CHAPTER 1

INTRODUCTION

This chapter intended to presents the main issue of the research involving the background of the research, identification of the issue, delimitation of the research, the question of the research, the aims of the research, the significance of the research, theoretical foundation, previous research, frame of thought, and methodology of the research.

1.1 Background of the Research

Everyone needs to learn in the education system to develop their soft, hard, and intellectual problem-solving abilities and their capacity to learn independently. Because teachers seem less creative in making learning interesting for students in terms of materials, methods, and learning activities, most of the educational units in this era seem to have lost the context of learning. As a result, this situation has an impact on how well students learn (Dita, Utomo, & Sekar, 2021, p. 24) and inadequate efforts are made to create learning resources such as curriculum, syllabus, and lesson plans (Ndihokubwayo, & Habiyaremye, 2018, p. 41). In learning activities, the most important tool is the lesson plan. Lesson plans are prepared to facilitate teaching and learning practices between students and teachers. In this situation, lesson plans serve a very basic purpose as a teaching tool. They aid teachers in properly organizing and managing classroom situations as well as serving as a manual for how to carry out the teaching process (Suwarma, & Apriyani, 2022, p. 108). Making lesson plans is difficult because there are so many factors to take into account, including curriculum requirements, student characteristics, and the availability of learning support materials (Nurtanto, Kholifah, Masek, Sudira, & Samsudin, 2021, p. 347).

It is undeniable that making lesson plans is very important in activities in learning and teaching. Lesson plan makes activities in teaching and learning more focused. The lesson plan needs to be organized in many different ways. Not only is creating a lesson plan necessary for learning tools. Planning lessons can help

teachers be well-prepared and aware of what they want to teach their students (Moscaya & Magbanua, 2021, p. 435). Each student has a different character and learning style. Therefore, in order for students to understand the lesson, teachers must also prepare a variety of teaching strategies.

According to Hamson (2017) in his presentation, the instructor should be develop a lesson plan, because making a plan is the first thing we need to do before doing anything else so that our efforts can best lead to the accomplishment of our desired outcomes. Problems that might possibly occur during the learning process can be minimized with careful planning. Learning can be made to occur in a systematic, meaningful, and organized way with the help of planning. As a result, teachers can use time as efficiently as possible to ensure that learning takes place successfully.

In lesson plans, teachers use media for learning. In the current era, there are many teachers who use technology for learning media. Learning media play a significant role in improving the quality of instruction. This is because learning must be efficient and effective as a result of the development of technology in the field of education. One of the things that must be done in order to reach the highest level of efficiency and effectiveness is to use learning media to reduce, and if necessary, eliminate, the dominance of the verbalistic lesson delivery system (Kristanto, 2016, p. 1). As a result, in order to achieve equality, it is necessary to bridge the gap in digital device accessibility and extend chances to utilize technology. However, it causes a major issue: (1) Students' inability to use such technology effectively for learning. (2) Despite possessing access to technology, many students struggle to use it effectively, especially when learning. (3) Instructors seek to facilitate students' use of social media in order to engage their attention, but they are unable to integrate this into the students' ongoing learning process.

Having technology-related skills is one of the most important abilities in the twenty-first century (Loka, 2021, p. 26). Cornell University (2009) explains how reading and writing assignments that use technologically produced media are

referred to as digital literacy. Digital literacy includes all aspects of using knowledge technologies and the Internet to locate, analyze, use, distribute, and utilize content production (cited in Pilgrim, & Martinez, 2013, p. 64). Digital Literacy (DL) and applications of information, communication, and technology (ICT) are critical learning requirements (Tohara et al, 2021, p. 3346). Because students may access, manage, and use information utilizing technology devices, digital literacy can be called independent learning (Tohara et al, 2021, p. 3347). Therefore, researchers want to make students' digital literacy better with the lesson plans that have been made by researchers. Teachers take advantage of existing technology as a learning medium to improve students' digital literacy.

For this research, there are so many research that conduct about lesson plan, about digital literacy, and also a research about reading skills. This is what the researcher arrange into some cluster. The first is researcher want to conduct an arrangement of **lesson plan development in the 21st century** (Sebayang & Kinanti, 2021; Schreglmann & Kazanci, 2018) then the next arrangement from researcher is about **lesson plan template in the 21st century** (Escalante, 2020; Rodriguez, 2021). The next focus arrangements is the focus of reading. This is what the researcher arrange into some cluster. The first is researcher want to conduct an arrangement of **reading ability in 21st century** (Feng, Altarelli, Monzalvo, Ding, Ramus, Shu, & Dehaene-Lambertz, 2020; Arini, & Sulistyarini, 2021). Then the next arrangement from researcher about **reading comprehension in 21st century** (Zhang, Yang, & Zhao, 2020; Nadirah, Asrifan, Vargheese, & Haedar, 2020).

The development of a lesson plan is needed especially for 21st century era. As one of the research focuses that Lesson Plan is still in the Good category although it is still necessary to revitalize courses learning outcomes in the Department of Building Engineering in order to achieve graduate competency standards (Sebayang, & Kinanti, 2021). Revitalize in the statement proves that the role of lesson plans is still much needed by teachers to carry out teaching and learning activities. Therefore, the role of the teacher here is very important. It can be said

that the word revitalize refers to the maintenance and development of the lesson plan in order to keep up with the times in accordance with the 21st century era, which is increasingly using technology equipment in teaching and learning activities.

There are still many things that need to be improved and developed again from the lesson plan. In Turkey, although there is some kind of standard being established at the higher education level, it is a fact that there are also many difficulties regarding curriculum development (Schreglmann and Kazanci, 2018). As is the case with lesson plan graphics and animation. In this field, it is necessary to have a lesson plan that becomes a learning guide in the field of graphics and animation. So lesson plan needs to be developed to be a guide for these difficulties.

Reading is a receptive skill that is critical to the intellectual and capacity development of a learner. Reading is also essential to any educational endeavour, as it is a component of functional literacy, which determines an individual's cognitive abilities. As a result, reading is critical to literacy development since it provides readers with new vocabularies (of a specific language) dependent on their spelling system (Mulumba 2016 as cited in Arini & Sulistyarini, 2021). Reading is a crucial ability for other forms of literacy, such as critical literacy and social literacy, as well as in the EFL learning process, as can be seen from the explanation (Arini and Sulitisyarini, 2021).

Reading's basic purpose is to understand what is being read. Comprehending is a collaborative effort. Reading comprehension, according to Anderson (2003) as cited in Nadirah, Asrifan, Vargheese, & Haedar, 2020) is a strategy that entails the important development of an author's message by the use of prior information, particularly language expertise. Reading comprehension is defined as a process of negotiation and understanding between the reader and the writer (Nadirah et al, 2020, p. 134). A reader expects a text to make sense in the majority of circumstances, especially in academic settings.

1.2 Identification of the Problems

Based on the background, it is necessary to conduct a search to provide an explanation of the problem to be studied. The identification of the problems found in this study are:

1) Teachers are not ready to teach, so they must make a lesson plan first in order to convey the material carefully.
2) Form a lesson plan that can develop students' digital literacy skills.
3) Students have difficulty understanding the text due to lack of literacy skills.
4) Lazy students and lack of motivation to do literacy.

Based on the background of the problem, it is clear that teachers are still having difficulties in making lesson plans. To clarify the problems of this research, the problems of this research were identified such as the difficulties that arise in the preparation of the lesson plans. Less good lesson plans make teachers less ready to teach in class, thus making students unmotivated to take lessons. Lazy students also become less enthusiastic about taking lessons so they are also not motivated to do literacy.

From the problems above, the researcher finally decided to end the problem and will not repeat the problems that have been studied previously. So that researchers also hope that by applying the right lesson plans, teachers ready to teach. Researchers also make lesson plans that aim to motivate students to learn and read. So, that students can develop their digital literacy skills.

1.3 Delimitation of the Research

As explained in the previous sub-topic, the problems faced in the current era are: the implementation of the lesson plans itself based on conditions during the learning process, unprepared teachers to teach, students who are lazy during

learning, and are not motivated to read. This could include micro-skills that have been taught, matching learning outcomes with various activities, and tools and equipment, such as mixed learning media, that have not been fully understood by old and new teachers, and teachers continue to struggle when planning lessons. Because some activities were not implemented by the teacher, the plans for implementing lesson plans in the teaching and learning process produced unsatisfactory outcomes.

The researcher would like to limit the scope of the research to minimize misinterpretation of the situation. The investigator places a limit on the emphasis when using the lesson plan as a teaching tool. The researcher additionally focuses on reading skill because the teachers used the lesson plan to improve their digital literacy talents. As a result, the researcher focus on 2nd grade vocational high school for this study.

Researcher have delimited the study in only focus on developing a lesson plan that ever made by English teacher at Vocational High School. The researcher analyze component and type of lesson plan, the way, the obstacles faced by English teacher in developing a lesson plan. The researcher did not discuss about making guideline, lesson video, and lesson media.

1.4 Research Questions

The formulations of research questions are as follow:

1) What are the characteristics of English lesson plan for better digital literacy in the 21st century?
2) How is the English lesson plan for better digital literacy of vocational students in the 21st century skills?

1.5 Aims of the Research

The formulation of aims of the research are as follow:

1) To examine the characteristics of English lesson plan for better digital literacy in the 21st century.

2) To know the English lesson plan for better digital literacy of vocational students in the 21st century skills.

1.6 Significances of the Research

The purpose of this study are expected to give some significance and to raise the understanding, namely theoretically and practically:

1.6.1 Theoretical Significance

The formulation of theoretical significance are as follow:

1) The findings of this study can enrich the theory of digital literacy learning plans referring to learning plans.
2) The result of the research can be used as the reference for those who want to develop English lesson plan for students' better digital literacy.
3) The result of research can significant for English teachers in teaching learning process, especially developing English lesson plan for students' better digital literacy.

1.6.2 Practical Significance

The formulation of practical significance are as follow:

1) For Teacher

   The result of research can useful for additional information or references that can be applied by the teacher/s in teaching for students' better digital literacy especially English teacher.

2) For Reader

   The Reader can know how to develop English lesson plan for students' better digital literacy.

3) For Further Researcher

   The further researchers can use this research paper as the reference for those who want to conduct a research in lesson plan for students' better digital literacy.

1.7 Literature Review

This part explains the definitions related to this research problem, which are used as the basis and reference in providing relevant knowledge.

1.7.1 Lesson Plan

A teacher's lesson planning is an important stage that must be completed before the learning process can begin. The teaching-learning process can be thought of as a way for teachers to impart knowledge or skills to pupils (Sofiyah, 2021, p.1). To acquire good results from transferring knowledge or skills, the instructor must understand how to teach and learn effectively.

Activities in teaching and learning should be more focused and handled successfully and efficiently, according to these guidelines for teachers. The teacher's learning plan includes abilities that should be implemented throughout the learning process in class, from the beginning to the finish. According to Ferrell (2002, p.30 cited in Rizkiah, 2020) stated that a lesson plan is a unit that can be stated as a systematic record of a teacher's views about what will be covered during a lesson or it can be specified as a sequence of associated lessons around a particular subject (p.4). The lesson plan is described in depth in the lesson plan, which includes the topic to be taught, the technique, the time, and the location, as well as the student's evaluation.

Harmer (2007) cited in Sesiorina (2014) makes two key reasons about why it's vital to organize a lesson (p. 85). To begin with, a lesson plan is a reference tool for teachers. The lesson plan continues to serve as a foundation for teachers to fall back on, even when inventive adjustments are made to accommodate what actually happens in the classroom. The connection between teachers and students is the second issue. Teachers who plan ahead of time demonstrate their dedication to teaching and will receive positive feedback from pupils. According to Zineb (2020), Building on students' prior knowledge, allowing for more flexibility, clarifying transitions, allocating time for student involvement, and encouraging teachers to reflect are the five main characteristics of an effective lesson plan.

1.7.1.1 Components of Lesson Plan

The components of the learning implementation plan (RPP) according to the Minister of National Education Number 41 of 2007 concerning the standard process in Enggar (2012: 78) consist of:

1) Subject identity, includes education units, classes, semesters, skill programs/programs, subjects, subject themes, number of meetings. The learning themes in the inspirational lesson plans can be modified according to the material associated with the learning method.
2) Competency standards, Competency standards are the minimum requirements for students' knowledge, attitudes, and skills that describe the mastery expected to be attained in each class and/or semester in a subject.
3) Basic competence, a set of skills that students must master in order to use them as a guide when creating competency indicators for a lesson..
4) Competency achievement indicators, it is a behavior that can be measured and/or observed to demonstrate the attainment of some fundamental competencies that serve as the benchmark for subject evaluation. Utilizing operational verbs that can be observed and measured, such as knowledge, attitudes, and skills, indicators of competency achievement are created.
5) Learning objectives, the learning process and outcomes that students should achieve in accordance with fundamental competencies.
6) Teaching materials, contains pertinent information in the form of points and is written in accordance with the development of competency achievement indicators.
7) Time allocation, based on the learning load and the need to achieve KD.
8) Learning method, used by teachers to foster an environment conducive to learning and the learning process so that students master fundamental skills or a set of predetermined indicators. The selection of teaching strategies is tailored to the needs and circumstances of the students as well as the characteristics of each indicator and the competence that must be attained in each indicator and each subject.

9) Learning activities

In learning activities, there are 3 stages, namely introduction, core and closing.

a) Introduction, a learning meeting designed to inspire students and direct their attention toward actively engaging in the learning process. In preliminary activities, the teacher: (1) enables students to be mentally and physically ready for the learning process; (2) Ask questions that connect prior knowledge to the subject being studied; (3) explain the learning objectives or basic competencies to be achieved; and (4) convey the scope of the material and an explanation of the description of activities according to the syllabus.

b) Core. Interactive, motivating, enjoyable, and challenging learning activities are used to encourage active participation from students. They also allow for enough room for initiative, creativity, and independence in accordance with each student's unique talents, interests, and stage of physical and psychological development. Exploration, elaboration, and confirmation are used to carry out this activity in a systematic and systemic manner.

c) Closing, learning activities that can be completed at the end include summaries or conclusions, assessment, reflection, feedback, and follow-up.

10) Assessment of learning outcomes, procedures, and tools are modified to reflect indicators of competency attainment and make reference to assessment standards.

11) Learning resources, based on competency standards, fundamental competencies, instructional materials, learning activities, and indicators of competency achievement, learning resources are chosen.

1.7.1.2 Principle of developing systematic and good lesson plan

The following are the many principles to consider when creating or preparing a lesson plan according to (Ministry of Education and Culture, 2013):

1) All of the fundamental abilities of spirituality, sociality knowledge, and skills must be included in each lesson plan.
2) In a single meeting, a single lesson plan is completed (one day).
3) Pay attention to the distinctions between students. Students' initial abilities, intellectual level, interest, learning motivation, talent, potential, social, emotional, learning style, special needs, learning speed, cultural background, norms, values, and/or environment are all taken into account when creating lesson plans.
4) The learning process is centered on the learner, with the goal of inspiring motivation, interest, creativity, initiative, inspiration, independence, and excitement for learning through the use of a scientific approach that includes watching, asking questions, gathering facts, reasoning/associating, and communicating.
5) Context-based learning is a type of learning that makes use of the environment as a resource.
6) Learning geared toward the growth of science and technology, as well as contemporary principles.
7) Provide opportunities for students to learn independently to encourage autonomous learning.
8) A program design for offering positive feedback, reinforcement, enrichment, and remediation is included in the lesson plan.
9) There are inter-competence linkages, integration, and/or interloading. When creating a lesson plan, consider the interrelationships and integration of basic competence, basic competition, indications of competency attainment, learning materials, learning activities, assessments, and learning resources in one the integrity of the learning experience. Lesson

plans allow thematic learning, cross-eye integration lessons, cross-disciplinary learning, and cultural diversity.

10) Make the most of information and communication technology. In light of the scenario and conditions, lesson plans are produced by analyzing how information technology and communication might be employed in an integrated, logical, and successful manner.

1.7.1.3 Steps to developing a Lesson Plan

Lesson plan can be developed at the beginning of each semester or the beginning of the year, with the purpose of having them ready to use when the learning process begins. When designing a developing lesson plan, the stages listed below should be followed as closely as possible (Ministry of Education and Culture, 2014).

First, create a map of the basic competencies and indications that must be met in the agreed-upon subjects. *Second*, decide on the theme that will be discussed with the pupils. *Third*, create a theme network. *Fourth*, create a Themed Syllabus. The last, create a lesson plan for thematic learning.

1.7.2 Digital Literacy

Digital literacy is the skill of using media effectively so that individuals can find relevant places and information (Buckingham, 2015). Digital literacy is defined as the skill to understand and using information in the digital era which is also viewed from the social aspect and digital media. Digital literacy is not only defined as audience skills in consuming information, it is more than that. Digital literacy must be interpreted in a broader context such as how other factors also affect the interaction of the audience and the information (Limia and Aristi, 2019, p. 208). With the rapid expansion of the digital world, digital literacy is becoming increasingly crucial for students. However, there are two opposing sides to the development of digital literacy. According to the National Education Association (2010), the deployment of digital literacy programs that are expected to assist Industry 4.0 is crucial for thinker, communicator, collaborator, and creator.

Understanding of digital literacy was born from a long process. Draft it continues to transform from time to time (Potter, 2010 cited in Limia & Aristi, 2019, p. 206). The concept of digital literacy was born from a long process. This idea was first referred to as media literacy, which emphasized the value of approaching television critically. This idea persisted even after the development of communication technology and the internet (Limia & Aristi, 2019, p. 206). Slowly but surely this concept is transformed into information literacy when the internet is still being used. This is because the internet provides broad access to information.

Currently, the concept that is often used is digital literacy. This concept was born because the concept of information literacy is not enough to solve the phenomenon of fake news or hoaxes that have recently circulated. In Indonesia, the concept of digital literacy has begun to be widely adopted. However, this concept is often misunderstood. Some practitioners and academics still see that digital literacy and media literacy are the same concept. However, the two concepts are different. For example, media literacy only refers to skills in using audio-visual media while digital literacy is more than that (Buckingham, 2015).

Digital literacy should be defined as the ability to use computers confidently, safely, and effectively, which includes the ability to use software such as word processing, presentations, and email, as well as the ability to create and edit images, audio, and video, as well as the ability to use search engines (Alagu & Thanuskodi, 2019, p.2). According to Bawden (2008), digital literacy is a fundamental qualification for living in the digital age.

1.7.2.1 Elements of Digital Literacy Skill

According to Phuapan, Viriyavejakul, & Pimdee (2015), elements of digital literacy skill composed of 8 elements, there are:

1) Access, the capacity to locate the data's source, as well as to collect data and retrieve such data for the repetitive use.

2) Manage, this is the capacity to use a reliable resource that is simple to evaluate.
3) Intergrate, this is the capacity to communicate with all other stakeholders. The term "digital literacy" also refers to the capacity to extrapolate from and interpret the content of information obtained through ICT devices.
4) Evaluate, this is the capacity to assess the significance and utility of the information.
5) Create, this is the capacity to comprehend and utilize the benefit provided by the appropriate media-creating tools.
6) Communicate, this is the capacity to communicate and engage with the other person in a digital setting.
7) Analysis, this is the capacity to comprehend the method, the reasoning, and the goal of the created media.
8) Synthesis, the capacity to combine information in order to produce new knowledge is known as this.

1.7.2.2 Elements for Developing Digital Literacy

Digital literacy is a support for students in finding learning references on online sites. Digital literacy also makes students have the skills to think critically in dealing with problems, communicating with others, team work, reading culture, and learning to create their own works. Moreover, Douglas A.J. Belshaw in his thesis *What is 'Digital Literacy'?* said that there are eight essential elements for developing digital literacy (Asari, Kurniawan & Putra, 2019, p.100), namely as follows:

1) Cultural, knowing the various contexts in which users of the digital world operate;
2) Cognitive, specifically the capacity for thought to evaluate content;
3) Constructive, namely the production of something skillful and real;
4) Communicative, specifically comprehending the operation of networks and communications in the digital sphere;
5) A responsible sense of assurance;

6) Creative, do something new;
7) crucial for addressing content and promoting digital literacy as a life skill; and
8) Be a responsible citizen.

1.7.2.3 Components of Digital Literacy

The eight categories are creativity, collaboration, cultural and social understanding, critical thinking and evaluation, finding and selecting information, effective communication, e-safety, and functional skills. (Hague & Payton, 2010, p. 19 cited in Shively, 2017).

Spires, Paul, and Kerkhoff (2019) p.2236, the numerous cognitive processes linked with digital literacy have been classified into three categories:

1) Locating and consuming digital content

   It is critical to learn how to find, understand, and consume digital content on the Internet. Effective Web search abilities are widely agreed to be important for educational achievement in a digital society, and tools like the Teaching Internet Comprehension to Adolescents (TICA) checklist can help guarantee that students have the necessary fundamental Web search skills (Leu et al., 2008 cited in Spires et al, 2019).
2) Creating digital content

   Teachers and students may easily generate digital content using diverse media and a number of Web 2.0 tools. Digital content adoption could be an important and effective way to improve teaching and learning (Bakkenes, Vermunt, & Wubbles, 2010 cited in Spires et al, 2019), allowing teachers to embrace the 21st century abilities that students are expected to acquire. The ability to spend more time promoting student learning and less time lecturing is another advantage that teachers can gain from using digital materials. Providing students with the opportunity to create and consume digital content in the classroom can increase engagement and promote the growth of technology skills.
3) Communicating digital content.

To be a useful teaching medium, digital content must be communicated properly. Web 2.0 tools enable people to create online communities because they are social, interactive, collaborative, and easy to use. Sharing digital content through portable devices like smartphones and tablets benefits both teachers and students because it is more practical and quick (Spires et al, 2019, p. 2237). More customization and customisation for individual learners' interests and requirements is possible with this sort of communication, which has the potential to boost student engagement in academic learning.

1.7.3 Reading

A reading skills is a cognitive aptitude that allows a person to interact with written text (Bojovic, 2010, p. 1). One literacy skill that needs to be developed is reading literacy. Reading is an activity in which you use some of your abilities to process material in order to comprehend what you're reading. Reading can therefore be characterized as an activity that entails receiving data or a message in written form. A person who can read is able to do so not just by chance but also by studying and honing their reading comprehension skills (Dewi, Fahrurrozi, Hasanah, & Wahyudi, 2020, p. 241).

According Bojovic (2010) utilizing lexical cohesion techniques to comprehend both explicitly and implicitly stated information, conceptual meaning, the communicative value of sentences, relationships within sentences, and relationships between textual elements; identifying discourse's indicators and main point of information; separating main idea from supporting detail; selectively removing recitation (p.1).

1.7.3.1 Types of Reading

There are several types of reading, according to Patel & Praveen (2008), including intensive reading, extensive reading, aloud reading, and silent reading

1) Intensive reading is a reading method that focuses on idioms and vocabulary from books, poems, novels, and other sources that are taught in school.

2) Extensive reading is a reading style in which students read books for enjoyment and to advance their general reading abilities.
3) Aloud reading is when you read something out loud and clearly.
4) The goal of the silent reading exercise is to teach students how to read quietly so they can concentrate and fully comprehend what they are reading.

1.7.3.2 Microskills and Macroskills of Reading

According to Brown and Lee (2015) p. 401, there are micro skills of reading comprehension:

1) Differentiate between the distinctive English graphemes and orthographic patterns.
2) Keep in your short-term memory sentences of various lengths.
3) Understanding written language quickly enough for the intended use.
4) Identify a core of words and analyze word order patterns to determine their meaning.
5) Learn to identify grammatical word classes (nouns, verbs, etc.), systems (such as tense, agreement, and pluralization), patterns, rules, and elliptical forms.
6) Recognize that various grammatical forms can be used to express the same meaning.

Furthermore, some macro skills in reading comprehension include:

1) Recognize written discourse's rhetorical style and its importance for interpretation.
2) Recognize the written text's communication function based on its shape and purpose.
3) Leveraging background knowledge to provide an explicit context.
4) Recognize relationships such as primary ideas, supporting concepts, new information, and the information, and making inferences and connections between events.

5) Make a distinction between literal and figurative meanings.
6) Recognize and interpret specific cultural references within the context of an appropriate cultural system.

1.7.3.3 Strategies of Reading

According to Hassan (2011, p.12) there are some strategies for reader to be able to read quickly and effectively:

1) Previewing: Reviewing titles, section headings, and photo captions to acquire a feel of a reading selection's structure and substance.
2) Predicting: using subject matter knowledge to produce content and vocabulary predictions and verify understanding; using text type and purpose information to make discourse structure predictions; predicting writing style, terminology, and content based on information about the author.
3) Skimming and scanning: getting the main idea from a brief scan of the text; identifying text structure; confirming or challenging predictions.
4) Guessing from context: Rather than pausing to look them up, guessing from context involves leveraging existing knowledge of the subject and ideas in the text as hints to the meanings of unknown terms.
5) Paraphrasing: Stopping at the end of a section to check comprehension by resuming the facts and ideas in the text.

1.7.4 Teaching Reading

Teaching strategies are a type of educational strategy that consists of a plan, method, or series of actions aimed at achieving a specific educational goal (Nurdianingsih, 2021, p.286). A teacher's teaching strategy is a plan for the teaching and learning process that have devised. In order to achieve the desired objectives, teaching methodologies for English skills should be tailored to each skill.

Reading strategy is a single process that cannot be broken down into sub-skills (Wallace, 1992 cited in Nurdianingsih, 2021). It suggests that a reading strategy is a process that involves several ways of processing text depending on the nature of the text, the reader's goals, and the situation. Experts have devised a number of ways for teaching reading. Those strategies highlight the importance of a teacher's role in achieving the goals of the teaching and learning process. So, it can be concluded that teaching reading is to provide a plan or method so that every student is able to understand short texts smoothly and precisely.

The teacher will examine three factors while presenting a passage: how to present it, how to create a lesson around it, and how to follow up. First, the teacher will provide a thorough interpretation of the material. Second, the teacher should consider how the text phases in the lesson should be planned, since this will aid the readers' comprehension. Finally, the teacher should discuss any other areas of reading comprehension with the students.

1.7.4.1 Principles of Teaching Reading

There are six principles in teaching reading (Harmer, 1998:70-71 cited in Amaliah, 2018, p. 16) which are as follows:

1) Reading is not a passive talent, and the teacher must realize this.
2) The teacher must encourage learners to enjoy the passage.
3) The teacher should emphasize the need of prediction in reading.
4) The instructor must align the task with the subject..
5) Good teachers make the most of text reading.

1.7.4.2 Characteristics and Principal of Teaching Reading Skills

Reading is an activity that aims to obtain information. students can read to learn new information or to confirm previously held beliefs. Students can also read for pleasure or to increase their knowledge of the language being read. Therefore, reading activities must be carried out properly so that every student who carries out reading activities gets new information and knowledge. Thus,

teachers or students can apply the principles proposed by Hizriani (2017) as follows:

1) Determine The Profile of The Learners, teachers must be aware of their students' profiles in terms of age, level of proficiency in L2/FL reading, and cultural background because differences among students can impact teaching methods and learning processes.
2) Determine Clear Objectives of the Reading, because reading is a purposeful activity, teachers should set up specific reading classroom objectives. Understanding the reader's intent is crucial because it will aid students in comprehending the text and achieving successful reading outcomes..
3) Recognize the role of the teacher and The Students in the Classroom, each party in the classroom should be aware of their respective responsibilities. The teachers are the most crucial components in a reading class because their attitudes can affect students' performance. In order to accomplish the objectives, students are expected to comprehend their roles.
4) Use Different Reading Strategies and Techniques, the use of a variety of reading strategies and techniques by teachers in the classroom is another fundamental idea. When teaching reading, it is essential for teachers to employ a variety of strategies and techniques so that students can modify their reading style to suit various contexts and objectives.
5) Use Authentic and Variety Materials, When choosing materials, teachers should take some factors relating to their students into account. Nuttal (2005) cited in Hizriani (2017), offers the following three standards for choosing reading materials for students: (1) Content suitability: supplying students with reading material that they will find engaging, enjoyable, challenging, and pertinent to their learning objectives; (2) Exploitability: a text that integrates with other skills and makes it easier to achieve particular language and content goals; (3) Readability; a text that is challenging for students to understand but not too difficult linguistically or structurally.

1.7.4.3 Technique of Teaching Reading

According to Hassan (2011, p. 12) there are some techniques for reader to be able to read quickly and effectively:

1) Previewing: reviewing the titles, section headings, and photo captions to get a sense of the organization and content of a reading selection.
2) Predicting: using subject matter knowledge to produce content and vocabulary predictions and verify understanding; using text type and purpose information to make discourse structure predictions; predicting writing style, terminology, and content based on information about the author.
3) Skimming and scanning: getting the main idea from a brief scan of the text; identifying text structure; confirming or challenging predictions
4) Guessing from context: Rather than pausing to look them up, guessing from context involves leveraging existing knowledge of the subject and ideas in the text as hints to the meanings of unknown terms.
5) Paraphrasing: Stopping at the end of a section to check comprehension by resuming the facts and ideas in the text.

1.7.4.4 Teacher strategies in teaching reading

According to Brown (2000) cited in Suryani (2019, p. 15) the following are eight techniques that can be used in the classroom to teach reading comprehension:

1) Identifying the purpose in reading, By being aware of why they are reading, readers can avoid pointless diversion or information.
2) To assist in bottom-up decoding, graph emic rules and Making connections between spoken and written English is one of the challenges students face when learning to read in the earliest levels of English, even though patterns are used (especially for beginning level learners). The instructor must also explain how to understand words with a kind vowel sound (such as bat, leg, wish, etc.) and words with a final silent "e" (bat,

leg, wish, etc) (short, quick, bite, etc.) (Brown, 2000 cited in Suryani, 2019, p. 15).

3) For relatively quick comprehension, use effective silent reading strategies (for intermediate to advanced levels), readers do not need to know how to pronounce every word or what each word means; nonetheless, comprehension of the text is more important (Suryani, 2019).
4) One of the best reading strategies for students is skimming to find the main points of the text. Skimming is the process of quickly reading a lengthy text (such as an essay, article, or chapter) to ascertain its topic or main idea. (Harmer, 2001 cited in Suryani, 2019, p. 16).
5) Scanning the text for specific information, when reading a book, scanning is the process of quickly looking for a particular piece or pieces of information that the reader needs.
6) Readers can carry on the lengthy chain of concepts or occurrences by grouping the significant key of the word they learn from the reading using semantic mapping or clustering (Harmer, 2001 cited in Suryani, 2019).
7) Guessing when not certain, one can make a guess to: (1) guess the meaning of a word, (2) try to determine a grammatical relationship (e.g., a pronoun reference), (3) determine the discourse relationship, (4) imply meaning ("between the lines"), (5) take a stab at a cultural allusion, and (6) speculative content massages.

1.7.5 ICT based Media

Learning resources that include instructional materials in the form of information and communication technology are called ICT based learning media. (Suryani, 2016, p.4). To put it another way, this media is a way of disseminating information in the form of computer and telecommunications infrastructure, network systems, hardware, and software so that data can be distributed and accessed globally (Rusman, 2012 cited in Suryani, 2016).

It can be concluded that ICT-based learning media are Learning materials that incorporate all computer and telecommunications-related techniques for

information/data retrieval, collection (acquisition), processing, storage, dissemination, and presentation (Suryani, 2016, p. 4). The development of Information and Communication Technology (ICT) Learning resources that cover all computer- and telecommunications-related methods for retrieving, gathering (acquisition), processing, storing, disseminating, and presenting information and data.

In responding to the development and progress of ICT, To create ICT-based learning materials and use ICT as a learning medium, lecturers and teachers must be proficient in technology (ICT). The objective is to make learning more convenient and accessible for students.

1.7.5.1 Types of ICT-Based Learning Media

Any technology that can be used to store, process, display, or transmit information during a communication is included in ICT (Suryani, 2016). This technology includes:

1) Computer technology, both hardware and software supporting. Computer-based learning materials or computer-assisted learning (also known as CAI, or computer assisted instructional). Computer-assisted learning (CAL) programs, computer conferences, electronic mail or electronic mail (email), and computer multimedia, which is then referred to as interactive multimedia learning, are just a few ways that computers can be used as interactive learning media. Because CAI's learning is offline, access to the internet is not necessary for use (Suryani, 2016, p. 5).
2) Multimedia technology, multimedia is frequently understood to mean a combination of various media, or at the very least, more than one media. A computer with a CD player, sound card, and speakers that can process high-definition video, audio, and graphics is referred to as a multimedia computer (Sutopo, 2012 as cited Suryani, 2016).

3) Communication technology, among the telecommunications media are facsimiles and mobile phones. These days, this communication technology is developing quickly. It is now available in a variety of forms, including mobile phones, e-mail, Facebook, Twitter, and other platforms, in addition to cellular phones and facsimiles.
4) Computer network technology, Hardware such as LAN, internet, wifi, and other systems make up this technology. Additionally, it consists of network applications or supporting software like WEB, e-mail, HTML, Java, PHP, database applications, and others.

1.7.5.2 Characteristics of ICT based Media

Acccording yo Hannafin & Peck (1988) as cited Cahdriyana and Richardo (2017) defines the characteristics as follows. (1) Based on instructional objectives, (2) appropriate to student characteristics, (3) maximize interaction, (4) individualize, (5) maintain student interest, (6) approach students positively, (7) provide a variety of feedback, (8) according to the instructional environment, (9) can evaluate performance properly and correctly, (10) use computer resources sufficiently, (11) based on instructional principles, and (12) have been thoroughly evaluated.

1.8 Previous Study

As a reference for this study, the researchers reviewed previous studies. There have been many previous studies regarding the application of methods to develop students' digital literacy skills. In Patmanthara and Hidayat (2018) previous research with the title Improving Vocational High School Students Digital Literacy Skill through Blended Learning Model. The researcher concludes that the application of the blended learning model improves the digital literacy skills of vocational high school students. Students are very familiar with the digital world, so the application of a learning model that combines conventional (face-to-face) learning models with blended learning (online) models is the right breakthrough. In conventional learning, students gain knowledge directly from the teacher, while the deepening of the material is done online through the media learning

management system, in this study using Edmodo. Improving digital literacy skills is obtained by habituation of students to search, process, analyze, and interpret information and data obtained during face-to-face and online learning. The significant increase is also supported by the characteristics of generation Z students who have high self-confidence, multitasking, innovative, creative, and familiar with the digital world, so that during online learning students are easy to process, analyze, and interpret the information provided. It has been proved that students can build digital literacy abilities even when using online learning (blended learning). Because students are well-versed in the digital realm.

In the second previous research, Solikhati and Pratolo (2019) with the title The Implementation of Digital Literacy in EFL Learning:A Case Study in SMP Muhammadiyah 1 Temanggung. The current study looked at how millennial teachers teach middle school students about digital literacy. Computers and smartphones are used as digital literacy resources in English classes, according to the current study. Teachers included digital literacy to develop language skills, particularly listening and speaking skills, it should be noted. It should also be noted that teachers used digital literacy to develop language abilities, particularly listening and speaking. Computer and smartphone media, of course, have a significant impact on digital literacy. These media must be used by students who want to improve their digital literacy skills. as well as the ability to enhance some fundamental abilities.

The third previous research, Dewi and Syahputri (2020) with the title Development of Teaching Materials Drama for Web-Based to Improve the Students' Skill for Digital Literacy and English Language for Students at FKIP UMSU. Based on the data analysis and discussion in their research, the research and development of teaching materials for drama lessons using web-based learning at Teacher Training and Education, particularly in the English department, is eligible and effective in improving students' digital literacy and English language achievement. The average assessment result demonstrates this. It meant that theater lesson design is acceptable and that students in the seventh

semester can use it. Digital literacy abilities can be developed through a variety of media. Using theatre instructional materials with the Diknas web-based learning is practical and beneficial in enhancing students' digital and English literacy, according to Dewi and Syahputri's research (2020).

The last previous research, Djawad, Suhaeb & Jaya (2018) with the title Innovation In Learning Through Digital Literacy at Vocational School of Health. Vocational School of Health is an education provider institution in the field of health that feels obligated to contribute in equipping its graduates with integrative life skills (life skills) to solve and overcome life problems. Personal Knowledge, Rational Thinking Skills (Vocational Skills), and Vocational Skills will be among the life skills possessed by each graduate (Vocational Skills). Digital literacy implementation at Vocational High School is expected to encourage students and other vocational residents to support 21st Century Skills, such as 1) Critical Thinker; 2) Communicator; 3) Collaborator; and 4) Creator. The use of Android-based applications is one of the learning medium that may be used through digital literacy. The Media Assessment yielded an average score of 4.47 (Very Good).

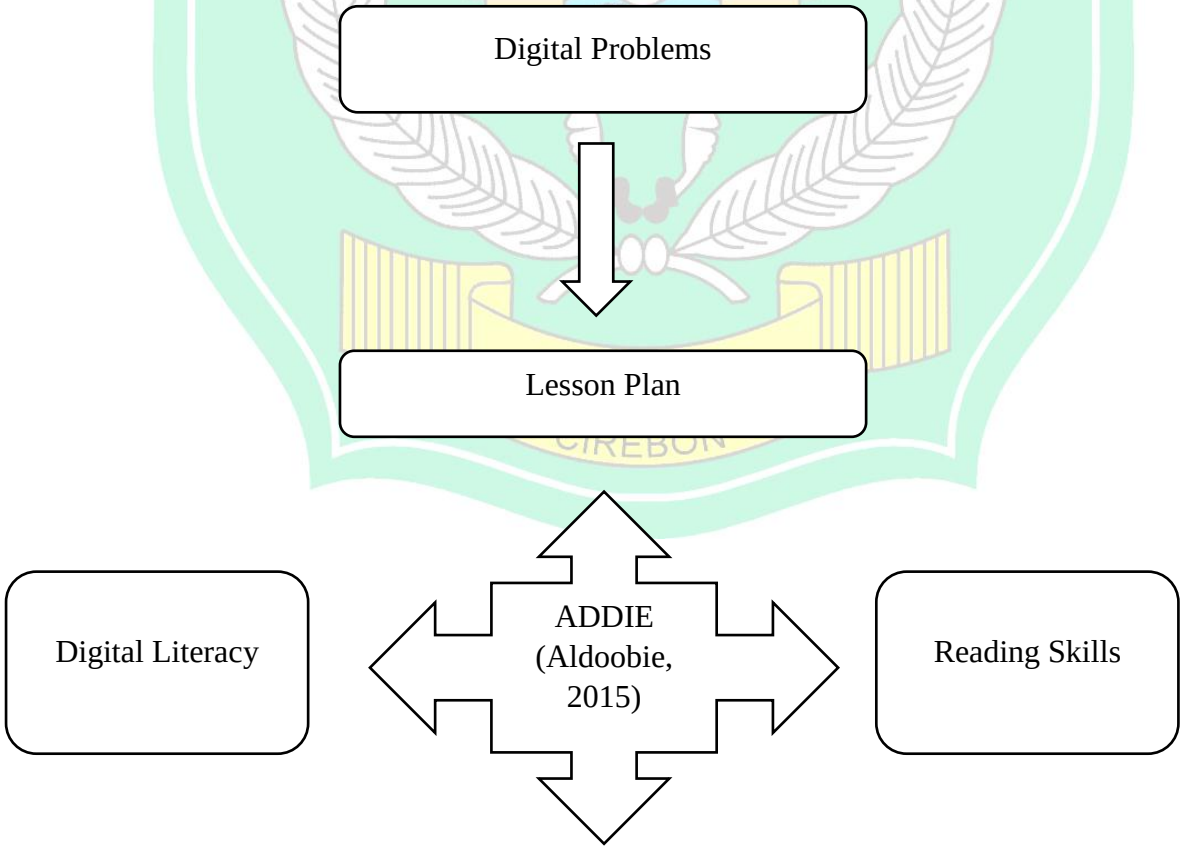
There are similarities and differences between this study and the previous preliminary research mentioned above. The similarity between the previous research and this study, however, is in the use of several related supporting theories about this study. Furthermore, the object of this research is different from others because the researcher focuses on developing English learning plans for better digital literacy of students in SMK. Meanwhile, previous studies used various research objects, and only looked at the use of online learning to teach different grade levels of students.

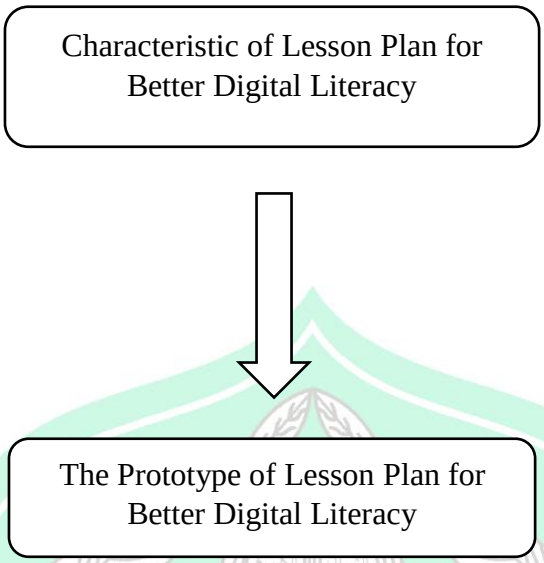
1.9 Frame of Thought

In this study, the authors developed a lesson plan for students' better digital literacy, where the lesson plan is one of the supports or documents that can help the teaching and learning process. Moreover, how to create a YouTube channel as a soft skill that applied in this lesson plan. In this study, lesson plans developed

for teaching reading to class XI students, especially to teach reading certain texts, then in learning students not only learn about reading comprehension or grammar in a text, but students get soft skills for how to create a YouTube channel in their activities. This research is developing considering the development of technology media in learning activities. Therefore, developing skills to create a YouTube channel is important for students through reading stories, articles or news.

Figure 1.1 Frame of Thought





1.10 Research Method

This research focuses on some of the issues in the discussion of the research in methodological terms, and it starts with the discussion of the research method, sources and types of data, data collection techniques and instruments, data analysis techniques and research timeline.

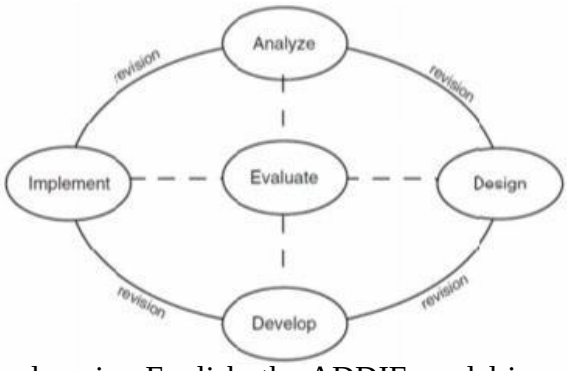
1.10.1 Research Design and Steps of the Research.

This research method is a qualitative method with the type of research and development of education (R&D). The researcher used research and development methods because, depending on the type of research conducted, namely developing English teaching and learning products whose purpose is to develop lesson plans with material to teach reading for students' better digital literacy. R&D is a research development model in which research findings are used to design new products.

The development model used in this research is ADDIE. ADDIE is a systematic research design model, this model was chosen based on the

consideration of lesson plan by inserting digital literacy and a theoretical basis in accordance with the development of lesson plan in the current era. The ADDIE model is a simple learning system design model that demonstrates the essential steps of a learning system (Cahyadi, 2019, p.35). This model consists of five steps, namely: analyzing, designing, developing, implementing, and evaluating. Visually, the steps of the ADDIE Model can be seen in Figure 1.

Figure 1.2 The sequence of steps in ADDIE models (Source: Branch, 2010)



Students are learning English, the ADDIE model is programmed with a series of systematic exercises in an attempt to tackle learning challenges related to lesson plans by teaching soft skills to students. Nonetheless, some educational researchers change the ADDIE phases into simpler steps during implementation due to the necessity and context of their research (Gustiani, 2019, p. 14). Then, as writer did, the steps are adjusted shorter and simpler into three steps. The stages are analysis, design, and development as a consideration of time and situation in this research. However, Mulyatiningsih (2016) The following activities are given at each stage of developing a model or learning method, namely:

1) Analysis: analyze the need for new learning model/method development as well as the viability and requirements for such development.
2) Design: Designing teaching and learning activities is similar to the design stage. Setting learning objectives, creating scenarios or teaching and learning activities, creating learning tools, creating learning materials, and assessing learning outcomes are all steps in a systematic process. This learning

model's/conceptual method's design will guide the subsequent development process.

3) Development: contains activities for the realization of product design. A conceptual framework for the use of new learning models/methods has been developed during the design stage. The conceptual framework is developed into a finished product during the development stage, making it ready for implementation.
4) Implementation: designs and techniques that were developed in actual settings, particularly in the classroom, were put into practice. The developed design model or method is applied to actual circumstances during implementation. The information is provided in accordance with the newly created model or methodology.
5) Evaluation: The evaluation's findings are used to give the model's or method's users feedback. Revisions are made in response to evaluation findings or needs that the new model or method has failed to address.

1.10.2 Source of the Data

The data source is the place where the data is obtained. Researchers should think about the sources they use to base and confirm their research and findings. Researcher can use primary or secondary data. According to the source, the data we used in this study can be classified as follows:

1) Primary data is the first data source in this study. Primary data is information acquired directly by the researcher, such as Primary data sources include surveys, observations, experiments, questionnaires, and personal interviews (Ajayi, 2017, p.3). In this study, researchers interviewed as the primary data source to collect data about lesson plans and digital literacy. The resource persons in this study were English teachers.
2) The analysis of data obtained by someone else for another primary purpose is known as secondary data source. For researchers with limited time and resources, using existing data is a viable choice. Government papers, websites, books, journal articles, and internal records are examples of secondary data sources (Johnston et al., 2017, p. 620), While the secondary

data sources of this research are books and journals that have a correlation with lesson plans and digital literacy.

1.10.3 Data Collection Techniques and Instuments

Many qualitative research use interviews to gather information from participants. Interviews are the most direct and easy way to gather comprehensive data about a subject (Barrett & Twycross, 2018, p.63). The researcher conducted interviews to obtain data for this study because the researcher needed particular information about the lesson plan and how to insert materials into it. Resource persons are English teachers who understand and have the ability to compose lesson plans and understand digital literacy. In addition, the researcher used interview guidelines and made a list of questions as an instrument for interviewing informants in order to get in-depth information. The questions showed in Appendix 2.

1) Data Analysis

As one of the research and development approaches, the data was acquired using the ADDIE model. Furthermore, qualitative research approaches include research and development. The data analysis method was separated into three key steps, using Miles and Huberman's paradigm for qualitative analysis: reducing data, displaying data, and drawing and confirming conclusions.

2) Data Reduction

In the first stage, the massive amount of data must first be organized and substantially reduced or altered. Data reduction is the process of choosing, concentrating, simplification, abstraction, and/or transformation of the data found in the written-up field notes, interview transcripts, documents, and other empirical materials (Miles, Huberman & Saldaña, 2018). By condensing, the researcher making data stronger.

3) Data Display

Data display is the second stage of analysis activities. Views are generally well-organized and concise data sets that support analytical thinking and action (Miles et al, 2018). So that it is easy to interpret the data, the researcher must display any data that has been reduced, for further use in the interpretation process which is expected to be able to produce the desired data.

4) Conclusion

Taking a step back to consider what the studied data imply and how they relate to the study issue is required for drawing conclusions. The writer extracted meaning from facts on a display during this stage. As a result, the researcher has come to a definite conclusion.

1.10.4 Research Procedure

This research was carried out using the ADDIE method (Analysis, design, develop, implement and evaluate) to optimize the time of the research, the researchers adapted the five steps in ADDIE into three steps. The procedures in this study are as follows.

1.10.4.1 Analysis stage

The analysis stage is carried out with analytical activities regarding the need for developing lesson plans that make digital student literacy better. Analysis activities carried out at the Mekanika Buntet Pesantren Vocational School as one of the schools located in the pesantren environment, the purpose of conducting research at the school is because there is a need to develop better learning methods, one of which is using certain media in educating students, namely by using digital media and technology. information in the learning process. The role of the teacher is also important in developing the lesson plans, because the teacher provide understanding of digital literacy to students.

In detail, this analysis activity was carried out using data collection techniques in the form of interviews and critical literature. The resource persons from this interview were Mr. Mughits Rifa'i, S.Pd as an English teacher at the

Mekanika Buntet Pesantren Vocational School, and Mr. Hendi Hidayat, M.Pd as an English lecturer and teacher. The interview was conducted with 2 sources because as one of the data amplifiers, considering that digital literacy skills are still lacking, so it is necessary to develop lesson plans by inserting digital literacy skills. In addition, this study also uses a critical literature review as a source and comparison of how to develop a good lesson plan.

1.10.4.2 Design

The purpose of the design phase is to design a prototype lesson plan. Step the design includes compiling lesson plan components based on components contained in the 2013 curriculum and compiling core activities in the lesson plan in the form of activities, materials, and assessments as part of inserting procedure text material.

1.10.4.3 Development

The ADDIE model has evolved to include product designs for the realization of lesson plan activities. At the design stage, a conceptual framework has been developed in making the lesson plans. At the development stage, the framework is still a conceptual concept that is realized into a product that is ready to be implemented. This product development stage produce a product in the form of lesson plans by focusing on the use of digital literacy to teach reading skills.