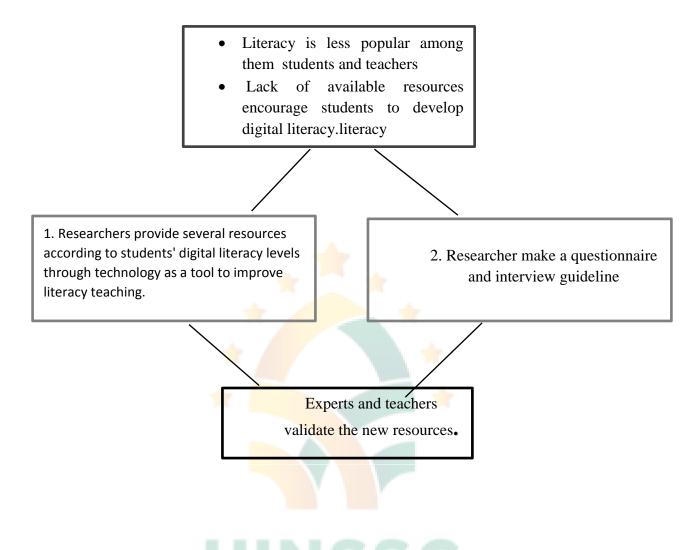
1.8 Previous Research

Based on an earlier study by Atmanegara, Y., Agustina, S. and Tiara, D. (2013) entitled: Web-based resources in EFL education: Improving students' digital literacy, introducing that the use of online materials in EFL teaching motivates students. In other words It is beneficial to provide students with more relevant and authentic derivative content online resources to match their learning understanding and interests. In addition, as a as a result of the expansion of digital technology, students should be aware of different learning materials such as digital resources. Therefore, it is important to improve students and literacy to help them improve in the future. Using web-based materials can be one way teachers can help their students gain more are interested in developing their digital literacy. In addition, five items (personal efficacy, learning challenge, desire to learn, participation in learning and recognition of digitality learning)

shows that students are ready to improve their English language skills and digital literacy using online resources.

A teacher in the digital age must implement new pedagogical strategies and understand how ICT and Pedagogy can interact to help students develop competence. Swamp, Kontovorki, Tafa and Saloma (2017) indicates some obstacles to digital literacy in the work of teachers students including teachers and traditional attitudes and beliefs, knowledge, skills and including skills, lack of confidence, lack of equipment, software and funding. Digital literacy includes the ability to use digital media such as computers, the Internet (blogs, social media and web) and smartphones to practice reading, listening and writing skills. Students can be asked to distinguish between fake news and real news being spread on the Internet. In addition, students explore websites that are useful for learning and how to use them, which helps them search for meaningfully relevant information to subjects that are usually considered boring, but after learning how to use digital media, they are more enthusiastic about learning (Devi, D., Sulistyarini, S. and Salim, I., 2019).

1.9 Frame of Thought

The purpose of this study is to develop digital literacy resources. Because schools rarely measure students and digital literacy, researchers are trying to develop learning resources educate students levels of digital literacy. The conceptual framework of the study is summarized in section a visual image below.

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┌─────────────────────────────────┐
│  • Literacy is less popular among│
│    them students and teachers    │
│  • Lack of available resources   │
│    encourage students to develop │
│    digital literacy.literacy     │
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┌────────────────────────────┐      ┌──────────────────────────┐
│ 1. Researchers provide      │      │                          │
│ several resources           │      │ 2. Researcher make a     │
│ according to students'      │      │ questionnaire            │
│ digital literacy levels     │      │ and interview guideline  │
│ through technology as a     │      │                          │
│ tool to improve             │      │                          │
│ literacy teaching.          │      │                          │
└────────────────────────────┘      └──────────────────────────┘
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┌──────────────────────────┐
│   Experts and teachers    │
│ validate the new resources.│
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1.10 Research Method

1.10.1 Research design and step of the research

This study uses descriptive qualitative research with a qualitative approach. Qualitative research is usually used as an andquot; exploitation. Andquot; Image technology is based   facts that exist or are that describe or represent the current state of an object   research This study uses a qualitative descriptive method to explore the resources can add students levels of digital literacy. Information obtained from students' results questionnaires and teacher interviews. The researcher chose a qualitative description research

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plan, because he wants to describe the state of the field in more detail, transparency and depth.

1.10.2 Source and type or research

This study is a descriptive qualitative study. Purpose descriptive The purpose of qualitative research is to answer the research questions of who, what, where and how an event or experience occurred before it was thoroughly investigated (Kim, H., Sefcik, J.S. et al. Bradway, C., 2016). Basic information is obtained from students using questionnaires,   secondary data is obtained from teachers through interviews.

1.10.3 Data collection techniques and instruments

Information for this study was obtained through a questionnaire and in depth interview with a professional high school teacher, fill out a form From Google Form.An interview is a type of communication or contact in which the researcher and the interviewee or subject exchange questions and answers in order collect information (Rahardjo, 2011). Although a questionnaire is a collection of questions which is sent to the respondents to complete and returned to the researcher for survey collection information The questionnaire in this article is a closed multiple choice question (with multiple choice answers), which means that the answers to the questions are already known and respondents simply have to choose (Djajanegara, 2019).

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1.10.4 Data analysis techniques

1. Data Collection

   Collection of data The researcher collects data using interview and questionnaire.

2. Data reduction

   The researcher summarized the data to see   important information necessary information and organized the information in the right format that can produce a meaningful result and conclusion.

3. Data display

   The surveyor shows the data that was subtracted to get the data interpretation.

4. Conclusion drawing

   The researcher makes and confirms a conclusion based on the data.

1.10.5 Research Timeline

NO	Activity	NOVEMBER 2023				DECEMBER 2023				JANUARY 2023				FEBRUARY 2023			
1	Writing Research Proposal and Consultation	■	■														
2	Proposal Seminar and Research Instrument			■	■	■											
3	Conduting					■	■	■									

No	Activity												
	Research Sample, Validity, and Reliability of data				■	■	■						
4	Collecting of data					■	■	■					
5	Data Analysis							■	■	■			
6	Finishing thesis examination									■	■		
7	Thesis examination											■	
8	Thesis revision											■	■

Table 1. Research Timeline