

CHAPTER I

INTRODUCTION

1.1 Background of the research

Teachers play a strategic role in realizing quality human resources. Any effort made to improve the quality of human resources without involving teachers will encounter difficulties because teachers are the determinants of the quality of education. Thus, Trisoni stated teachers are expected to have professionalism by mastering the pedagogical, professional, social, and personal competencies (2011 pp.135).

The same is required for teachers in Indonesia through Law Number 14 of 2005 concerning Teachers and Lecturers Permen (government regulations) Number 17 of 2007 concerning teacher qualifications and competency standards. Professional teachers are required not only to have the ability to teach as required in the pedagogical competency standards, but teachers must also be able to continuously develop professionalism as stated in professional competence. Teachers are also required to be able to establish effective communication with fellow educators, education personnel, parents, and the community as required in social competence and have a good personality as described in personal competence. In addition, teachers must also have adequate academic qualifications or educational backgrounds relevant to their field of study.

Today's teachers face challenges that are far greater than in previous eras. Teachers face a much more diverse range of students, subject matter that is more complex and difficult, the standard of the learning process, and also demands the achievement of students' higher thinking abilities Darling (2006 pp. 1). With the rapid development of technology, the teaching system has also entered an era of change that is no less rapid, including the field of language teaching. Language teaching needs to be done effectively because language is a communication tool used in social life. Moreover, studying a

foreign language such as English serves as a unifying language between the nations of the world. In practice, language teaching has also undergone several phases of change from the traditional way to a more modern era. When entering the 21st century where information technology is also developing rapidly, the field of language teaching also has its challenges Amalia (2017, pp. 1).

Facing this rapid technological development, teachers are required to understand the technology itself. According to UNESCO, the concept of digital literacy serves as an important foundation for the ability to understand technology, information, and communication tools. For example in ICT Literacy refers to technical capabilities that enable active involvement of community components in line with the development of digital-based public services and culture.

Strengthening literacy actors or facilitators in the school environment is emphasized on training school principals, supervisors, teachers, and education personnel on digital literacy. The training is related to the use of information and communication technology in school development, for example, school principals and supervisors are given training on the use of digital media in school management, teachers are given training on the use of digital media in learning, and students are encouraged to use technology, information and communication smart and wise. The training here also emphasizes the role models provided by school principals, teachers, and education personnel related to the application of digital literacy in the school environment.

The use of digital tools in teaching can motivate, support, and facilitate teachers and students in the English classroom. It can be concluded that the focus of the digital era is not only on learning facilities, internet access, and online resources, but also on the readiness of teachers to become literate in digital literacy which is the most important thing in facing digital teaching Anggraeni, Faridi, Mujiyanto, and Baharanti (2019 p. 388).

The issues studied are very diverse, while researchers get clusters in the field based on related literature involving 21st century teacher professionalism,

(Jan 2017, Reynolds, Notari, & Taveres 2016, & Voinea & Palasan 2014), digital literacy (Chan, Churcill, & Chiu 2017, & McGuinness & Fulton 2019), and 21st century English teaching (Fandino 2013, Sarica & Cavus 2009). Then the similarities of those researches are missing about what the teacher needs to develop digital literacy for 21st century English teaching. This is very important, especially for English teachers in the 21st century, where the 21st century demands the integration of learning strategies, digital competencies, and career skills.

After the clusters are shown then the researcher describes the gaps from previous studies, namely, the first one does not investigate the need for English teachers to develop digital literacy not explained by Jan 2017, Reynolds, Notari, & Taveres 2016, & Voinea & Palasan 2014, which is an important thing that teachers need to know in the 21st century. Laksani (2019) states that digital literacy is an important component in the 21st century learning that teachers need to have. But in the context of education, the impact of the rapid development of digital technology requires teachers as learning facilitators and motivators to use digital literacy to prepare students in a digital environment. Therefore, teachers need to know what they need to further improve their digital literacy skill to present a conducive and effective learning atmosphere.

The second gap from previous research is not investigating the effect of digital literacy in 21st century English teaching by Chan, Churcill, & Chiu 2017. The effect of digital literacy in improving the 21st century English teaching needs to be known, given that teaching 21st century English is influenced by the rapid development of information technology so that it requires teachers to be able to have basic skills related to the digital concept itself. The ability to find reliable sources of information is very important in the current acceleration of digital technology. In the context of digital literacy, everyone needs the ability to be able to access, analyze, create, reflect, and act using various digital tools, various forms of expression, and communication strategies. Anggeraini, Faridi, Mujiyanto, & Bharati (2019), provide an initial

picture of the impact of digital literacy and challenges in language learning related to the application of digital literacy. The positive impact of digital literacy in language learning is 1) helping the learning process, 2) being able to distinguish the correct, significant, and useful learning sources and 3) opening opportunities for teachers to be more productive in creating digital learning.

The next gap, namely research conducted by Fandino 2013 and Sarica & Cavus 2009 does not explain the needs of English teachers in teaching English in the 21st century. Teaching English in the 21st century is certainly different from the previous century which in ancient times was technology and the internet has not developed rapidly like the 21st century today. This is what distinguishes the needs of English teachers in the 21st century from previous English teachers. With the rapid development of science and technology, demographic changes, globalization, and the environment (Mulford, 2008; Andriani 2010) which have a major impact on schooling and teacher professionalism (Hargreaves, 1997, 2000; Beare, 2001; Andriani 2010), 21st century English teachers need to find out their needs in teaching English to be able to teach and manage classroom activities effectively.

From the explanation above, the researcher found findings that can be the basis for making useful contributions in the field of education, especially those related to the field of teacher needs in teaching in general. More specifically, the needs of teachers in teaching English in the 21st century are influenced by technological developments so that mastery of digital literacy is needed in this century. The result of teachers' need for digital literacy skill has paid attention to teaching English in the 21st century. The researcher of this problem is a research that is expected to be an input for further research related to this problem so that effective 21st century English teaching can be created.

1.2 Delimitation and focus of the research

Related to Problem Identification, many problems befall the English teacher. The author needs to know the delimitation of this problem so that the research can focus. So from here, the researcher will only focus on analyzing the needs of junior and vocational high school English teachers in developing digital literacy skill for 21st century English language teaching, where at this time technology has spread throughout the world, our world is becoming more connected than ever. This has created a global virtual world inhabited by all technology users, and as a result technology users must learn how to become "digital citizens" Isman & Canan Gungoren (2014), and this has an impact on teachers in the digital era who are required to keep up with technological developments. Besides teaching skills in general, a few more skills are needed that must be instilled in a teacher to be able to act effectively as a learning facilitator. Researchers hope to be able to extract information from participants; in this case, the researcher took junior high school and vocational high school English teacher as a participant so that researcher could find out what teachers need in developing digital literacy skill for 21st century English language teaching.

1.3 Research questions

The main question of this research is mainly to find out some aspects related to the needs of English teachers in developing digital literacy skills for 21st century English language teaching. The detailed questions are:

1. What digital literacy skill should English teachers mastered in the 21st century English teaching?
2. What do English teachers need to develop digital literacy skill for 21st century English teaching?

1.4 Aims of the Research

Regarding the main questions of the study above, the aims of this research are as follows:

1. To describe in detail what digital literacy skill English teachers should master in the 21st century English language teaching.
2. To describe the needs of English teachers in developing digital literacy skill for 21st century English language teaching.

1.5 Significances of the Research

Researchers hope that research that discusses the needs of junior high school and vocational English teachers in developing digital literacy skill for 21st century English learning can be useful for researchers, teachers, and students. This research is expected to provide the following benefits:

1. Theoretically

The findings of this study will provide information about new knowledge about what English teachers need in developing digital literacy skill for 21st century English language teaching.

2. Practically:

For students:

This research is expected to provide information to students regarding how the 21st century English learning process is always related to the use of digital technology.

For English teachers:

This research is expected to provide information about what English teachers need in developing digital literacy skill for 21st century English language teaching.

For researchers:

The results of this study will answer curiosity about the needs of English teachers in developing digital literacy skill for 21st century English language teaching.

3. Pedagogically

The results of this study will provide information about the needs of English teachers in developing digital literacy skill for 21st century English language teaching.

1.6 Literature Review

1.6.1 21st Century English Teaching

Teaching English in the 21st century cannot be separated from English learning activities in the 21st century which must encourage students to actively explore and develop their potential to have religious-spiritual strength, self-mastery, complete personality, intelligence, noble character, and skills needed for themselves. . The potential that exists in each person is expected to be able to answer every problem and challenge of his time. UNESCO underlines four pillars of education, namely learning to know, learning to do, learning to be, and learning to live together Delors et al (1996). The four pillars have direct implications for learning activities oriented to 21st century skills, such as critical thinking skills in problem-solving, communication, collaboration, innovation and creation, information literacy, and various other skills. The achievement of 21st century skills is done by adapting learning activities, such as project / problem-based learning, encouraging collaboration and communication, increasing student involvement and motivation, fostering creativity and innovation in learning, using appropriate learning tools, designing learning activities that are relevant to the real world, and developing other student-centered learning Zubaidah (2016).

In addition, teaching English in the 21st century cannot be separated from the very rapid development of technology, this affects the needs of students in the 21st century. Learning activities have started to enter the digitalization era as explained by Black (2009 p. 688) that

in the era of globalization technology has a very important role. Black also added that technology has a very important role in accelerating transportation and communication regardless of space boundaries. In addition, learning English needs to be filled with meaningful and intellectually stimulating activities, practices, and processes that enable students not only to articulate thoughts and ideas effectively using oral, written, and nonverbal communication but also to understand complex perspectives. Using a variety of media and technologies, making judgments and decisions, and working creatively with others. Consequently, teachers must recognize the importance of 21st-century skills and curricula must be adapted to meet 21st century needs.

1.6.2 Digital literacy skill

Theoretically, the terminology of literacy has four meanings. First, reading and writing skills are a prerequisite for someone to engage in social interaction. Second, the ability to read, write and count. Third, it refers to the quality of someone intelligent and educated so that they can participate fully in social activities, both in the social, economic, political, and cultural sectors. Fourth, literacy is a characteristic of certain social or cultural groups Stokes (2008 p. 608–616). Literacy itself is very closely related to everyday life, thus the direction of literacy development can also change according to changes in human life systems, which are currently entering an era where technology and information innovation is developing rapidly so that Yanti, Yusuf, and Kasim (2018 p. 246) argues that the ability to read, write and count which is owned by each individual is no longer sufficient as a prerequisite for participation in various sectors of social life. Computer and communication technology innovations increase the human ability to produce, distribute, and consume information passively. Information is no longer understood only as letters and numbers but includes

images, sounds, and audiovisuals that are produced, distributed, and consumed through various media.

Associated with the term "digital", the ability to read and write is in the context of using digital technology. In other words, digital literacy acquires new meanings which indicate an expansion of meaning to new literacy related to the importance of networking, collaboration, interaction, and creativity supported by technology Lankshear & Knobel (2011). The term 'digital literacy has been used by some authors throughout the 1990s to refer to the ability to read and understand hypertextual and multimedia texts; see, for example, Lanham (1995), who treats the term as synonymous with 'multimedia literacy'. Hobbs (2017), argues that digital literacy is a constellation of knowledge, skills, and competencies needed to develop in a culture dominated by technology.

Several main elements are related to one another in digital literacy proposed by Reynolds (2016 p. 735–762) namely: create, manage, publish, socialize, research, and surf. As for the implications of digital literacy for language learning, content and curriculum development must be adjusted to the needs and developments of digital technology. The implications for language learning, content, and curriculum development must be adapted to the needs and developments of digital technology. This is because humans who live today need life skills that are in line with the demands of today's era, which require digitalization in various dimensions of life Harjono (2018 p.6).

1.6.3 English language teacher in 21st century

According to the Big Indonesian Dictionary (2005 p. 377) what is meant by teachers is a person whose job (profession) teaches. Teachers play an important role in the teaching and learning process to improve student learning outcomes even though many factors contribute to their success Tanang & Abu (2014 p. 26). In addition, the Teacher and

Lecturer Law No.14 of 2005 mandates teachers as professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education, and secondary education. So from some of the above opinions it can be concluded that the teacher is a teacher who is not only in charge of delivering material, but the teacher also has more complex tasks, namely the teacher is required to be able to guide, direct, assess, and evaluate students to improve student learning outcomes.

21st century teachers are required not only to be able to teach and manage classroom activities effectively, but also to be able to build effective relationships with students and the school community, use technology to support improving the quality of teaching, and reflect on and improve their learning practices continuously (Darling, 2006; Andriani, 2010). This also applies to English teachers, English teachers need to develop activities that engage students in the kinds of authentic assignments and problem-solving activities they need in the future. Warschauer (2001) suggests that such engagement can be achieved by having students carry out complex project work that involves negotiation, collaboration, goal setting, meaningful communication, and challenging product development.

Shoffner, Oliveira, and Angus (2010) inform that today's English class requires a broader understanding and application of literacy. Instead of inclusive literacy, English teachers must accept the changing and flexible nature of literacy that addresses areas such as technology, multimedia, relationships, and culture. The rapid development of information and communication technology affects all levels of life, including education. Harjono (2018 p. 4) states that this development provides opportunities, both for teachers and learners, to provide new nuances in learning, social interaction, and professional work. For

teachers, for example, mastery of digital literacy provides convenience and effectiveness in planning, implementing, and evaluating learning programs.

1.7 Research Method

1.7.1 Research design and steps of the research

This study uses a qualitative research approach. According to Creswell (2014), Qualitative research is an approach to exploring and understanding the meaning of individuals or groups associated with social or human problems. The research process involves emerging questions and procedures, data usually collected in the participant's setting, data analysis inductively constructs from specifics to general themes, and the researcher makes interpretations of the meaning of the data. The final written report has a flexible structure. Those involved in this form of inquiry support a way of looking at research that respects inductive styles focuses on individual meanings, and the importance of translating the complexity of situations.

Researchers conduct qualitative research because problems or problems need to be explored and researchers need a complex and detailed understanding of the problem. This detail can only be established by talking directly to people, going to their homes or workplaces, and enabling them to tell stories that are not overwhelmed by anything. In addition, the reason researchers conduct qualitative research is that researchers want to empower individuals to share their stories, hear their voices and minimize the power relationships that often exist between researchers and participants in a study.

This research uses a case study. As a research strategy case studies are used in many situations to contribute our knowledge of individual, group, organizational, social, and related phenomena Yin (2003 p. 1). The reason the researcher uses this strategy is because this study analyzes the phenomenon of English teachers in the 21st century.

Researchers also use critical literature review as a research method. Critical literature review is a method that uses a systematic review design. Critical literature reviews provide up-to-date opinions from key authors in their subject areas, demonstrate current conceptual understanding, evaluate the strengths and weaknesses of previous work, and allow others to follow up on the work you cite, using correct and detailed references (Jesson, & Lacey, 2006, p. 145).

The first step is to answer research question 1, what digital literacy skills should English teachers mastered in the 21st century English teaching? The steps follow what has been conveyed by (Jesson, Matheson, Lacey, 2011, p. 20 in Nashrudi & Mustaqimah 2020, p. 83):

1. Formulate a draft research question.
2. Search, scan, information, using keywords.
3. Skim, scan, read, ponder, and search again, defining key concepts.
4. Get the article and read it again.
5. Rate the return of the question.
6. Formulate the final research question for analysis.

The second step is to answer research question 2, what do English teachers need to develop digital literacy skills for 21st century English language teaching? As for the steps as described by Yin (2003), there are several steps in designing a case study, namely:

1. Define and describe research questions
2. Select and determine research designs and instruments
3. Determine data collection techniques
4. Carry out data collection activities, make data analysis, and prepare the final research report.

1.7.2 Source and type of data

Sources of data in research are the subjects from which data can be obtained (Arikunto, 2002 in Nurdin & Hartati 2019 pp. 171). A data

source is where the desired data is obtained. Knowledge of data sources is very important to know so that there are no errors in choosing data sources that are following the research objectives. Muhammad (2011 p. 154) states that data is an important tool in research both in the form of phenomena in the field and numbers. From this data, the researcher will see the results of his research. Data collection must be relevant to the research problem.

In data collection, sources are needed to obtain available data. The data source is the research subject from which the data can be obtained. Thus the data source is the substance in which the researcher will get the information needed.

The data taken from some literature (journals) related to the digital literacy skill for 21st English language teaching for answering the research question 1. Most importantly, an effective literature search starts with current research to find out current and new perspectives from the required literature field (Galvan, 2014, p. 25 cited in Nashrudin & mustaqimah, 2020, p. 87), but with a more open mind to traverse the various fields and see what can be learned from them.

The source of data to answer the second research question that taken from the results of interviews with Mrs. Lia as an English teacher in Sabilul Huda Junior High Schools and Mrs. Duroh as an English teacher in Cendekia Vocational High Schools as primary data. According to Creswell (2014, p.191) there are several advantages of collecting data by interviews. Researchers can see and directly assess verbal and non-verbal answers from the interviewees. Then, interviews allow researchers to be able to control the flow of questions, so that researchers can ask questions and get answers in more depth. And secondary data researchers use documentation in the form of photos, and notes obtained from research subjects. According to Moleong (2000: 105) documents can be used as a source of data and can be used as evidence, interpretation and meaning of an event.

1.7.3 Data collection techniques and instruments

Collecting data using qualitative methods means that researchers will collect and produce data primarily in the form of words, not numbers. The data collection technique is the most strategic step in research because it aims to obtain data that will be analyzed into research results. Collecting data to answer the first research question, the author uses the critical literature review method. Literature review is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing research works and ideas that have been produced by researchers and practitioners. The technique used in data collection The technique used in data collection are as follow (adapted from Efron & Ravid, 2019, p. vi in Nashrudin & Mustaqimah);

1. Choose a review topic and formulate research questions. In this study, the research topic is to find out what digital literacy skills an English teacher should have.
2. Find and organize research sources. In this article, the main keywords are digital literacy, 21st century digital literacy skills, 21st century English language teaching.
3. Selecting, analyzing and recording sources.
4. Evaluate research articles. In the current study, all possible resources were examined with limitations to find the digital literacy skills that 21st century English teachers should possess.
5. Arrangement and organization of literature review.

While for data collection for the second research question, namely using the interview method. Sugiyono (2011 p. 255) states that in qualitative research, data collection is carried out in natural settings, primary data sources, and data collection techniques mostly on observation, in-depth interviews, and documentation. So in collecting primary data the researcher interviewed the respondent.

The typical qualitative research interview has been described as 'conversation with a purpose' (Burgess, 1984; Heigham and Crocear 2009, p. 102) or 'professional conversation' (Kvale, 1996, p. 5), and has been described as the 'gold standard of qualitative research' (Silverman, 2000, p. 51). These interviews are not just a matter of using questions and answers to obtain information that we then analyze, but data collection methods that offer different ways of exploring people's experiences and views.

The type of interview used by researchers is semi-structured interviews. A semi-structured interview is one in which the interviewer has a clear picture of the topic that needs to be covered and prepared to avoid allowing the interview to develop in unexpected directions where this opens up new areas. At the end of a truly successful interview, the interviewer will cover at least all of the intended topics and the respondent will feel that they have participated in a 'conversation with a purpose'. Therefore, part of the skills in using this interview lies in letting the interview develop naturally so that respondents do not feel that they are being interviewed because they are only answering questions Richards (p. 186). The process of collecting data using the semi-structured interview method are as follows (DeJonckheere & Vaughn, 2019, p. 3-7).

1. Determine the purpose and scope of the research
2. Identify participants
3. Consider ethical issues
4. Logistics aspect planning
5. Developing an interview guide
6. Establishing trust and rapport
7. Conducting the interview Location and set-up
8. Memoing and reflection
9. Analyzing the data

10. Demonstrating the trustworthiness of the research
11. Presenting findings in a paper or report

1.7.4 Data analysis technique

Qualitative data analysis is an important part of the research. In this process, the researcher will look at the patterns that emerge from all the discussions and draw some meaningful conclusions. There are many different ways to analyze qualitative data. The main principle of qualitative analysis techniques is to process data and analyze the collected data into systematic, orderly, structured data which means Sugiyono (2008). Collecting data in critical literature studies with research whose topics are related to digital skills that must be possessed by teachers. The data analysis process follows (Mustaqimah, 2020 as cited in Nashruddin & Mustaqimah, 2020)

1. Clustering, The process of clustering was used to clearly see different perspectives from different references.
2. Synthesizing, the researcher synthesizing the source that has a similar topic.
3. Data coding, of the teacher into T1 and T2. For the researcher is R.
4. Thematic analysis, According to Arnold (2006) thematic analysis is a method to identify, analyze and report patterns or themes in a data. Therefore, this method can organize and describe the data in detail in order to interpret various aspects of the research topic.

To analyzing the data for the question 2 researchers divided the stages of data analysis into five stages based on the opinion of Creswell (2007);

1. Stage of organizing the data: the researcher fully describes the phenomena experienced by the research subject. All recorded results of in-depth interviews with research subjects were transcribed into written language.

2. Horizontalization stage: from the results of the transcript, the researcher makes an inventory of the statements that are relevant to the topic. At this stage, the researcher must be patient to postpone the research (bracketing/epoch); that is, the element of objectivity should not interfere with the effort to detail important points, as research data, obtained from the results of the interview.
3. The cluster of Meaning Stage: then the researcher classifies the statements into themes or meaning units, and sets aside any overlapping or repetitive statements. At this stage, it is done.
4. Textural description: the researcher writes what is experienced, namely a description of what is experienced by the individual.
5. Structural description: the author writes how the phenomenon is experienced by individuals. Researchers also look for all possible meanings based on the researcher's reflection, in the form of opinions, judgments, feelings, expectations of research subjects about the phenomena they are experiencing.

