TEACHER'S PERCEPTION ON THE INTEGRATION OF DIGITAL LITERACY IN EFL TEACHING AT SMA BATIK 2 SURAKARTA ACADEMIC YEAR 2023/2024

THESIS

Submitted as A Partial Requirement for the Undergraduate Degree
in English Language Education

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Assalamu'alaikum Wr. Wb

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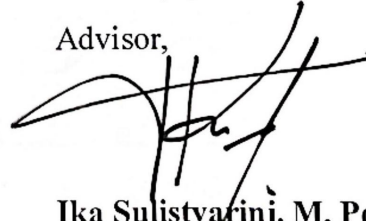
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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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DEDICATION

This research is dedicated to:

1. My beloved parents, Mrs. Mujiati and Mr. Suraji, and my sister, Rahmadhani Nur A. for endless love, all the goodness higher than the mountain, and the kindness deeper than the sea.

2. Last but not least, I want to thank me, myself, for all that have been through, for all the sacrifices that have made, and for always believing that there will surely be a moment full of light after a stormy day. There will be so much fun in the future and challenging survival. Keep believing in the strength and keep the hard work going on.

MOTTO

"Urip iku Urup"

-Bapak-

"Stay connected with Allah"

-Arum Kusumaningrum

"Kaya bermanfaat, miskin bermartabat"

-Bapak-

"The truth is from your Lord, so don't be among the doubters"

-Ali Imran: 60-

"So verily, with the hardship, there is relief. Verily, with the hardship, there is relief"

-Al Insyirah 5-6-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"Teacher's Perception on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta Academic Year 2023/2024"** is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, December 18ᵗʰ 2023

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Sukoharjo, December 18th 2023
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ABSTRACT

Arum Kusumaningrum. 2023. *Teacher's Perception on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta Academic Year 2023/2024*. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

Advisor   : Ika Sulistyarini, M. Pd.

This research focuses on teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024. The objectives of this research were: 1) To describe the teacher's perception on the integration of digital literacy in EFL teaching. 2) To identify the problems and solutions faced by teacher on the integration of digital literacy in EFL teaching.

The method used in this research is a case study, the researcher used qualitative methods, to obtain information. The collecting of data used deep interview and classroom observations. The techniques of analyzing the data used data condensation, data display, and drawing conclusions using triangulation method to check the trustworthiness of the data.

The results of this research were: (1) The teacher perceives the integration of digital literacy in EFL teaching positively, positive perception refers to the fact that the teacher understand the integration of digital literacy in EFL teaching in eight aspects (cultural, cognitive, constructive, communicative, confident, creative, critical, and civic). However, based on classroom observation, not all the aspects are proven to appear during the teaching and learning process. There are cultural and cognitive aspects that can be seen during the teaching and learning process. The integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta has not been fully implemented. (2) Problems faced by teacher on the integration of digital literacy in EFL teaching were: training, support, teacher attitude and belief, and teacher resistance in the classroom. To overcome the problems faced by teacher on the integration of digital literacy were: (a) exploit the expertise of master teachers, (b) ensure adequate technical, administrative, and peer support is available, (c) provide teacher training that highlights constructivism and student-centered education, (d) involve teachers in the decision-making process when adopting new technologies. The researcher suggested that the teacher must be creative in designing the lesson when integrating digital literacy in EFL teaching, improve their IT knowledge, and using applications or online platforms.

Keywords: Perception, Digital Literacy, EFL Teaching

CHAPTER I

INTRODUCTION

A. Background of the Study

Today's world is living through unprecedented changes in every sphere of human life. As an important aspect of human beings' socialization, education has also undergone a drastic evolution and revolution in recent decades (Simon, 2019: 18). With the improvement of technology, teachers are supposed to integrate technology into the classroom. In the era society 4.0, its influence has invaded all facets of life, including English language teaching. This classroom engages students to be involved in the teaching and learning process using media served by technologies. Indeed, it is also believed that the use of technology in the language classroom can be integrated for EFL teaching and learning.

The integration of technology and language learning can help the teaching and learning process, the teachers can design their teaching appropriately with the use of technology. On the other hand, the students also seem easy to have an opportunity to increase their learning by using the technology. At this point, they are required to be capable of understanding the device. Thus, the more literacy skill on digital they have, the better they can utilize the technology for their learning. Xavier (2021: 121) stated that due to the urgency of digital media use in ELT mentioned above, today's English

teachers have to own digital literacy skills to maximize the implementation of digital media in ELT classes.

Implementing digital media in ELT class gives several benefits. Digital media can help English teachers to find materials quickly and easily, encouraging English teachers' creativity, and boosting students' motivation to learn English (Liza & Andriyanti, 2020: 74). According to Sulthon *et al.,* (2021: 55), the use of information and communication technology in learning could increase the effectiveness in implementing the learning process, improve the learning outcomes, motivation, interest in learning, learning achievement, and the quality of individual students in terms of utilization. The application of online-based learning with digital technology provides opportunities for students to generate interest and increase student competence to communicate, entertain, and learn the latest news and obtain a lot of broad information that encourages different perspectives of knowledge (Jobirovich, 2021: 461).

Digital media-based learning needs to be accompanied by skills in mastering digital technology, usually known as digital literacy. Digital literacy is one of the basic literacy skills that students need to master in today's era. Digital literacy also refers to a person's understanding and mastery of using information and technology from various sources (Pangrazio *et al.,* 2020: 442). In this case, the availability of abundant information and technology must undeniably be gone together with good digital literacy. Digital literacy is the foundation for digital users to utilize digital technology more ethically. With

digital literacy, the use of digital technology can be carried out optimally, positively impacting education.

In Indonesia, the Ministry of Communication and Information (Kominfo) has collaborated with the Digital Literacy Activist Network (Japelidi) and the Siberkreasi National Digital Literacy Movement to launch the National Digital Literacy program to support the realization of digital literacy through four pillars: digital skills, digital safety, digital ethics, and digital culture as a wise reference for digitalization (Pangestu and Christin, 2022: 3272). According to Sadaf (2020: 124), being digitally literate in the era society 4.0 century means that teachers and students must understand the impact of digital media on our society, develop strategies to analyze it critically, and be open-minded to adopting new teaching and learning tools. Digital literacy has a different and broader meaning than the concept of digital competence. Kuş (2021: 37), stated that digital competence refers to the ability to use digital tools to achieve various purposes in addition to these competencies, digital literacy is a sociological concept that includes cognitive and emotional-social-moral dimensions and has elements of critical thinking and understanding digital culture.

Integrating digital literacy in ELT is considered challenging. This is because the teachers who usually teach by using paper-based material should change their method to digital-based teaching material. English teachers should have the ability to find and consume digital content (Wiannastiti *et al.,* 2019: 515). English teachers have to own the skill to create digital content to meet

students' needs because language learners are heterogeneous. To revolutionize this way, of course, teachers and students should master both English and computer skills, especially in this era of society 4.0. The 4.0 industrial revolution in the world of education needs to emphasize students in increasing their creativity and skills by applying soft skills and hard skills using various increasingly sophisticated technologies (Harahap *et al.,* 2023: 237). Learning activities are carried out online using various applications. Some of these applications such as Whatsapp, Google Classroom, Google Class Meetings, Zoom, and so on. In this way, it means that teaching staff cannot be clueless, so they must be proficient in using these applications when teaching and learning process.

According to Akayoğlu *et al.,* (2020: 85), digital literacy is increasingly becoming a vital factor in most aspects of human life including English language education. It has received much attention over the last two decades and has been investigated from various angles. The investigators mostly direct their courses to three areas the digital literacy level and perception, the use of digital literacy to enhance certain competencies, and the use of certain strategies to develop digital literacy. The studies of digital literacy mastery and perception it resulted that, English teachers rarely explore and apply digital media in ELT classes. This phenomenon might be occurred due to having a low level of digital literacy skills. Therefore, not all of the teachers have the same perception about this. The teachers' way of perceiving the case is usually different because of some factors.

Based on the pre-research at SMA Batik 2 Surakarta. The researcher did an interview with the English teacher on 30th May 2023. It resulted that digital literacy played a prominent role in English Language Teaching or ELT in this digital era at SMA Batik 2 Surakarta. The teacher said that she used digital media platforms e.g. Tik Tok, YouTube or PowerPoint in ELT class can engage primary and beginner language learners more in learning English. Furthermore, the application of social media in ELT classes can also facilitate students to enrich their vocabulary. The implementation of social media in the process of ELT acquisition can increase students' interest since it is uncomplicated and enjoyable.

The teacher said that digital literacy skills are essential for English teachers in this digital era. The researcher also saw that the school facilitated LCD in every classroom, wi-fi, and computer laboratory. She closed the interview by saying "The application of online-based learning with digital technology provides opportunities for students to generate interest and increase student competence to communicate, entertain, and learn the latest news and obtain a lot of broad information that encourages different perspectives of knowledge".

This kind of research was previously done by several researchers. One of the studies that examine Digital Literacy: An Investigation of English Teachers conducted by Yuliani Dewi Intan and Kurniawan Fitri (2019), was done on the students at SMAN 2 Tayu, Pati. This study discusses the digital literacy of an English teacher, especially the teacher's perspective the digital

literacy. In this research, the researcher investigates how digital literacy is perceived by the teacher at SMAN 2 Tayu, Pati. The result of this study shows that: 1. Digital literacy is inevitable for teaching; 2. Digital literacy helps teachers to teach better; 3. Learning digital literacy relatively takes less time.

In line with other research Bambang Widi Pratolo and Hana Amri Solikhati (2021) with a study entitled "Investigating Teachers' Attitude toward Digital Literacy in English Foreign Language Classroom". This research uses senior high school teachers as the subject. Pratolo and Solikhati (2021) focus on the teachers' attitudes toward digital literacy. The findings showed that the teachers exhibited positive attitudes toward the use of digital literacy for EFL teaching. This study suggests the need to develop teachers' technical facilities, technological pedagogy, and policymakers to give digital literacy more attention.

In contrast to the previous related research. This study focuses on teacher's perception on the integration of digital literacy in today's era using the theory from Belshaw (2018: 42). Another difference between this research with others is the subject and the setting of the research. The setting of this research at SMA Batik 2 Surakarta. The subject of this research is an English teacher at SMA Batik 2 Surakarta.

The researcher is interested in conducting research at SMA Batik 2 Surakarta because SMA Batik 2 Surakarta have emphasizes in enhancing students' ability in mastering digital technology and communication. The English teachers in SMA Batik 2 Surakarta have already integrated digital

literacy into the teaching and learning process. Due to the above statements, the researcher conducted the research entitled **"Teacher's Perception on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta Academic Year 2023/2024".**

B. **Identification of the Problems**

From some of the descriptions presented in the background of the study, the following problems can be identified:

1. Technology brought significant changes in the teaching and learning process.

2. Language learning should integrate various technologies to improve students learning.

3. Integrating digital literacy in EFL teaching becomes a new trend in today's era.

4. The teacher might have different ways in perceiving the integration of digital literacy in EFL teaching.

C. **Limitation of the Problems**

To obtain clearer data and data regarding teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024, the researcher defined the following problems: this study only analyzes the teacher's perception on the integration of digital literacy in EFL teaching, this study only analyzed the English teacher as the research subject and, this research was conducted at SMA Batik 2 Surakarta in the academic year 2023/2024.

D. Formulation of the Problems

Based on the background of the study, there are some problem formulations as below:

1. How is the teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024?

2. What are the problems and solutions faced by teacher on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024?

E. Objectives of the Study

Based on the problem statements above, the purpose of the study is as follows:

1. To describe the teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024.

2. To identify the problems and solutions are faced by teacher on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024.

F. Benefits of the Study

The result of the research hopefully can give some benefits and contributions both theoretically and practically.

1. Theoretical

The research on the teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta in the academic year 2023/2024 will give some beneficial information. From the result of this research, the researcher expects that this research can be used as an

additional reference for other researchers who are interested to conduct research related to the integration of digital literacy in EFL teaching.

2. Practical

The result of the study is also expected will give some benefits for:

a. For teachers, the result of this research can be used as a consideration in designing digital-based teaching material. Besides, the information about the problems and solutions of integrating digital literacy in EFL teaching in this research can be used by the teachers as feedback so that the teachers can be more creative and competent in integrating digital literacy in EFL teaching.

b. For the researchers, hopefully, this research can give scientific knowledge and insight into the field of educational research which can be applied in the future as the English teacher so that the researcher can be more creative in designing the lesson. Besides, the researcher can also know the problems and solutions given to integrating digital literacy in EFL teaching.

c. For the readers, this study is to tell information about the teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta in the academic year 2023/2024 and how the problems and solutions are given to integrating digital literacy in EFL teaching.

G. Definition of Key Terms

To clarify the title teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta in the Academic Year 2023/2024, the researcher defines the key words to avoid miss understanding:

1. **Perception**

   Al Kahfi (2020:71), defines perception as a person's process of understanding things that are around him or his environment through five senses which are influenced by experience so that he is aware of what has been observed that ultimately affects his attitude and behavior.

2. **Digital Literacy**

   Digital literacy is an individual's interest, attitude, and ability to use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, build new knowledge, and create and communicate with others to participate effectively in society (Macdonald *et al.,* 2021:93)

3. **Teaching English as Foreign Language (TEFL)**

   Abdullah (2020:16) stated, "TEFL is a similar acronym that stands for Teaching English as a Foreign Language, refers to situations in which the English language is taught as a second language to people/students/learners whose native language is NOT English".

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Perception

a. Definition of Perception

Perception from the latin *"perceptio"* is the organization, identification, and interpretation of sensory information to represent and understand the environment (Cambridge, 2021: 297). According to Amin *et al.,* (2022: 69), perception is experience related to objects and events that can be seen and felt and then connected to get a conclusion. Perception is a process that exists within an individual in receiving a stimulus that can be consciously understood by the individual so that he can understand himself and his environment (Husna, 2021: 147). Perception can occur when a person receives stimuli from outside his body and then enters his body's organization to be able to understand and be aware of these stimuli.

The term "perception" also refers to a person's perspective or opinion about something (Male and Lumbantoruan, 2021: 507). Sari *et al.,* (2022: 881) also said that perception is a process that occurs when an individual receives a stimulus through his five senses which are then interpreted and organized to produce an image and understanding related to the object or environment being observed. Maharani *et al.,*

(2021: 27) said that perception is a response obtained through the senses related to experiences, events, and objects that produce information. Perception is a person's ability to recognize, interpret, and organize input from the environment which is influenced by individual focus when observing objects (Affandi *et al.,* 2020: 112).

Yunita & Maisarah (2020: 107) also said that perception is a process carried out by an individual in assessing an object. Ritonga (2019: 88) stated that perception is the process of inferring information and interpreting messages based on experiences about objects, events or their relationships. Based on the definitions from the experts above, it can be concluded that perception is a person's way of thinking or behaving that begins with the process of collecting, recognizing, and interpreting sensory information influenced by their experiences.

b. Types of Perception

Perception is an action or personal thought that arises in oneself. Then, this perception will affect a person's attitude and the behavior that everyone gets, and the choices every human being makes throughout his life. Noviska *et al.,* (2021: 89) state that perception is categorized into two kinds: there are positive and negative perceptions. These types of perception can be explained as follows:

1) Positive Perception

Positive perception is a form of perception that describes all knowledge and responses that are continuous and follow the object of perception. Positive perception is a perception that describes all

information, and knowledge positively interpreted by someone. A good view of the observed object will produce a good perception (Muhlisin *et al.,* 2022: 65)

2) Negative Perception

A negative perception is a form of process that describes all knowledge and responses that do not follow the object of perception. A negative perception is a perception that describes knowledge and responses that are not following the object being perceived. Negative perception describes responses, actions, or attitudes that show rejection or disapproval of the perceived object.

c. **Process of Perception**

Qiong (2017: 18) suggests that there are three stages of the perception process, as follows:

1) Selection

Selection is the first stage in a perceptual process. In this stage stimuli to the environment can turn into meaningful experiences.

2) Organization

The second stage in a perceptual process is organizing. After getting information from outside, it needs to be compiled using meaningful patterns. There are two characteristics in this stage.

a) Organizing process

This organizing process aims to provide a structure for human perception. At this stage, all information obtained from the outside world will be placed into a meaningful and structured human experience.

b) Process stability

The process shows that human perception has stability. After selecting a stimulus, the stimulus will be placed in a certain category. And this stimulus will last longer.

3) Interpretation

The third stage in perception is interpretation. The point is that with the selected stimulus, a process will be attached to meaning.

d. **Indicators of Perception**

To measure changes in a teacher's perception, an indicator is needed. Indicators are basic guidelines that are used as a reference in measuring changes in an activity or event. According to Walgito (2015: 99), perception has the following indicators:

1) Absorption of stimuli or objects from outside the individual.

These stimuli or objects are absorbed or received by the five senses, both vision, hearing, touch, smell, and taste, individually or together. From the results of absorption or reception by sensory devices would get a picture, response, or impression in the brain. These images can be single or plural, depending on the object of

perception observed. Inside the brain, there are images or impressions, both old and newly formed. Clear whether the picture depends on whether or not stimulation is clear, sensory normality and time, just or long ago.

2) Understanding

After the images or impressions occur in the brain, the picture is organized, classified (classified), compared, and interpreted, so that understanding or understanding is formed. The process of understanding or understanding is unique and fast. The definition formed depends also on the old images that have been owned by the individual before (called apperception).

3) Assessment or evaluation

After understanding or is formed, there is an assessment of the individual. Individuals compare the understanding or understanding that has just been obtained with the criteria or norms that individuals have subjectively. Individual judgments are different even though the object is the same. Therefore, perception is individual.

e. **Aspect of Perception**

Woodworth and Marquis (2014: 293) who proposed a theory of perception that emphasized the active role of the perceiver in shaping their perception of the world. According to their theory, perception is influenced by three main aspects: stimulus, attention, and context.

1) Stimulus

   The stimulus refers to the physical energy that impinges on the senses, such as light waves for vision or sound waves for hearing. However, Woodworth and Marquis argued that the physical stimulus alone is not enough to determine perception. Instead, they suggested that attention and context also play important roles.

2) Attention

   Attention refers to the process of selectively focusing on certain aspects of the environment while ignoring others. For example, if you are in crowded room, you might focus your attention on one person's voice while tuning out other conversations. Woodworth and Marquis argued that attention can influence perception by directing the perceiver's focus to certain features of the environment.

3) Context

   Context refers to the broader situation in which perception occurs. For example, the same object may be perceived differently depending on the context in which is presented. If you see a cup on a table, you as a decorative item. Woodworth and Marquis argued that context can influence perception by providing additional information about the meaning or function of a stimulus.

   Overal, Woodworth and Marquis (2014: 293) emphasized that perception is an active process in which the perceiver plays an

important role in shaping their perception of the world. Their theory highlights the complex interplay between the physical stimulus, attention, and context in shaping perception.

f. Component of Perception

In essence, perception consists of three dimensions or components, including affective, conative, and cognitive elements. To comprehend, feel, and act toward the object, situation or stimulus, all three parts must work together. According to Walgito (2015: 357), There are three components of perception,

1) Cognitive

The component of an attitude known as the cognitive component comprises a person's belief about an item. The belief is developed since the individual has formed a mental image of it. The person's knowledge and observations are another source of the belief. As a result, it includes elements of information, opinions, expectations, modes of thinking and learning, prior experiences, and everything learned through the perception of individual perceptions.

2) Affective

The emotional component concerns a person's perception or emotion when they perceive the stimuli, allowing the stimulus to cause anxiety or realization. The affective aspect is concerned with the elements of emotional feelings, individual states associated with an item, and any negative judgments made in light

of one's emotional condition. That emotion may be favorable or unfavorable toward the thing.

3) Conative

The conative component relates to an individual's motivation, attitude, conduct, or activity considering how he perceives a certain situation. It was further mentioned that a person's attitude and conduct are largely influenced by their beliefs and feelings. The conative aspect includes attitudes that are not only visible but also take the shape of statements that indicate how one could behave or respond to an item.

2. Teachers' Perception

According to Atmazaki *et al.,* (2020: 10), Teachers' perception is the teachers' attentional processes provide important insights into teachers' ability to focus their attention on relevant information. Or it can be said teachers' perception is the process of perceiving or the way of understanding relevant information to provide important insights. The perception of one teacher to another teacher is different depending on the experience and knowledge the teacher has. Teachers used pedagogical knowledge gained through experience to organize information into meaningful units.

Expert teachers attend to different facts and interpret information differently than multiple studies have revealed that experts often integrate concerns of teaching and learning when analyzing classroom events, while novices tend to consider surface-level concerns, such as teacher and student characteristics. This suggests that maintaining an effective classroom

climate and managing the classroom is closely connected to the events perceived by teachers, and the visual processing therein.

One strategy that teachers use to deal with the demands of the classroom is to simplify the complexity by being selective about the events towards which they devote their attention and differentiating the significance of classroom events. Such selectivity relies heavily on a teacher's observation skills and visual perception. While teachers' visual processing has not been as extensively researched as other professional domains, it is clear that knowledge and expertise are influential factors in visual processing across professions, such as medicine and chess. Experts are adept at seeing meaningful patterns within their domain (Sumer *et al.,* 2018: 21).

3. Digital Literacy

a. Definition of Digital Literacy

Gilster (1997: 215), who initiated the term in his book "Digital Literacy", defined it as the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. Digital literacy is using digital tools that are useful for improving students' skills and ability to understand various formats through a computer. According to UNESCO (2018: 79), digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies for education, employment, decent jobs, and entrepreneurship. It includes competencies that are variously referred

to as computer literacy, ICT literacy, information literacy, and media literacy.

American Library Association defines digital literacy as the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills (Association, 2017: 1). The definition of digital literacy is described as working with several skills and competencies regarding ICT (information and communication technology). According to Cornell University (2020: 34) Digital Literacy is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.

In this case, the availability of abundant information and technology must undeniably be gone together with good digital literacy. In short, digital literacy is closely related to how to get information and depth to evaluate it. Asari *et al.,* (2019: 98) apply functional skills to digital devices so that they can find and choose information, think critically, be creative, collaborate with others, communicate effectively, and still ignore electronic security and the evolving social and cultural context. Digital literacy is needed nowadays. The definition of digital literacy implies some activities in a digital environment. In addition, the activities can be reasons for focusing on certain research fields in learning (Hsu *et al.,* 2019: 1400)

The example is first, it is not all text. The internet and digital platforms enable students and teachers to download video, audio, and

photos. Second, the way to find information is different from the way we use a card catalog, check out a book, buy a magazine, or sit down to read on a rainy day. A digital life with an internet connection enables people to truly construct information from around the world. Third, being digitally literate is multidimensional and interactive. When we find a picture that we like, we cannot only view it but also save it to our file, use it in hypertext creation, print it out, send it to our friends, and we could discuss it in a room chat (Purnama, 2021: 98).

Based on the definition from the experts above, it can be concluded that digital literacy is the ability to find, evaluate, and communicate information using typing or digital media platforms. It is a combination of both technical and cognitive abilities in using information and communication technologies to create, evaluate and share information.

b. **Characteristics of Digital Literacy**

The characteristics of Digital Literacy: Spires and Bartlet (2012: 15) specified list of characteristics or skills associated with the idea of digital literacy:

1) Awareness of "people networks" as sources of advice and help

2) Knowledge assembly or building a "reliable information hoard" from diverse sources

3) Retrieval skills, plus "critical thinking" for making informed judgments about retrieved information, with wariness about the validity and completeness of internet sources

4) Reading and understanding non-sequential and dynamic material

5) Using filters and agents to manage incoming information

6) Information literacy is the construct that incorporates all the different kinds of literacy, digital literacy in providing individuals with online reading and understanding abilities.

c. Indicators of Digital Literacy

Siero (2017: 127), defines digital literacy as any digital-based effort that can be used as learning sources. In this concern, the present study focuses on four indicators of digital literacy, namely:

1) ICT Basic Competencies

Basic competencies in information and communication technology become the first indicator of digital literacy. The competencies refer to one's abilities in using ICT for daily duties and assignments such as sending e-mails, video calling, browsing in the Internet, and using a tablet or cellular phone.

2) Informational Competencies

Informational literacy is the second category. It is related to students' abilities in finding information, selecting relevant information, and judging the use and reliability of the information.

3) Media Awareness

Media awareness is the third indicator of digital literacy. In this relation, media awareness is meant the ability to access, analyze, evaluate, and communicate information in all kinds of forms. Media awareness is a set of perspectives actively used when accessing mass

media to interpret the obtained data. Media awareness is also related to the understanding of responsibility. It is using social media in terms of its impacts on society at large.

4) Computational Thinking

Computational thinking is the fourth indicator. This indicator refers to the ability to formulate problems that subsequently are resolved by way of analyses using the computer. For example, students may think of a series of data by using computer programs, or recognize patterns in the data and try to conclude, or make a concept map on the Excel programs.

d. Aspects of Digital Literacy

Belshaw (2018: 42) explains the aspect of integrating digital literacy in the classroom into eight aspects which are; cultural, cognitive, constructive, communicative, confident, creative, critical, and civic.

1) Cultural

The cultural aspects of digital literacy mean being able to move easily between different digital environments and using learning technologies in a variety of different contexts. The cultural aspects of digital literacies are best acquired by being immersed in a range of digital environments. These environments should include those where different issues, norms, and habits of mind are present. This ensures individuals have to modify their approach. Development can therefore be seen by the extent to which

individuals can move increasingly quickly and seamlessly between these different digital environments.

Focusing on the cultural aspects of digital literacies can be transformative and empowering. In a similar way that learning a new language can give individuals a new 'lens' to view the world, so having an understanding of various digital cultures and contexts can give people different lenses through which to navigate new and familiar spaces.

2) Cognitive

Another essential aspect of digital literacies is the cognitive aspects. The cognitive aspects mean mastering the 'how-to's of specific tools and technologies that are essential to the development of someone's digital skills. As much as literacy has a social and communicative aspect, it is also very definitely about expanding the mind. As alluded to at the end of the previous section, having more tools (or 'lenses') allows individuals to enjoy and comprehend a greater slice of the digital world. After all, if you only have a (conceptual) hammer then all you see are (metaphorical) nails.

Ultimately, the cognitive aspects of digital literacies are developed by encouraging sound 'habits of mind'. Exposure to various ways of conceptualizing digital spaces and ways of interacting within them certainly helps. Additionally, reading around such practices helps crystallize understanding. We must be careful,

however, to ensure that a variety of authors and approaches are represented in any material made available to learners.

3) Constructive

Constructive itself refers to the ability to understand and demonstrate how to take existing resources and content and then re-use/remix it to create something new that can benefit someone's learning. Developing this constructive aspect of digital literacies involves knowing how and for what purposes content can be appropriated, reused and remixed. It is as much about knowing how to put together other people's work in new and interesting ways as it is about understanding the difference between the digital and physical worlds.

The ability to reproduce perfectly other people's work with a minimal amount of effort, changes what it means to 'construct' something. Being constructive, therefore, does not necessarily need to be from scratch, but can be building upon someone else's work, giving them credit for what they contributed to the project.

4) Communicative

Teachers and students need to understand the importance of networks and communication and the important role they play in developing their digital literacy. This includes understanding the many different ways they can communicate with different devices, including mobile and other digital devices. After all, communicating effectively using a particular digital technology involves knowing,

understanding and applying certain norms and assumptions. These can vary subtlety from (for example) social network to social network, or even between using a mobile phone compared to a landline.

Although none of the essential aspects of digital literacies are more or less important than any of the others, the Communicative element is nevertheless pivotal. That is to say that whilst any of the aspects can be paired with others to be developed, the communicative aspects will almost always be involved. It may, therefore, be a good idea. "Communicating effectively using a particular digital technology involves knowing, understanding and applying certain norms and assumptions." developing this aspect to plan to go slightly deeper each time in a particular area.

5) Confident

The confident aspects of digital literacies involve solving problems and managing one's own learning in digital environments. This can be encouraged by the kind of practices that work well in all kinds of learning experiences. What has this to do with the confident aspect of digital literacies? Far from being merely the result of developing the other aspects, the confident aspect is instead something that can be focused upon in a similar way to the others. Whilst no aspect should be worked on purely in isolation, the confident aspect involves connecting the dots. It involves

understanding and capitalizing upon ways in which the digital world differs from the analog.

Developing the confident aspect of digital literacies involves solving problems and managing one's own learning in digital environments 4.0 This can be encouraged by the kind of practices that work well in all kinds of learning experiences. Namely, self-review focusing on achievement and areas of development, paired with mentoring. Not only are learners encouraged to reflect on their practices, but to form a community. Such communities can help build confidence.

6) Creative

The creative aspect of digital literacies is about doing new things in new ways that somehow add value. It is about using digital technologies and techniques to create or achieve things previously impossible or at least out of reach to most people. There is a huge amount of myth and mysticism around the fairly straightforward concept of 'creativity' upon which the creative aspect of digital literacies depends. In reality, creativity is a straightforward concept involving the making of something new that has some kind of value. What counts as 'valuable' and/or 'new' depends upon the context.

I believe we face two problems when talking about creativity. Firstly, we hold it in too high esteem. Creativity is an everyday act. Secondly, we conflate creativity with originality, a highly problematic concept. There is nothing new under the sun especially

in the digital world meaning we can dispense with endless discussions as to whether or not something is 'original'. This means that when we talk about the creative aspect of digital literacies we should focus on the 'value' created in a given context.

The creative aspect of digital literacies is about doing new things in new ways that somehow add value. It is about using digital technologies and techniques to create or achieve things previously impossible or at least out of reach to most people.

7) Critical

The seventh essential element of digital literacies, critical, definition of the critical aspect is using technology to reflect, develop arguments, draw conclusions, and identify implications. Critical is about analyzing the power structures and assumptions behind literacy practices. Communication in the online, digital world is markedly different from the offline, analog world. Literacy practices in the latter center mainly around the written text. If reading and writing is about encoding and decoding texts, then in the offline world, books, manuscripts, and documents constitute these texts.

Becoming more advanced in the critical aspects of digital literacies involves thinking about your own literacy practices. It involves reflecting on how they have come about, what has influenced you, and how your actions affect others. It concerns the way that you structure texts yourself, as well as the techniques by which you deconstruct other texts. This is important offline as well

as online, but many more (and different kinds of) texts are available in the digital world.

8) Civic

Last, but not least, we have the Civic aspects of digital literacies. Civic aspects means whether teachers or students need to make use of digital technologies in order to prepare themselves to participate as fully as possible in society. The focus here is upon literacy practices supporting the development of civil society. Digital literacies involve more than merely elegantly consuming the media of big business and government. Closely aligned to the critical aspect, the civic aspect is about using digital environments to self-organize.

If literacies are always for a particular purpose, if they're always about reading and writing something, then, to my mind, the civic aspect is that 'something' that is being read and written. Preparing both ourselves and others to participate fully in society should, to my mind, be the goal of literacies.

Cu	Cg	Cl	Cm
Cultural	Cognitive	Collaborative	Communicative
Cr	Ct	Cf	Ci
Creative	Critical	Confident	Civic
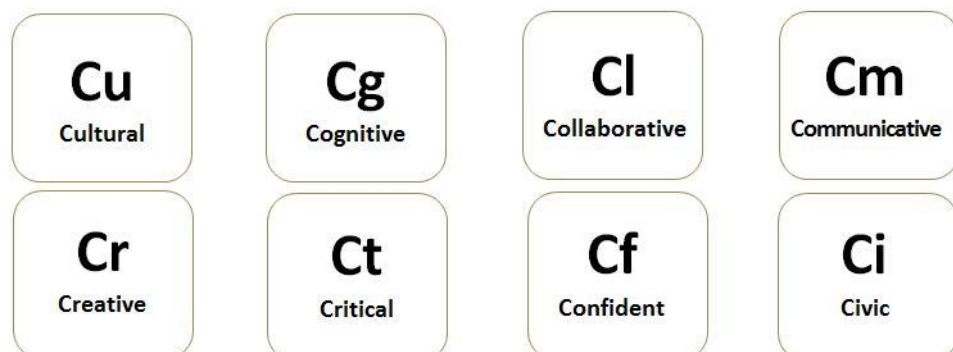
Adapted by Belshaw (2018:42)

e. **The Importance of Digital Literacy**

According to Wright (2015: 29), there are several importance of digital literacy:

1) Time Savings

If you do digital literacy, you will know a reliable source of information that can be used as a reference for assignments and so on.

2) Learn Faster

If you want to find data or information it can be done quickly using only electronics and if you do digital literacy, you will know a reliable source of information that can be used as a reference.

3) Money Savings:

We don't need to buy books or anything else. Nowadays, there is a lot of information on the internet.

4) Always get the latest information

With the internet, information is easier to obtain.

5) Always connected

With digital technology, we can communicate and stay connected with anyone and anywhere.

6) Make better decisions

With digital literacy, you know right from wrong so you can make good decisions.

7) Can get you a job

   With digital literacy, you can add a lot of skills so you can get a job. For example, Microsoft word skill, Microsoft excel skill, Microsoft power point skill, editing skill, and so on.

8) Influencing the world

   The dissemination of writing through the right media will contribute to the development and changing dynamics of social life. (Maulana, 2015: 71)

4. Teaching English as Foreign Language (TEFL)

a. Definition TEFL

Abdallah (2021: 12) stated, "TEFL is a similar acronym that stands for Teaching English as a Foreign Language. For Abdallah, TEFL is quite similar to TESOL, albeit the latter is more general as it can subsume/include both TESL (Teaching of English as a Second Language) and TEFL (Teaching English as a Foreign Language). In this regard, TESL refers to situations in which the English language is taught as a second language to people/students/learners whose native language is NOT English.

According to Abdallah, the TEFL applies two distinct types those are:

1) The situations in which immigrants travel to an English-speaking country/community (e.g., UK, US, Australia, and New Zealand) and learn English language courses to be able to communicate/interact in

English with others in the new communities. Those people also use their native languages (L1) at home.

2) The situations in which English becomes used locally in a certain country/community for authentic communication after being officially transformed in status from a foreign language (EFL) into a second language (ESL). As a result, the formal educational system in this country requires students/learners to learn English as a second language (ESL) along with their original native language (L1).

b. Major Skills in Teaching English as Foreign Language

In Teaching English as Foreign Language (TEFL), there are four major skills that the students should master, those are:

1) Listening

According to Abdallah (2021: 65), Listening skill is a passive skill. It means when the process of listening happens, the listener does not give response to the speaker. Listening skills are considered hard to learn especially for foreign learners who don't use to listen to foreign language.

2) Speaking

Speaking is a means through which communication takes place (Abdallah, 2021: 83). It means speaking skill is a skill that gives us the ability to communicate with each other effectively. This skill allows the speakers to convey every message they want to deliver. Speaking involves many overlapping aspects:

pronunciation, grammar, vocabulary, cohesion, accuracy, and fluency

3) Reading

According to Bojovic (2010: 1), reading is a complex, purposeful, interactive comprehending, and flexible activity that takes considerable time and resources to develop. It means reading allows learners to master the target language independently.

4) Writing

Writing skill is an essential part of communication. Good writing skill allows people to communicate or convey messages in a written form. Abdallah (2021: 90) states, writing can be used to establish and maintain contact with others, transmit information, express thoughts, feelings, and reactions, entertain, and persuade.

5. **Problem and Solution on the Integration of Digital Literacy**

According to Johnson *et al.,* (2016: 3) there are two problems and solutions on the integration of digital literacy in the classroom, namely external problems and internal problems. External problems and solutions include access, training, and support. The internal problems and solutions include teachers' attitude and belief and teachers' resistance technology in the classroom.

a. **External Problems and Solutions**

1) Access

Digital literacy integration in schools has been primarily focused on increasing the availability of computers. However, many

students lack regular and reliable access to computers, making it difficult for instructors to integrate technology into existing lesson plans. Over the last 20 years, progress has been made in improving equipment and internet access in schools.

To overcome this, effective use of educational technologies for literacy may require more frequent instructional time on computers than currently afforded by the ratio of students to computers. Schools may need to pursue unconventional funding options, such as crowdfunding sites, grants, partnerships with local businesses or universities, or a Bring Your Own Device (BYOD) strategy. However, consistent 1:1 computer access is highly desirable for effective digital literacy integration.

2) Training

The lack of digital literacy implementation in classrooms is often due to inadequate professional development and training. The National Education Association (NEA) recommends expanding professional development in technology as a policy recommendation. Teachers today report increasing confidence in using classroom technology, operating software, and searching the internet. However, as technology constantly changes, teachers must stay updated with their technological expertise. However, some research suggests that professional development has a greater impact on noninstructional tasks than on student instruction. Schools should verify their chosen

training focuses on technology for student instruction, given limited budgets.

To overcome this, school administrators should seek assistance in identifying and providing ongoing training, using materials approved by the International Society for Technology in Education (ISTE). Schools can also use master teachers to lead professional learning communities and pursue training from educational software companies and researchers.

3) Support

The U.S. Department of Education reports that 68% of school districts have adequate support for educational technology. However, there is room for improvement in technology support to help teachers focus on teaching. Adopting new technology can be time-consuming, and teachers should have extended support from trained professionals. This may require additional funding and increased emphasis on user support. As technology integration projects mature, teachers may need more technical support, such as hiring professionals, and administrative and peer support to develop and apply new uses. This support can be provided in professional learning communities through regular discussions.

b. **Internal Problems and Solutions**

1) Teachers' attitude and belief

Teachers' attitudes and beliefs play a crucial role in the effectiveness of digital literacy in classrooms. Confidence in skills

and knowledge is essential for teachers to effectively use available technology. Many teachers grew up without access to technology, but students today are saturated with it. Teachers with little technological experience may feel less in control and may not explore new possibilities. A survey of 764 teachers found that confidence in achieving instructional goals using technology is one of the strongest predictors of teachers' technology use. To build teachers' knowledge and boost confidence, training and support from educational administrators are necessary.

2) Teacher resistance to technology in the classroom.

Teacher resistance to technology in the classroom is often due to the satisfaction with current lesson plans and the "double innovation" problem, which adds an additional layer of preparation for teachers. Revising lesson plans to incorporate technology is labor-intensive and can occupy a significant amount of time. Time is a significant barrier to integrating new classroom technologies, as it is the sixth most influential problems. Teachers must choose which technologies to use, as there are thousands of internet technologies, tutoring systems, and learning environments available. Choosing the right technology can be challenging, as claims about its effectiveness can be false. Decisions about technology are often made by school or district administrators without input from teachers, which can save time and effort but negatively impact teachers' perception of the technology.

B. Previous Related Study

Before the researcher conducted this research, the researcher studied the previous research. Research on Teacher's Perception on the Integration of Digital Literacy in EFL Teaching is still rare, therefore the researcher studied some previous research which related to the topic. Some relevant research can be used as a previous study to this research are:

First, a previous study conducted by Yuliany Dewi Intan Prabawati, the students of Universitas Muhammadiyah Surakarta (2019) who conducted research entitled *"Digital Literacy: An Investigation of English Teacher at SMAN 2 Tayu, Pati in 2019/2020 Academic Year"*. This study discussed the digital literacy of an English teacher, especially the teacher's perspective the digital literacy. In this research, the researcher investigates how digital literacy is perceived by the teacher at SMAN 2 Tayu, Pati. This type of research is descriptive qualitative. The subject in this study is the teacher who has digital literacy experiences in the classroom teaching and learning process and other activities that use digital. The object of this research is the perception of the teacher at SMAN 2 Tayu, Pati. Data collection is interview. The researcher used interview to get data from the teacher because the researcher wants to know the perception by the teacher and interview is the right technique for collecting data.

The second was a study conducted by Bambang Widi Pratolo and Hana Amri Solikhati (2021) entitled "Investigating teachers' attitude toward digital literacy in EFL classroom", employing a qualitative research method, this study used a semi-structured interview and classroom observation to collect the

data. The findings showed that they used computers and smartphones to search for digital information. The teachers exhibited positive attitudes toward the use of digital literacy for EFL teaching. They used syllabi as a major consideration, understood their position as teachers, developed effective teaching, implemented multiple literacies, and improved the four language skills. However, issues related to lack of technology, students' background, lack of time, and limited budget were acknowledged as hindrances in digital literacy implementation. As a strategy, teachers have therefore developed an early planning and support plan to deal with these challenges. Finally, this study suggests the need to develop teachers' technical facilities, technological pedagogy, and policymakers to give digital literacy more attention.

The third is the case study research conducted by Nurul Alfia, Sumadi, and Diah Kristina. This Indonesia Educational Journal from Universitas Sebelas Maret (2021) "Integrating Digital Literacy into EFL Classroom: A study of Theory of Planned Behavior". This case study investigated students' behavioral, control, and normative beliefs toward integrating digital literacy into the EFL classroom. This research used the Theory of Planned Behavior initiated by Ajzen to collect and analyze the data. The results of interviews and observations highlighted students' integration of digital literacy into EFL classroom referred to several beliefs. The behavioral beliefs (attitude toward advantages of a behavior) about the value of digital literacy for its effectiveness and efficiency potential to find information, to promote students cognitive skills and ethical awareness, and to improve English proficiency; normative beliefs (about social support) about the meeting of the expectation of school,

teachers, parents, and friends; and control beliefs (about perceive behavioral control) about the opportunity and the availability to interact with the technology. This study highlighted a substantive theory related to the findings: Students' positive beliefs about integrating digital literacy into EFL classroom influence students' learning strategy. By having positive beliefs about the outcomes that students will get (behavioral beliefs), support from family, teachers, and the school environment (normative beliefs), as well as beliefs about the presence of factors that may facilitate or hinder the performance (control beliefs), students demonstrate the tendency to always use digital technology in learning English.

The fourth is a study conducted by Tati Lathipatud Durriyah and Muhammad Zuhdi from UIN Syarif Hidayatullah Jakarta. This International Journal of Education & Literacy Studies (2019) with the title "Digital Literacy with EFL Student Teachers: Exploring Indonesian Student Teachers' Initial Perception about Integrating Digital Technologies into a Teaching Unit". Research found that many student teachers are active users of digital technologies yet they are reluctant to make use of digital technologies for literacy teaching purposes. Efforts to prepare student teachers for technology integration are pressingly needed. Also needed is data that informs us about student teachers' participation (engagement) with digital technologies and how they might utilize those technologies for literacy teaching. The article reports on a classroom research project that explored Indonesian student teachers' initial perception about the use of digital technologies for EFL teaching. For one semester, the first author taught a course to a group of student teachers at

a state Islamic university in Jakarta in which they learned conceptual and practical knowledge about digital technologies in teaching and learning. The student teachers were tasked to explore digital technologies available and had to integrate those technologies into teaching units contained in a senior high English textbook. Popular digital technologies selected included Facebook, blogs, Skype, and WhatsApp. Each offers unique potential to facilitate and enhance language learning. Student reflections provided insight into their considerations for their digital technology selections.

Table 2.1 Gap of Research

No	Title	Similarities	Differences
1.	*"Digital Literacy: An Investigation of English Teacher at SMAN 2 Tayu, Pati in 2019/2020 Academic Year"* *(2019)*	This research employs a case study design and tries to understand studies related to teachers' perceptions on the integration of digital literacy.	The difference is the subject of the study. This research will be conducted at SMA Batik 2 Surakarta. While in the previous thesis at SMA 2 Tayu, Pati.
2.	*"Investigating teachers' attitude toward digital literacy in EFL classroom"* *(2021)*	This research employs a case study design and tries to understand studies related to teachers'	The difference is the subject of the study. This research was conducted at SMA Batik 2 Surakarta.

		perceptions on the integration of digital literacy.	While in the previous thesis at SMA Muhammadiyah 1 Temanggung.
3.	*"Integrating Digital Literacy into EFL Classroom: A Study of Theory of Planned Behavior"* *(2021)*	This research employs a case study design and tries to understand studies related to teachers' perceptions on the integration of digital literacy.	The difference is the subject of the study. This research will be conducted at SMA Batik 2 Surakarta. While in the previous Journal at SMA at Surakarta in eleventh grade.
4.	*"Digital Literacy with EFL Student Teachers: Exploring Indonesian Student Teachers' Initial Perception about Integrating Digital Technologies into a Teaching Unit"* *(2019)*	This research tries to understand studies related to teachers' perceptions on the integration of digital literacy.	This research will be conducted at SMA Batik 2 Surakarta. While in the previous Journal at UIN Syarif Hidayatullah Jakarta.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research methods. The research method is used to determine the results of the research. Research methods are related to the ways that must be done when conducting research. So, this can help researcher in solving problems that occur. In this chapter, the researcher divides the part into eight parts. They are research design, research setting, research subject, data and source of the data, research instrument, techniques of collecting the data, the trustworthiness of the data, and techniques of analyzing the data.

A. Research Design

This study used a descriptive qualitative method. According to Sugiyono (2014: 98), descriptive qualitative research is research that describes a phenomenon or event that uses qualitative and quantitative data. The type of this research was a case study design research method. Based on Levin *et al.,* (2018: 26) qualitative research is used to describe a set of approaches in which the data obtained are analyzed in the form of words and expressions of an experience or social interaction. Qualitative descriptive research aims to describe a phenomenon and characteristics related to why and how something in the study occurs (Nassaji, 2015: 129). The qualitative research method also explains something based on the real situation that happened during research. Indrawati (2019: 32) said that descriptive research is research conducted by

researcher in exploring and describing to explain and predict a phenomenon obtained in the field based on existing data.

Rina (2021: 70) also said that qualitative research is a research method carried out by investigating, exploring, and reviewing the problems that occur in research. Descriptive research will be described clearly and sequentially about the questions made before the researcher enters the field related to the research to be carried out. Qualitative research is research that uses statistical procedures based on descriptive data (Latief, 2020: 55). So, it can be concluded that descriptive qualitative research is the research that describes an event or phenomenon that occurs to obtain answers to the research problems that occur. The design of this research is in accordance with the research that was conducted by the researcher. The researcher described how the "Teacher's Perception on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta in the Academic Year 2022/2023.

B. Research Setting

1. Setting of Place

The research took place in SMA Batik 2 Surakarta. It is located at Jl.Sam Ratulangi No.86, Kerten, Kec. Laweyan. Kota Surakarta Jawa Tengah.

2. Setting of Time

This study was conducted from May to December 2023. Three steps conducted by the researcher as follows:

a. Planning

In this step, the researcher conducted the activities such as proposing a title, preliminary observation, writing a proposal, proposal examination, revision, and permission letter submission. This step was conducted from May to July 2023.

b. Implementation

In this step, the researcher conducted activities such as collecting data (interview and observation) and analyzing data. This step was conducted from September to November 2023.

c. Compiling the report

In this step, the researcher conducted the activities such as compiling the report and revision it. This step was conducted from November to December 2023.

Table 3.1 Setting of time

No	Activities	Mouths						
		May	Jun	Jul	Sep	Oct	Nov	Des
1.	Planning							
	a. Proposing Title	■						
	b. Preliminary Observation	■						
	c. Writing Proposal	■	■	■				
	d. Proposal Examination			■				

	e. Revision				■				
2.	Implementation								
	a. Observation					■			
	b. Interview					■			
	c. Collecting Document					■			
	d. Analyzing Data					■			
1.	Compiling Report								
	a. Compiling report						■		
	b. Revision it						■		

C. Research Subject and Informant

The research subject and informant in this study is the English teacher of SMA Batik 2 Surakarta Mrs. Chintya Laksmi Dewi, M.Pd.,

D. Data and Source of the Data

1. Data

Data is information that has been collected, observed, generated, or created to validate the results of research that have been found. Data is usually used to analyze something. Data refers to information or knowledge that is encountered and used to be processed for the better. The data in this study were obtained from English teacher related to the teachers' perception and the problems and solutions on the integration of digital

literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024.

2. **Source of Data**

Data sources are data sources used in research. Miles (1994: 185) said that the source of data is information expressed by people who are the subject of research. Qualitatively, research data sources can be humans or informants, events, places, objects, pictures, notes, archives, and documents (Sutopo, 2002: 61). Sources of data in this study are informants in the form of interviews with English teachers. Meanwhile, the researcher also made observation as supporting data to validate the teacher's perception on the integration of digital literacy in SMA Batik 2 Surakarta academic year 2023/2024.

E. **Research Instrument**

The research instrument is a data collection tool needed in a study that is made according to the objectives and theory used (Sukendra & Atmaja, 2020: 78). The key instrument of this research is the researcher herself. The research instrument is usually determined by the researcher and related to the research methodology used. The research instrument is used to collect data that is used to solve problems in research. In this study, researcher used research instruments, including the following:

1. **Interview**

According to Nadzirotunnuha (2017: 45), the interview is a flexible data collection tool that allows it to be used multi-sensory, verbal, non-

verbal, verbal, and heard. The interview is the process of obtaining data or information on research conducted by interviewing respondents face-to-face following interview guidelines. In this study, the researcher collected research data by giving some questions to the respondent related to the teacher's perception and the problems and solutions on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta. In conducting interview, researcher used interview guidelines based on the theory from Belshaw (2018: 32) to know the teacher's perception on the integration of digital literacy in EFL teaching and theory of problems and solutions on the integration of digital literacy from Johnson (2016: 3). This is done to strengthen the data as a research source.

Table 3.2 Interview's Guide

RQ	How is the teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024?		
No	Aspect Belshaw (2014)	Indicator	Question
1.	Cultural	Being able to move easily between different digital environments and using learning technologies in a variety of different contexts.	The culture question reveals which digital tools or platforms teachers use most often and why they choose them.

2.	Cognitive	Mastering the 'how-to's of specific tools and technologies that are essential to the development of someone's digital skills.	Cognitive questions find the most effective collaboration platforms for students in the context of learning English.
3.	Constructive	The ability to understand and demonstrate how to take existing resources and content and then re-use/remix it to create something new that can benefit someone's learning.	Constructive questions reveal how teachers support students in building their knowledge of English through digital resources.
4.	Communicative	This includes understanding the many different ways they can communicate with different devices, including mobile and other digital devices.	Communicative questions ask for strategies teachers use to help students develop written and oral communication skills through digital platforms.
5.	Confident	Involves solving problems and	The confidence question explores how teachers

		managing one's own learning in digital environments. This can be encouraged by the kind of practices that work well in all kinds of learning experiences.	help students understand the importance of personal data privacy and security when using technology in learning English.
6.	Creative	Doing new things in new ways that somehow add value. It is about using digital technologies and techniques to create or achieve things previously impossible or at least out-of- reach to most people.	Creative questions illustrate how teachers encourage students to express their creativity in learning English using digital technology.
7.	Critical	Using technology to reflect, develop arguments, draw conclusions, and identify implications. During the	Critical questions ask how teachers help students develop critical thinking skills in evaluating information in digital sources.

		teaching and learning	
8.	Civic	Teachers or students need to make use of digital technologies in order to prepare themselves to participate as fully as possible in society.	Civic questions seek to find out social or ethical issues that arise in the use of technology in learning English.

RQ	What are the problems and solutions on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024?		
No	Aspect (Johnson et al, 2016: 3)	Indicator	Question
1.	External a. Access	Problems surrounding insufficient equipment or connectivity.	Access questions related to the lack of equipment or internet connectivity at the school and how to overcome this.
	b. Training	Problems inadequate training related to the technology.	Training questions related to the lack of teacher training regarding digital literacy and how to overcome this.
	c. Support	Problems related to the support	Support question related to problem of the integration

		constraint, technology integration include inadequate technical support and administrative/peer support.	digital literacy which includes technical and administrative support and how to overcome this.
2.	Internal a. Teacher attitudes and beliefs	Problems related to the teachers' attitude and belief in determining the role and effectiveness of digital literacy in the classroom.	Teacher attitudes and beliefs questions related to the attitudes and beliefs about educational technology in general and how to overcome this.
	b. Teacher resistance to technology in the classroom.	Problems related to the integration digital literacy into lesson plans for EFL teaching in the classroom.	Teacher resistance questions related to the problem of the integration digital literacy into lesson plan and how to overcome this.

2. Observations

Observations is a qualitative research tool used to collect information in research. According to Ary *et al.,* (2018: 431) Observations, is a primary technique for gathering data in qualitative research to describe the setting (where is the time and placed research conducted), behaviors

(the manner of conducting oneself), and interactions (2 people or more communicate with each other). The observation in this study is in the form of checklist observation. The researcher observed the English teaching process at SMA Batik 2 Surakarta.

Table 3.3 Observation's Sheet

RQ	How is the teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024?				
No	Aspect Belshaw (2014)	Indicator	Yes	No	Note
1.	Cultural	Being able to move easily between different digital environments and using learning technologies in a variety of different contexts.			
2.	Cognitive	Mastering the 'how-to's of specific tools and technologies that are essential to the development of someone's digital skills.			

3.	Constructive	The ability to understand and demonstrate how to take existing resources and content and then re-use/remix it to create something new that can benefit someone's learning.			
4.	Communicative	This includes understanding the many different ways they can communicate with different devices, including mobile and other digital devices.			
5.	Confident	Involves solving problems and managing one's own learning in digital environments. This can be encouraged by the kind of practices that work well in			

		all kinds of learning experiences.			
6.	Creative	Doing new things in new ways that somehow add value. It is about using digital technologies and techniques to create or achieve things previously impossible or at least out-of- reach to most people.			
7.	Critical	Using technology to reflect, develop arguments, draw conclusions, and identify implications. During the teaching and learning.			
8.	Civic	Teachers or students need to make use of digital technologies in order to prepare themselves to			

		participate as fully as possible in society.			

F. Techniques of Collecting the Data

Techniques of collecting the data is a method used by researcher to collect data in research. Indranata (2008: 38) said that data collection is a strategic step or procedure in research that has the main goal of collecting data in research. Techniques of collecting data in research must be carried out systematically to be able to answer the formulation of research problems conclusively regarding the object of study studied. According to Creswell (2009: 178) said that the data collection of qualitative research consists of four basic types, these are observations, interviews, documentation, and audio-visual materials. In this study, researcher used several techniques to collect data, such as interviews, and observations.

1. Interview

The interview is an activity that involves the interviewer and the interviewee or resource person where the interviewer gives several questions to be answered by the interviewee. The interview is a face-to-face conversation between the interviewer and the respondent which is carried out to achieve certain goals. Busetto *et al.,* (2020: 3) said that the interview is a method used by researcher to obtain views based on one's subjective experience through the opinions expressed. In this study, the researcher used semi structured interviews in obtaining research data.

Semi-structured interview is an interview using interview guidelines as a guide in the interview process but also allows the researcher flexibility in determining new ideas and responses in detail (Sultan, 2018: 90). At the interview stage, the researcher gave some questions related to the research topic to the informant to get clear information related to the integration of digital literacy in EFL teaching to know the teachers' perception and problems and solutions in integrating digital literacy at SMA Batik 2 Surakarta. The researcher interviewed the English teacher at SMA Batik 2 Surakarta. Before the interview takes place, the researcher made a list of questions to be asked as an interview guide.

2. **Observation**

According to Ary *et al.,* (2018: 431), observation is a primary technique for gathering data in qualitative research to describe the setting (where is the time and placed research conducted), behaviors (the manner of conducting oneself), and interactions (2 people or more communicate with each other). Observation is when the researcher takes fields notes on the behavior and activities of individuals at the research site (Cresswell 2009: 178). Observations rely on narrative or words and the goals is to comprehend complect interactions in natural setting or environments. In this technique to collect the data, the researcher using observation checklist. The researcher observed the English teaching process at SMA Batik 2 Surakarta.

G. Trustworthiness of the Data

Trustworthiness of the data is a stage where researcher must check the validity of the data obtained previously by researcher. The trustworthiness of the study refers to the level of confidence in the data, interpretations, and methods used to ensure the quality of a study. Trustworthiness is important to evaluate the value of a study. To check the trustworthiness of the data, the researcher uses triangulation. According to Joppe (2000: 81). triangulation is an effort used to assist researcher in exploring and explaining complex human behaviour by using various methods while providing a balanced explanation to the reader. Noble & Heale (2019: 67) said that triangulation can offer various data sets that are used to explain an interesting phenomenon that can be explained from various sides and can enrich research. Triangulation is a technique of checking the validity of data that utilizes something other than the data itself to check or compare data (Bachri, 2010:19). There are some types of triangulations according to Guion *et al.,* (2011:2) as follows:

1. Data triangulation

Guion *et al.,* (2011: 2) say that data triangulation is a stage that involves the use of various sources of information used to increase the validity of the research. At this stage it allows researcher to use the most popular sources so that they are easy to apply to research. The source of data or information used must refer to the method used to produce relevant data. However, researcher can use the same method for different data sources.

2. **Investigator triangulation**

    Guion *et al.,* (2011: 3) say that investigator triangulation is an analytical process that involves the use of several different investigators. At this stage, it involves several investigators or a team of investigators where each researcher examines the program using the same qualitative method (interviews, observations, case studies, or focus groups). The findings of each investigator will be compared to develop a deeper understanding of the researcher' views on addressing the problem. After these stages are completed, the findings will be concluded. This stage is very effective for establishing validity in research, but this stage is not practical in gathering researcher.

3. **Theory triangulation**

    Guion *et al.,* (2011: 3) say that theory triangulation is a stage that involves the use of multiple perspectives in interpreting and explaining data. This approach brings together people from different disciplines to interpret information in the same way. However, theoretical triangulation is not feasible in all situations and is less efficient because it is time-consuming.

4. **Methodological triangulation**

    Guion *et al.,* (2011: 4) say that methodological triangulation is a stage that involves the use of several methods (qualitative/quantitative) to study and compare the findings. For example, researcher use interviews, observation, document analysis, or other methods. The findings compared

to see if similar results are found, if the same findings are found after a conclusion is drawn, then the validity of the study has been determined.

5. **Environmental triangulation**

Guion *et al.,* (2011: 4) Environmental triangulation is this type of triangulation that involves the use of location, setting, and other key factors related to the environment in which research takes place such as time, day, or season. The key to this triangulation is to identify environmental factors that may affect the information received before the study. Environmental triangulation cannot be used in every case because this triangulation is only used for possible findings that are influenced by environmental factors.

Based on the explanation above, triangulation is used to check the validity of data. There are five types of triangulations based on Guion *et al.,* (2011: 2), these are data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation. In this study, the researcher used methodological triangulation because the researcher used several data collection techniques that would be analyzed in the same way, and then the researcher would compare the data. In this study, the researcher conducted interviews, and observations as supporting instrument. The results of the two methods compared to become a valid conclusion.

H. **Techniques of Analyzing the Data**

Techniques of analyzing the data are the stages of how researcher analyze the data that has been found. Rijali (2018: 81) said that data analysis is

the process of searching for and compiling interview transcripts, field notes, and other materials that are systematically collected and produced to increase your understanding and enable you to present research findings to others. Data analysis is a technique that consists of several activities such as collecting, cleaning, and organizing data. Data analysis is the process of reducing a large amount of data which is then collected for understanding. Several steps in the data analysis stage can be taken to conclude (Ibrahim, 2015: 98). In this study, researcher used data analysis models from (Miles, Huberman & Saldana (2014: 170). The analysis of data using Miles, Huberman & Saldana (2014: 170) consists of three stages, including data condensation, data display, and conclusion.

1. **Data Condensation**

From Miles, Huberman & Saldana (2014: 175), data condensation is a process of sharpening, classifying, directing, removing, and organizing the data to conclude the data. Data condensation means summarizing and selecting the main points, focusing on the things that are important, and looking for themes and patterns. Data on qualitative research can be transformed into the form of selection, making paraphrases or summaries, etc. After the researcher collects the data, the researcher summarized the data related to the teacher's perception and the problems and solutions on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta academic year 2023/2024 into a blueprint.

2. **Data Display**

From Miles, Huberman & Saldana (2014: 180), data display is a collection of information in which it is possible to draw conclusions and take action. Display data on qualitative data is usually in the form of narrative text presented in the form of field notes, tables, matrices, graphs, networks, and charts. At this stage, the researcher presented a summary of the condensed data relating to the teacher's perception and the problems and solutions on the integration of digital literacy in EFL teaching academic year 2023/2024.

3. **Drawing Conclusion**

After the data display stage is done, the last step is concluding. From Miles, Huberman & Saldana (2014: 185), concluding is a step taken by researcher to draw conclusions based on the results of research that is focused on the analysis of the data found in the field. Conclusions are usually presented in the form of descriptive research objects and are the result of the researcher's interpretation of the results from interviews and observations. Concluding is done to ensure that there are no data errors by re-checking the validity of the interpretation. At this stage, the researcher made conclusions based on display data related to the teacher's perception and the problems and solutions on the integration of digital literacy in EFL teaching academic year 2023/2024.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the results of the research. This chapter is divided into two main sections consisting of findings and discussion. The findings present the results of the analysis of the data obtained through interviews and observation. The findings of this study are interpreted through discussion in the research. In this study, the researcher took Mrs. Chintya Laksmi Dewi, M. Pd as the research subject. The teacher is an English teacher in SMA Batik 2 Surakarta.

A. Research Findings

The findings of this study include data related to teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta Academic Year 2023/2024. The subject of this study was the English teacher at SMA Batik 2 Surakarta. The findings of this study, present the results of the data obtained through interview and observation. The interview was carried out in a semi-structured based on guidelines drawn up in the form of a blueprint where the teacher was free to provide answers based on the question given. Meanwhile, the checklist observations as supporting information to validate the teacher's perception on the integration of digital literacy in EFL teaching. The interview was held on Wednesday, 4th October 2023 and the observation was held on Monday, 9th and Tuesday, 10th October 2023. The results of the interview and observation can be seen below:

1. **Teacher's Perception on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta Academic Year 2023/2024.**

   To answer the first problem formulation, the researcher gave eight questions during the interview. Question-related to the teacher's perception on the integration of digital literacy in EFL teaching based on the theory of Belshaw (2014: 32). This theory contains eight aspects of digital literacy which are; Cultural, Cognitive, Constructive, Communicative, Confident, Creative, Critical, and Civic. Based on the interview results, the teacher has her perceptions regarding integrating digital literacy in EFL teaching. These observations were focused on how teacher's integrate digital literacy in EFL teaching. This is in accordance with the results of the interview and observation below;

   a. **Culture**

      The culture question reveals which digital tools or platforms teachers use most often and why they choose them.

      > *"Peralatan teknologi yang biasa saya gunakan di kelas adalah smartphone, LCD proyektor, dan laptop. Media sosial yang biasa saya gunakan adalah YouTube, WhatsApp, Telegram, dan Tik Tok. Saya memilih media tersebut karena media digital tersebut mudah digunakan dan hampir semua siswa saya juga menggunakan media sosial yang sama untuk berkomunikasi"* (Interview with an English teacher on Wednesday 4th October 2023).

      Based on the results of an interview the teacher has a positive perception. They use applications or online platforms such as YouTube, WhatsApp, Telegram, Google Classroom, Google Meet, Moodle, Blog, and Tik Tok.

Table 4.1 Observation results on Culture

Indicator	Category	Yes	No	Note	
				M1	**M2**
Being able to move easily between different digital environments and using learning technologies in a variety of different contexts.	Culture	✓		During the teaching process, teacher used digital tools such as laptop, speaker, and LCD or projectors to deliver the materials. The teacher used a laptop and connected it to the LCD or projector in order to present a PPT.	The teacher used a laptop and speakers in the context of listening to the song materials.

Based on the observation in table 4.1 above, it can be seen that the cultural aspect appears when teacher used laptops, speakers, and LCDs or projectors as digital tools.

b. Cognitive

Cognitive questions find the most effective collaboration platforms for students in the context of learning English.

> *"Platform seperti YouTube, WhatsApp, Telegram, dan Tik Tok merupakan media sosial yang paling efektif karena hampir semua siswa memiliki media tersebut dan mudah digunakan saat membuat video atau membagikan link yang relevan dengan topik bahasa Inggris."* (Interview with an English teacher on Wednesday 4th October 2023).

Based on the results of an interview the teacher has a positive perception. The teacher mentioned platforms such as YouTube, WhatsApp, Telegram, Tik Tok, and Google Classroom which have interactive and communicative features.

Table 4.2 Observation results on Cognitive

Indicator	Category	Yes	No	Note	
				M1	M2
Mastering the 'how-to's of specific tools and technologies that are essential to the development of someone's digital skills.	Cognitive	✓		Teacher used digital tools to present the materials by using PPT that she found on the Internet. The materials contained how to construct and the examples of	Teacher asked students to listen to a song entitled "Bridge over the Troubled Water" that she found from an online source. She gave them instructions to complete the

				giving, asking, and refusing permission expressions.	lyrics of the song by choosing one word between two different words but with almost the same pronunciation in the lyrics, for example, "...when time gets (rough - tough)". After choosing a word that matches the lyrics they heard, they were asked to find the meaning of the word through Google or the Internet.

Based on the observation in table 4.2 above, it can be seen that

the cognitive aspect appears in the teacher because she knew how to

find materials and download it from online sources then presented it to

her students. Also, students were asked to find out the meaning of song

lyrics on the Internet.

c. Constructive

Constructive questions reveal how teachers support students in

building their knowledge of English through digital resources.

> *"Memberikan daftar situs web atau platform yang direkomendasikan dan cara menggunakannya untuk membantu siswa memperluas pemahaman mereka tentang bahasa Inggris."* (Interview with an English teacher on Wednesday 4th October 2023).

Based on the results of an interview the teacher has a positive

perception. The teacher gives assignments using digital technology or

applications in learning English and facilitates class discussions about

learning and the benefits of this technology.

Table 4.3 Observation results on Constructive

Indicator	Category	Yes	No	Note	
				M1	M2
The ability to understand and demonstrate how to take existing resources and content and then re-use/remix it to create	Constructive		✓	During whilst-activity, teacher after presenting the material by using PPT was making a short dialogue or	On the other hand, the students make five sentences in English by using or choosing the words in the song lyrics.

something new that can benefit someone's learning.				conversation in pairs. After that, she asked students to present the dialogue or conversation that has been discussed in front of the class.	

Based on the observation in the table 4.3 above, furthermore, those activities did not characterize the presence of a constructive aspect.

d. Communicative

Communicative questions ask for strategies teachers use to help students develop written and oral communication skills through digital platforms.

> *"Meminta siswa membuat presentasi atau video dalam bahasa Inggris dengan menggunakan teknologi atau media sosial. Sehingga siswa dapat berlatih berbicara secara terstruktur dan menyampaikan informasi."* (Interview with an English teacher on Wednesday 4th October 2023).

Based on the results of an interview the teacher has a positive perception. Teacher has students create presentations, and videos, or

participate in written discussions on online platforms such as Google

Classroom.

Table 4.4 Observation results on Communicative

Indicator	Category	Yes	No	Note	
				M1	M2
Teachers and students need to understand the importance of networks and communication and the important role they play in developing their digital literacy. This includes understanding the many different ways they can communicate with different devices, including mobile and other digital devices.	Communicative		✓	When teacher delivered the PPT materials, almost all students paid close attention to it. Besides the materials displayed were quite interesting, there were several moving animations, and there were also several picture examples of the expressions.	On the other hand, for listen song students became active and were able to answer questions from teacher regarding the word meaning of the song lyrics and figure out what the song was talking about.

Based on the observation in the table 4.4 above, thus, those were the activities of direct communication, not the example of communication aspect in digital literacy.

e. **Confidence**

The confidence questions explore how teachers help students understand the importance of personal data privacy and security when using technology in learning English.

> *"Melibatkan orang tua atau wali dengan memberikan nasihat atau bimbingan kepada orang tua untuk membantu mendukung anak-anak mereka dalam menggunakan teknologi dengan aman dan bertanggung jawab."* (Interview with an English teacher on Wednesday 4th October 2023).

Based on the results of an interview the teacher has a positive perception. Teacher reminds students not to share personal information with strangers and involve parents in guiding the wise use of technology.

Table 4.5 Observation results on Confident

Indicator	Category	Yes	No	Note	
				M1	**M2**
Involves solving problems and managing one's own learning in digital	Confident		✔	Teacher asked students to present dialogues or conversations	Meanwhile, for using song teacher and her students discussed

environments. This can be encouraged by the kind of practices that work well in all kinds of learning experiences.				that have been made with their classmates in front of the class.	defining the song lyrics. She repeated the difficult words and the way of pronouncing the words in the song lyrics.

Based on the observation in the table 4.5 above, those activities were not included as the confident aspect.

f. Creative

Creative questions illustrate how teachers encourage students to express their creativity in learning English using digital technology.

> *"Memperkenalkan siswa pada berbagai alat dan aplikasi kreatif yang dapat mereka gunakan untuk mengekspresikan diri dalam bahasa Inggris."* (Interview with an English teacher on Wednesday 4th October 2023).

Based on the results of an interview the teacher has a positive perception. Teacher provided assignments that encourage students to use digital technologies and introduce students to creative tools and applications.

Table 4.6 Observation results on Creative

Indicator	Category	Yes	No	Note	
				M1	M2
Doing new things in new ways that somehow add value. It is about using digital technologies and techniques to create or achieve things previously impossible or at least out-of-reach to most people.	Creative		✓	During teaching and learning, Teacher asked students to make dialogues or conversations of asking, giving, and refusing permission according to the conditions or situations they wanted. Then she asked them to present the dialogue or conversation results in front of the class and gave them feedback after presenting it.	Teacher asked students to make five sentences in English by using the words contained in the song lyrics.

Based on the observation in the table 4.6 above, the activities of teacher had not indicated the characteristic of the creative aspect of digital literacy.

g. Critical

Critical questions ask how teachers help students develop critical thinking skills in evaluating information in digital sources.

> *"Guru memfasilitasi atau membantu siswa untuk mengenali perbedaan antara informasi faktual, opini, dan hoax."* (Interview with an English teacher on Wednesday 4th October 2023).

Based on the results of an interview the teacher has a positive perception. The teacher holds group or class discussions, asks students to share opinions or arguments, and helps students distinguish factual information, opinions, and hoaxes.

Table 4.7 Observation results on Critical

Indicator	Category	Yes	No	Note	
				M1	M2
Using technology to reflect, develop arguments, draw conclusions, and identify implications. During the	Critical	✓	✓	Teacher asked students to look for the meaning behind the song lyrics on the Internet. The song entitled "Bridge Over Troubled	Thus, the critical element can be seen from the activity above that student had to find out the meaning by

teaching and learning,				Water" contained a message about loyalty and inspiration to faithfully support friends and loved ones, especially relatives when they are in difficult times.	searching it through online sources.

Based on the observation in the table 4.7 above, it can be seen that critical aspect did not appear during whilst-activity of teacher when integrating PPT because she only asked students to make dialogues or conversations with their peers based on the materials that was shown in PPT form.

h. Civic

Civic questions seek to find out social or ethical issues that arise in the use of technology in learning English.

> *"Perlu ada permasalahan sosial yang menjadi perhatian siswa seperti prinsip netiket dan etika digital dalam berinteraksi di lingkungan digital. Mereka harus belajar tentang perilaku sopan, menghormati orang lain, dan tidak melecehkan atau mengintimidasi dalam komunikasi online."* (Interview with an English teacher on Wednesday 4th October 2023).

Based on the results of an interview the teacher has a positive perception. Students need to pay attention to technology use policies, netiquette principles, and digital ethics, as well as polite and respectful behavior in online communication.

Table 4.8 Observation results on Civic

Indicator	Category	Yes	No	Note	
				M1	M2
Teachers or students need to make use of digital technologies in order to prepare themselves to participate as fully as possible in society.	Civic		✓	From the beginning until at the end of the teacher's lesson, she did not convey or mention the civic aspect.	

Based on the observation in the table 4.8 above, it can be was known that they did not include or consider the aspect during the lesson.

2. **Problems and Solutions Faced by Teacher on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta Academic Year 2023/2024**

To answer the second problem formulation, the researcher gave five questions related to the problems and solutions on the integration of digital literacy in EFL teaching based on the theory of Johnson *et al.,* (2016:3). This theory contains 2 aspects namely external and internal problems and solution on the integration of digital literacy in EFL. The external aspect include: (access, training, and support) and the internal aspect (teacher attitudes and beliefs and teacher resistance in the classroom). This is in accordance with the results of the interview below:

a. **External problems and solutions**

1) **Access**

Access questions related to the lack of equipment or internet connectivity at the school and how to overcome this.

> *"Untuk permasalahan akses seperti itu Al'hamdulillah tidak ada. Karena sekolah juga memfasilitasi komputer laboratorium, LCD di setiap kelas dan wifi dengan kecepatan yang cukup bagus."* (Interview with an English teacher on Wednesday 4th October 2023).

Based on the interview transcription above, it clearly stated that access is not the problem in integrating digital literacy in SMA Batik 2 Surakarta. The teacher said that the school facilitated a computer laboratory, LCD in every classroom, and Wi-Fi.

2) Training

Training questions related to the lack of teacher training regarding digital literacy and how to overcome this. The teacher feels that there is a problem related to the lack of teacher training.

> "*Menurut saya ada ya mbak. Bahkan bisa di bilang sangat kurang. Kami para guru belajar teknologi khususnya integrasi literasi digital secara otodidak dan tidak di berikan pelatihan secara professional.* (Interview with an English teacher on Wednesday 4ᵗʰ October 2023).

In addition, the teacher also gave the suggestions to overcome this problem.

> *"Perlunya memanfaatkan keahlian guru master atau professional di bidangnya untuk memberikan pelatihan secara efektif."* (Interview with an English teacher on Wednesday 4ᵗʰ October 2023).

Based on the results of interviews related to problems and solutions on the integration digital literacy in EFL teaching, there's a problem with inadequate training related to the integration of digital literacy in EFL teaching. It is clearly stated that the teachers are not given effective professional development on new technologies, they will not be capable of using it to its full potential. To overcome this, the teacher said that exploit the expertise of master teachers or professionals in their field to provide training effectively.

3) Support

Support question related to problem on the integration digital literacy which includes technical and administrative support and how to overcome this.

> *"Menurut saya dukungan teknis dan administratif seperti pengadaan teknisi komputer laboratorium dan LCD tidak ada ya mbak. Jadi kami sendiri sebagai para guru sebagai teknisinya."* (Interview with an English teacher on Wednesday 4th October 2023).

In addition, the teacher also gave the suggestions to overcome this problem.

> *"Solusinya dengan memastikan tersedianya dukungan teknis, administratif, dan dukungan teman sejawat yang memadai bagi guru selama pelaksanan integrasi literasi digital di sekolah."* (Interview with an English teacher on Wednesday 4th October 2023).

Based on the results of interviews related to one of the problems on the integration of digital literacy in EFL teaching. The researcher found that there's a problem related to the support constraint in the integration of digital literacy in EFL teaching. It is clearly stated that the problems to digital literacy integration in SMA Batik 2 Surakarta include inadequate technical support and administrative/peer support. To overcome this, the teacher said that ensure that adequate technical, administrative, and peer support is available to teachers during the integration digital literacy in the school.

d. **Internal Problems and Solutions**

1) **Teacher attitudes and beliefs**

Teacher attitudes and beliefs questions related to the attitudes and beliefs about educational technology in general and how to overcome this. The teacher said that there is a problem related to the teacher attitudes and beliefs.

> "Tentu saja ya mbak. Terkadang saya sendiri sebagai guru merasa tidak percaya diri mengenai kemampuan saya menggunakan literasi digital, apakah sudah efektif? Di tambah para siswa sekarang jauh lebih pintar dalam bidang teknologi di bandingkan gurunya." (Interview with an English teacher on Wednesday 4th October 2023).

In addition, the teacher also gave the suggestions to overcome this problem.

> "Menurut saya, upaya yang perlu di lakukan adalah memberikan pelatihan guru yang menyoroti konstruktivisme dan pendidikan yang berpusat pada siswa. Serta, memfokuskan upaya pengembangan profesionalitas guru pada upaya menekankan penggunaan teknologi dalam pengajaran untuk membangun sikap, keyakinan, keterampilan, dan pengetahuan." (Interview with an English teacher on Wednesday 4th October 2023)

Based on the results of interviews related to one of the problems on the integration of digital literacy in EFL teaching. The teacher said that there's a problem in teacher attitudes and beliefs. The researcher found that the teachers did not feel comfortable and confident about their ability to use digital literacy effectively. Many current teachers grew up without access to technologies like the personal computer and the Internet. But students today are

raised in an environment saturated with computer technology. These "digital natives" can intimidate teachers, especially teachers with little technological experience. To overcome this, the teacher said that provide teacher training that highlights constructivism and student-centered education, also focus professional development efforts toward those which emphasize the use of technology in instruction to build the teacher attitude, beliefs, skills and knowledge.

2) **Teacher resistance in the classroom**

Teacher resistance to technology in the classroom questions related to the problem of the integration digital literacy into lesson plan and how to overcome this. The teacher said that there is a problem related to the teacher resistance in the classroom.

> *"Ketika mengadopsi teknologi baru, pendidik menghadapi masalah yang di kenal sebagai "inovasi ganda". Inovasi ganda pada dasarnya menambah persiapan tambahan yang harus di lakukan guru. Pertama guru harus mempelajari teknologi dengan cukup baik untuk memanfaatkannya di kelas, sebelum memutuskan bagaimana mengintegrasikan teknologi tersebut dengan tujuan kelas dan kurikulum. Hal ini memakan banyak waktu."* (Interview with an English teacher on Wednesday 4th October 2023).

In addition, the teacher also gave the suggestions to overcome this problem.

> *"Menurut saya, melibatkan guru dalam proses pengambilan keputusan ketika mengadopsi teknologi baru, karena sangat penting bagi guru untuk menentukan teknologi apa yang akan mereka gunakan dalam pengajaran dan menyesuaikannya dengan rencana pembelajaran. Dengan begitu waktu guru akan*

menjadi efektif." (Interview with an English teacher on Wednesday 4th October 2023).

Based on the results of interviews related to one of the problems on the integration of digital literacy in EFL teaching. The teacher said that there's a problem in teacher resistance in the classroom. It is clearly stated that integrating new technologies into lesson plans can be a difficult task. Perhaps the most common reason mentioned by teachers for. While educational technologies are becoming easier to learn, the double innovation problem still results in additional preparation time. To overcome this, involve teachers in the decision-making process when adopting new technologies, teachers must have a say in what technologies they will use in their instruction and adapt it to the lesson plan. That way the teacher's time will be effective.

Table 4.9 Interview Results of Problem and Solution

No	Aspect Johnson *et al.,* (2016:3)	Indicator	Problem Yes	Problem No	Solution	Note
1.	External a. Access	Problems surrounding insufficient equipment or connectivity.		✓	-	The school facilitated a computer laboratory, LCD in every classroom, and Wi-Fi.
	b. Training	Problems inadequate training related to the technology.	✓		Exploit the expertise of master teachers or professionals in their field to provide training effectively.	1. The teacher is not given effective professional development on new technologies. 2. The teacher suggested to provide teacher training and student-centered education, also focus professional development.

			✓			
	c. Support	Problems related to the support constraint.	✓		Ensure the support is available to teachers during the integration digital literacy in the school.	1. Inadequate technical support and administrative/ peer support. 2. The teacher suggested that ensure adequate technical, administrative, and peer support is available to teachers.
2.	Internal a. Teacher attitudes and beliefs	Problems related to the teachers' attitude and belief in determining the role and effectiveness of digital literacy in the classroom.	✓		Emphasize the use of technology in instruction to build the teacher attitude, beliefs, skills and knowledge.	1. The teachers did not feel comfortable and confident about their ability to use digital literacy effectively. 2. The teacher suggested to provide teacher training and student-centered education, also

					focus professional development
	b. Teacher resistance to technology in the classroom.	Problems related to the integration digital literacy into lesson plans for EFL teaching in the classroom.	✓		Involve teachers in the decision-making process when adopting new technologies.	1. Integrating new technologies into lesson plans can be a difficult task. 2. Teachers must have a say in what technologies they will use in their instruction and adapt it to the lesson plan.

B. Discussion

It has been discussed in the research methods sub-chapter that the research carried out used qualitative methods with a descriptive approach. This research is entitled "Teacher's Perception on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta Academic Year 2023/2024" This research was motivated by the technology brought significant changes in the teaching and learning process, and the language learning should integrate various technology to improve student learning.

Integrating digital literacy into EFL teaching becomes a new trend in today's era. Therefore, the researcher intends to conduct research by looking at the integration of digital literacy in EFL Teaching. This research aims to find out how the teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta.

1. **Teacher's Perception on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta Academic Year 2023/2024.**

The results of the data analysis are interviews and observations. In this research, the teachers perceive the integration of digital literacy positively according to the aspect of integration digital literacy theory expressed by Belshaw (2014: 42). The data below are the analysis of eight aspects of digital literacy, the following is the explanation that has been concluded;

Based on observation the teacher are already integrating digital literacy in cultural aspects. It can be improved, when teacher use laptop, speaker, and LCD or projector in delivering her materials. Even more in interview results, teacher use social media and online platforms, such as YouTube, WhatsApp, TikTok, etc. in teaching English. It can be concluded that in the cultural aspect, teacher have integrated digital literacy in the EFL classroom. It is suitable with Mega's (2022: 699) statement that digital literacy must be understood as basic skills to use a computer confidently, safely, and effectively, including the ability to use software such as word processing, presentations, and email, the

ability to create and edit images, audio, video, and the ability to use source engines.

Based on the observation, teacher find the materials through online sources, such as the song lyrics and PPT. It can be seen that teacher know how to find information related to the topic and then present it using a laptop, speaker, or projector as the digital tools. Then, interview results show that teacher said similar answers which were the most effective online platforms are platforms that have interactive and communicative features, such as Youtube, Instagram, Google Classroom, etc. According to Tejedor *et al.,* (2020: 48), digital literacy is described as complex thinking competencies, involving cognitive, motor, emotional, and social skills that enable users to operate intuitively and effectively in digital environments for work, learning, and daily functioning.

There is no constructive aspect that appears during classroom observation. Meanwhile, in the interview the respondent said to expose students to various applications or technology in learning English, such as making videos or presentations to build students' knowledge through digital technology. As Cetindamar *et al.,* (2021: 123) stated, "...digital literacy entails using digital tools effectively to promote positive social action. What it means to "construct" something is altered by the ease with which one may accurately duplicate another person's art".

Communicative aspect also did not appear during the classroom observation. Nevertheless, in the interview, the teacher gives assignments to make presentations and videos and then use online platforms in order to improve their spoken and written communication skills. It is suitable with Nguyen & Habók (2023: 42) statement which is understanding the many different ways someone can communicate with different devices, including mobile and other digital devices.

Based on the observation, the confident aspect did not appear during the teaching and learning process. Meanwhile, in the interview, teacher said the importance of reminding students to keep their data private and also engaging the parents that they should guide their children to use technology wisely. As Ahmed *et al.,* (2022: 1) stated, "...while each aspect should be worked on collaboratively, the confident aspect calls for tying the pieces together. It entails being aware of and utilizing the differences between the analog and digital worlds."

Even though the creative aspect did not appear in the classroom observation, teacher said in the interview that exposing the various technologies to students, such as making videos or presentations can build and improve their creativity in the context of learning English. According to Reddy *et al.*, (2020: 65), "creativity in digital domains arises through creating something new (not necessarily "original") that is useful in a specific context."

Based on classroom observation, critical aspects did not appear during the teaching and learning process. Meanwhile, in the interview, the respondent said creating group discussions facilitates students in expressing arguments or sharing about the information they found on the internet to build students' critical thinking. Then, the teacher also said to guide or give the students understanding about the fact, opinions, and fake information that they found through the Internet. Furthermore, it relates to Vonti & Grahadila (2021: 17) statement that thinking about one's own literacy practices is a necessary step in developing one's critical digital literacy. It entails thinking back on how things came about, what influences one has, and how behaviors affect other people.

According to Belshaw (2014: 32), civic aspect refers to individuals having the knowledge and ability to use digital environments to self-organize; to be part of a movement bigger than themselves. Based on classroom observation, The teacher did not consider the civic aspect. Meanwhile from the interview, teacher said that students need to pay attention to policies and principles of netiquette when interacting in digital environments.

2. **Problems and Solutions Faced by Teacher on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta Academic Year 2023/2024.**

The teacher also mentions some problems and solutions related to the integration of digital literacy in EFL teaching by the

Theory from Johnson *et al.,* (2016: 4). The school don't have problems with the access, because the teacher said that SMA Batik 2 Surakarta facilitated computer laboratory, LCD in every classroom and Wi-Fi with the good speed. There's a problem with inadequate training related to the integration of digital literacy in EFL teaching. The teachers are not given effective professional development on new technologies, they will not be capable of using it to its full potential. According to Ertmer et al. (2012: 423), the most commonly cited reason for lack of technology implementation in the classroom is inadequate professional development and training.

To realize effective digital literacy integration, the teacher suggest that exploit the expertise of master teachers or professionals in their field to provide training effectively. It is related to the Johnson *et al.,* (2016: 4) theory that school administrators should seek assistance to identify and provide ongoing training. Schools can identify professional development programs that best fit their needs. Lack of the support to be the problem of the teacher in the integration of digital literacy. Though we cannot say for certain how the future will impact professional development, it is clear that the teachers of today do not have optimal access to technological support.

With additional technology support, teachers can worry less about technological problems and instead focus on teaching their students. With high quality support from both creators of educational

technologies and school employees, teachers will have access to the resources they deserve. The teacher suggested that the teachers become more proficient in the technical skills required for the new technology, their needs may shift to administrative and peer support to help develop and apply new uses for the technology in their classrooms. This type of support may be provided in professional learning communities through regular discussions regarding novel, domain-relevant uses of the technology.

Teachers' attitudes and beliefs are crucial factors in determining the role and effectiveness of technology in classrooms. Given the abundance of available educational technology, it is essential that teachers feel comfortable and confident about their ability to use them effectively. Many current teachers grew up without access to technologies like the personal computer and the internet, but students today are raised in an environment saturated by computer technology. Attitudes and beliefs about both educational technology and pedagogy in general will ultimately influence how teachers implement technology. The teacher suggested that to build teachers' knowledge to a sufficient level, boosting confidence in the process, training and support from the educational administrators is necessary.

Integrating new technologies into lesson plans can be a difficult task. Teacher resistance to technology in the classroom perhaps the most common reason mentioned by teachers. Teachers spend

countless hours creating lesson plans that will hold attention and make learning exciting. Revising lesson plans means several hours of additional work for the teacher, which is problematic given an already demanding schedule. When adopting new classroom technologies, educators face the problem known online as the "double innovation" problem (Cleaver, 2014: 193). Double innovation essentially adds an additional layer of preparation teachers must work through.

Perhaps as a consequence, decisions about technology are often made by school or district administrators without input from teachers. In some ways, this can be helpful by saving teachers the time and effort required to evaluate technologies, but lack of choice can also negatively impact an instructor's perception of the technology. Teachers may view the new technology as an imposition, when in reality the technology may make their teaching experience easier and more enjoyable. Solutions to increase acceptance of classroom technology by the teacher that is extremely important that teachers have a say in what technologies they will use in their instruction.

The teacher should have the ability to select a technology that they feel most comfortable with. By allowing teachers more freedom of choice they will retain the very important sense of classroom control. Teachers should be able to easily find and access rigorously tested technologies within a specific learning domain. Better organization of

empirically validated educational technologies will serve to save valuable time and will place less of a burden on the teacher.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings which are explained in the discussion about the teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta, the researcher then drew the conclusions. The conclusions cover all of the research questions of the study. The conclusions are as follow:

1. Teacher's Perception on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta Academic Year 2023/2024.

Based on the results of interviews and observations, it can be concluded that the teacher perceives the integration of digital literacy in EFL teaching positively. Positive perception refers to the fact that the teacher understands about the integration of digital literacy in EFL teaching in eight aspects. However, the teacher who are the participant of this study have not fully integrated digital literacy in the EFL teaching. In addition, it can be proven from the interview that participant understand how to integrate digital literacy in EFL teaching. However, in classroom observation, not all the aspects are proven to appear during the teaching and learning process. There are cultural and cognitive aspects that can be seen during the teaching and learning process. Meanwhile, from the interview, it can be inferred that teachers understand about the integration of digital literacy in EFL classrooms

in eight aspects, which are cultural, cognitive, constructive, communicative, confident, creative, critical, and civic. It can be concluded that the integration of digital literacy in EFL classrooms at SMA Batik 2 Surakarta has not been fully implemented.

2. **Problems and Solutions on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta Academic Year 2023/2024.**

Based on the results of interview and observations, the researcher found that there were several problems and solutions on the integration of digital literacy in EFL teaching, there are two external and two internal problems and solutions on the integration of digital literacy, when the external problems and solutions include: (a) Training: The teachers are not given effective professional development on digital literacy. The teacher suggested to exploit the expertise of master teachers or professionals in their field to provide training effectively; (b) Support: Inadequate technical support and administrative/peer support by the teachers. The teacher suggested to ensure adequate technical, administrative, and peer support is available to teachers during the integration digital literacy in the school. And there's no problem with the Access when integrating digital literacy. And the internal problems and solutions include: (a) Teacher attitudes and beliefs: The teacher did not feel comfortable and confident about their ability to use digital literacy effectively. The teacher suggested to provide teacher training that highlights constructivism and student-

centered education, also focus professional development efforts to build the teacher attitude, beliefs, skills and knowledge; (b) Teacher resistance in the classroom: Integrating new technologies into lesson plans can be a difficult task by the teacher. The teacher suggested involve teachers in the decision-making process when adopting new technologies, teachers must have a say in what technologies they will use in their instruction and adapt it to the lesson plan.

B. Suggestions

After knowing the findings about teacher's perception on the integration of digital literacy in EFL teaching at SMA Batik 2 Surakarta, the researcher provides some suggestions as follow:

1. For the teachers

a. The researcher finds that there are several aspects of digital literacy that did not appear during the teaching and learning process such as constructive, communicative, creative, confident, critical, and civic.

b. The teachers must be creative in designing the lesson when integrating digital literacy in EFL teaching.

c. The teachers must also improve their IT knowledge to follow the demand of this era for educational purposes.

d. Teachers can use applications or online platforms such as Quizzes, Kahoot, Duolingo, and so on. In order to make learning English in the classroom more interactive. In order to avoid data incompatibility and confusion in concluding data results

2. For the school

a. It is necessary for the school to provide the facilities which enable the students to access internet.

b. It is necessary for the school to hold digital literacy training and support for the teachers.

3. For the readers

This study is expected to give contribution to the readers, especially the students of UIN Raden Mas Said Surakarta.

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Date : **Wednesday, 4th October 2023**

Place : **SMA Batik 2 Surakarta**

Interviewee : **Miss Chintya Laksmi Dewi, M. Pd**

Interviewer : **Arum Kusumaningrum**

Researcher : Assalamu'alaikum wr. wb, Miss Chintya

English Teacher : Wa'alaikumussalam wr.wb, Mbak

Researcher : Perkenalkan nama saya Arum Kusumaningrum. Saya mahasiswi dari UIN Raden Mas Said Surakarta. Mohon izin meminta waktu Miss Chintya sebentar untuk melakukan wawancara, terkait Teacher's Perception on the Integration of Digital Literacy in EFL Teaching at SMA Batik 2 Surakarta. Sebelumnya, Miss Chintya sendiri mengajar berapa kelas, Miss?

English Teacher : Kebetulan untuk saat ini saya mengampu semua kelas ya, Mbak Arum. Partner saya Miss Dhevi sudah pindah menjadi dosen di UNS, dan belum ada penggantinya.

Researcher : Wah, Al'hamdulillah. Semoga sukses di tempat baru nya untuk Miss Dhevi. Sebelumnya, Miss Chintya sendiri sudah

berapa lama mengintegrasikan digital literacy (melek digital) ke dalam pembelajaran bahasa Inggris?

English Teacher : Semenjak Pandemi Covid 19 ya, Mbak Arum. Karena semua pembelajaran, mau tidak mau harus dilakukan secara online. Semenjak itu kami guru-guru mengintegrasikan digital literacy ke dalam pembelajaran.

Researcher : Alat atau platform digital mana yang paling sering Miss Chintya gunakan dan mengapa Miss Chintya memilihnya?

English Teacher : Peralatan teknologi yang biasa saya gunakan di kelas adalah smartphone, LCD proyektor, dan laptop, mbak. Media sosial yang biasa saya gunakan adalah YouTube, Whatsapp, Telegram, dan Tik Tok. Saya memilih media tersebut karena media digital tersebut mudah digunakan dan hampir semua siswa saya juga menggunakan media sosial yang sama untuk berkomunikasi.

Researcher : Apa platform kolaborasi paling efektif bagi siswa dalam konteks pembelajaran bahasa Inggris, Miss?

English Teacher : Platform seperti YouTube, WhatsApp, Telegram, dan Tik Tok merupakan media sosial yang paling efektif karena hampir semua siswa memiliki media tersebut dan mudah digunakan saat membuat video atau membagikan link yang relevan dengan topik bahasa Inggris.

Researcher	: Bagaimana Miss Chintya mendukung siswa dalam membangun pengetahuan bahasa Inggris mereka melalui sumber daya digital?
English Teacher	: Saya memberikan daftar situs web atau platform yang direkomendasikan mbak dan cara menggunakannya untuk membantu siswa memperluas pemahaman mereka tentang bahasa Inggris.
Researcher	: Strategi apa yang Miss Chintya gunakan untuk membantu siswa mengembangkan keterampilan komunikasi tertulis dan lisan melalui platform digital?
English Teacher	: Saya meminta siswa membuat presentasi atau video dalam bahasa Inggris dengan menggunakan teknologi atau media sosial. Sehingga siswa dapat berlatih berbicara secara terstruktur dan menyampaikan informasi mbak.
Researcher	: Bagaimana Miss Chintya membantu siswa memahami pentingnya privasi dan keamanan data pribadi saat menggunakan teknologi dalam pembelajaran bahasa Inggris?
English Teacher	: Dengan melibatkan orang tua atau wali ya mbak, dengan memberikan nasihat atau bimbingan kepada orang tua untuk membantu mendukung anak-anak mereka dalam menggunakan teknologi dengan aman dan bertanggung jawab.

Researcher : Bagaimana Miss Chintya mendorong siswa untuk mengekspresikan kreativitasnya dalam pembelajaran bahasa Inggris menggunakan teknologi digital?

English Teacher : Dengan memperkenalkan siswa pada berbagai alat dan aplikasi kreatif yang dapat mereka gunakan untuk mengekspresikan diri dalam bahasa Inggris mbak.

Researcher : Bagaimana Miss Chintya membantu siswa mengembangkan keterampilan berpikir kritis dalam mengevaluasi informasi dalam sumber digital?

English Teacher : Saya memfasilitasi atau membantu siswa untuk mengenali perbedaan antara informasi faktual, opini, dan hoax mbak.

Researcher : Apa permasalahan sosial atau etika yang muncul dalam penggunaan teknologi dalam pembelajaran bahasa Inggris?

English Teacher : Perlu ada permasalahan sosial yang menjadi perhatian mahasiswa seperti prinsip netiket dan etika digital dalam berinteraksi di lingkungan digital ya mbak. Mereka harus belajar tentang perilaku sopan, menghormati orang lain, dan tidak melecehkan atau mengintimidasi dalam komunikasi online.

Researcher : Adakah permasalahan akses, terkait dengan kurangnya peralatan atau konektivitas internet di sekolah, Miss?

English Teacher : Untuk permasalahan akses seperti itu Al'hamdulillah tidak ada ya mbak. Karena sekolah juga memfasilitasi komputer

laboratorium, LCD di setiap kelas dan wifi dengan kecepatan yang cukup bagus.

Researcher : Menurut Miss Chintya, adakah permasalahan terkait kurangnya pelatihan guru terkait literasi digital?

English Teacher : Menurut saya ada ya mbak. Bahkan bisa di bilang sangat kurang. Kami para guru belajar teknologi khususnya integrasi literasi digital secara otodidak dan tidak di berikan pelatihan secara professional.

Researcher : Menurut Miss Chintya, bagaimana solusi untuk mengatasi hal tersebut?

English Teacher : Menurut saya, memanfaatkan keahlian guru master atau professional di bidangnya untuk memberikan pelatihan secara efektif.

Researcher : Menurut Miss Chintya, adakah permasalahan terkait dengan dukungan terhadap integrasi literasi digital yang meliputi dukungan teknis dan administrative?

English Teacher : Menurut saya dukungan teknis dan administratif seperti pengadaan teknisi komputer laboratorium dan LCD tidak ada ya mbak. Jadi kami sendiri sebagai para guru sebagai teknisinya.

Researcher : Menurut Miss Chintya, bagaimana solusi untuk mengatasi hal tersebut?

English Teacher : Menurut saya, solusinya dengan memastikan tersedianya dukungan teknis, administratif, dan dukungan teman sejawat yang memadai bagi guru selama pelaksaan integrasi literasi digital di sekolah.

Researcher : Menurut Miss Chintya, adakah permasalahan terkait sikap dan keyakinan anda sendiri sebagai seorang guru dalam pengintegrasian literasi digital dalam pengajaran EFL?

English Teacher : Tentu saja ya mbak. Terkadang saya sendiri sebagai guru merasa tidak percaya diri mengenai kemampuan saya menggunakan literasi digital, apakah sudah efektif? Di tambah para siswa sekarang jauh lebih pintar dalam bidang teknologi di bandingkan gurunya.

Researcher : Menurut Miss Chintya, adakah permasalahan terkait penolakan menggunakan teknologi literasi digital ke dalam kelas?

English Teacher : Menurut saya ada ya mbak. Ketika mengadopsi teknologi baru, pendidik menghadapi masalah yang di kenal sebagai "inovasi ganda". Inovasi ganda pada dasarnya menambah persiapan tambahan yang harus di lakukan guru. Pertama guru harus mempelajari teknologi dengan cukup baik untuk memanfaatkannya di kelas, sebelum memutuskan bagaimana mengintegrasikan teknologi tersebut dengan tujuan kelas dan kurikulum. Hal ini memakan banyak waktu.

Researcher   : Menurut Miss Chintya, bagaimana solusi untuk mengatasi hal tersebut?

English Teacher   : Menurut saya, melibatkan guru dalam proses pengambilan keputusan ketika mengadopsi teknologi baru, karena sangat penting bagi guru untuk menentukan teknologi apa yang akan mereka gunakan dalam pengajaran dan menyesuaikannya dengan rencana pembelajaran. Dengan begitu waktu guru akan menjadi efektif.

Researcher   : Baik Miss, saya kira cukup itu saja yang perlu saya tanyakan pada kesempatan wawancara ini.

English Teacher   : Baik, Mbak Arum. Semoga bermanfaat ya untuk kedepannya. Saya juga sudah memberikan jawaban yang terbaik sesuai yang saya ketahui dan alami.

Researcher   : Siap, Miss. Terima kasih dan maaf telah mengganggu waktunya Miss Chintya.

English Teacher   : Wah, tidak mengganggu sama sekali. Sama-sama ya, Mbak Arum. Sukses selalu.

Researcher   : Aamiin, Terima kasih Miss.

APPENDICES

OBSERVATION SHEET

Date   : **Monday, 9th October 2023**

Place   : **10th Grade Classroom of SMA Batik 2 Surakarta**

Researcher   : **Arum Kusumaningrum**

English Teacher   : **Mrs. Chintya Laksmi Dewi, M. Pd**

1. **Culture**

Indicator	Category	Yes	No	Note
Being able to move easily between different digital environments and using learning technologies in a variety of different contexts.	Culture	✓		1. During the teaching process, teacher used digital tools such as laptop, speaker, and LCD or projectors to deliver the materials. The teacher used a laptop and speakers in the context of listening to the song materials. 2. The teacher also used a laptop and connected it to the LCD or projector in order to present a PPT.

2. Cognitive

Indicator	Category	Yes	No	Note
Mastering the 'how-to's of specific tools and technologies that are essential to the development of someone's digital skills.	Cognitive	✓		1. Teacher used digital tools to present the materials by using PPT that she found on the Internet. The materials contained how to construct and the examples of giving, asking, and refusing permission expressions. 2. Teacher also asked students to listen to a song entitled "Bridge over the Troubled Water" that she found from an online source. She gave them instructions to complete the lyrics of the song by choosing one word between two different words but with almost the same pronunciation in the lyrics, for example, "...when time gets (rough - tough)".

				After choosing a word that matches the lyrics they heard, they were asked to find the meaning of the word through Google or the Internet.

3. Constructive

Indicator	Category	Yes	No	Note
The ability to understand and demonstrate how to take existing resources and content and then re-use/remix it to create something new that can benefit someone's learning.	Constructive		✓	1. During whilst-activity, teacher after presenting the material by using PPT was making a short dialogue or conversation in pairs. After that, she asked students to present the dialogue or conversation that has been discussed in front of the class. 2. On the other hand, the students also make five sentences in English by using or choosing the words in the song lyrics.

4. Communicative

Indicator	Category	Yes	No	Note
Teachers and students need to understand the importance of networks and communication and the important role they play in developing their digital literacy. This includes understanding the many different ways they can communicate with different devices, including mobile and other digital devices.	Communicative		✓	1. When teacher delivered the PPT materials, almost all students paid close attention to it. Besides the materials displayed were quite interesting, there were several moving animations, and there were also several picture examples of the expressions. 2. On the other hand, for listen song students became active and were able to answer questions from teacher regarding the word meaning of the song lyrics and figure out what the song was talking about.

5. Confident

Indicator	Category	Yes	No	Note
Involves solving problems and managing one's own learning in digital environments. This can be encouraged by the kind of practices that work well in all kinds of learning experiences.	Confident		✓	1. Teacher asked students to present dialogues or conversations that have been made with their classmates in front of the class. 2. Meanwhile, for using song teacher and her students discussed defining the song lyrics. She repeated the difficult words and the way of pronouncing the words in the song lyrics.

6. Creative

Indicator	Category	Yes	No	Note
Doing new things in new ways that somehow add value. It is about using digital technologies and techniques to create	Creative		✓	1. During teaching and learning, Teacher asked students to make dialogues or conversations of asking, giving, and refusing permission

or achieve things previously impossible or at least out-of- reach to most people.				according to the conditions or situations they wanted. Then she asked them to present the dialogue or conversation results in front of the class and gave them feedback after presenting it. 2. Teacher asked students to make five sentences in English by using the words contained in the song lyrics.

7. Critical

Indicator	Category	Yes	No	Note
Using technology to reflect, develop arguments, draw conclusions, and identify implications. During the teaching and learning,	Critical	✓	✓	Teacher asked students to look for the meaning behind the song lyrics on the Internet. The song entitled "Bridge Over Troubled Water" contained a message about loyalty and inspiration to faithfully support friends and loved ones, especially relatives

				when they are in difficult times. Thus, the critical element can be seen from the activity above that student had to find out the meaning by searching it through online sources.

8. Civic

Indicator	Category	Yes	No	Note
Teachers or students need to make use of digital technologies in order to prepare themselves to participate as fully as possible in society.	Civic		✓	From the beginning until at the end of the teacher's lesson, she did not convey or mention the civic aspect.

9. Access

Indicator	Category	Yes	No	Note
Problems surrounding insufficient equipment or connectivity.	Access		✓	The school facilitated a computer laboratory, LCD in every classroom, and Wi-Fi.

10. Training

Indicator	Category	Yes	No	Note
Problems inadequate training related to the technology.	Training	✓		1. The teachers are not given effective professional development on new technologies. 2. The teacher suggested to provide teacher training and student-centered education, also focus professional development.

11. Support

Indicator	Category	Yes	No	Note
Problems related to the support constraint.	Support	✓		1. Inadequate technical support and administrative/ peer support. 2. The teacher suggested that ensure adequate technical,

				administrative, and peer support is available to teachers

12. Teacher Attitude and Belief

Indicator	Category	Yes	No	Note
Problems related to the teachers' attitude and belief in determining the role and effectiveness of digital literacy in the classroom.	Teacher attitudes and beliefs.	✓		1. The teachers did not feel comfortable and confident about their ability to use digital literacy effectively. 2. The teacher suggested to provide teacher training and student-centered education, also focus professional development

13. Teacher resistance to technology in the classroom

Indicator	Category	Yes	No	Note
Problems related to the integration digital literacy into lesson plans for EFL teaching in the classroom.	Teacher resistance to technology in the classroom.	✓		1. Integrating new technologies into lesson plans can be a difficult task. 2. Teachers must have a say in what technologies they will use in their instruction and adapt it to the lesson plan.

DOCUMENTATION

The researcher did an interview with an English teacher

The researcher did an interview with an English teacher.

The teacher integrating digital literacy in EFL classroom.

The teacher gave assignment to the students.

The students did the assignment.

The students did the assignment.