

**DIGITAL LITERACY COMPETENCE AND ACADEMIC WRITING
PERFORMANCE OF PRE SERVICE TEACHERS AT ENGLISH EDUCATION
STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

A THESIS

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TEACHER TRAINING AND EDUCATION FACULTY

SRIWIJAYA UNIVERSITY

2024

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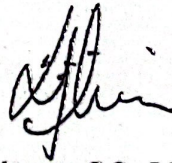
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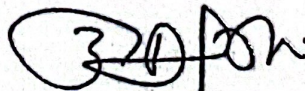
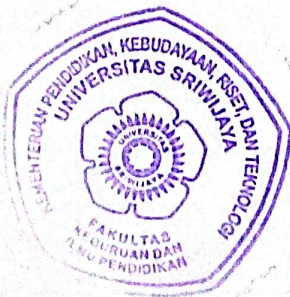


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EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

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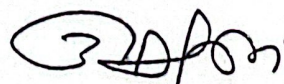
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Certify that thesis entitled "Digital Literacy Competence and Academic Writing Performance of Pre Service Teachers at English Education Study Program Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 19, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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DEDICATION

I dedicate this thesis to my parents, whose prayers and love have always accompanied me in every step I took. Throughout my rocky and bumpy journey, they always convinced me to keep going and believe in myself.

MOTTOS

وَإِذَا سَأَلَكَ عِبَادِي عَنِّي فَإِنِّي قَرِيبٌ ۖ أُجِيبُ دَعْوَةَ الدَّاعِ إِذَا دَعَانِ

“When My servants ask you ‘O Prophet’ about Me: I am truly near. I respond to one’s prayer when they call upon Me”

(Al-Baqarah: 186)

“Don’t let anyone define you. You define yourself.”

(Billie Jean King)

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STUDY PROGRAM OF SRIWIJAYA UNIVERSITY.**

ABSTRACT

The aims of this research were (1) to find out whether or not there was a significant correlation between Digital Literacy Competence and Academic Writing, (2) to describe how pre-service teachers perform throughout their Academic Writing, and (3) to identify how pre-service teachers perceive their Digital Literacy Competence in Academic Writing context. The population of this study comprised 338 pre-service teachers of the English Education Study Program at Sriwijaya University. By using a purposive sampling technique, sixty-eight pre-service teachers were chosen as the sample of this study. The data were analyzed by using Spearman Rank-order Correlation Coefficient SPSS Version 25. The Spearman Rank Correlation Coefficient result showed that the p -value was higher than the significance level ($0.00 < 0.05$). This means that there was no significant correlation between Digital Literacy Competence and Academic Writing Performance of Pre-service Teachers at the English Education Study Program of Sriwijaya University. The result of the pre-service teachers' writing analysis showed that the majority of the pre-service teachers are considered in the 'Good' category. Moreover, apparent differences can be seen in their writing in each category. Nevertheless, it also showed that pre-service teachers believed digital literacy positively impacted their academic writing performance. Specifically, they believed that digital literacy facilitates their activities and helps them improve their writing efficiently.

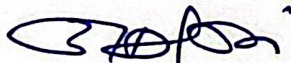
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CHAPTER I

INTRODUCTION

This chapter describes the background, the research questions, the objectives, and the significance of the study.

1.1 The Background of the Study

The idea of someone being literate can be proven through their reading and writing ability. Such abilities may ensure that the individual will land a secure occupation or undertake further education. These days, literacy encompasses more than just the ability to understand text. Learners would have to develop a new skill called “digital literacy” (Lynch, 2017).

Given the need to effectively utilize technology in every aspect of our lives, digital literacy become an essential competency. Learners that represent the current generation are required to acknowledge they have acquired new literacy competence (Sari & Prasetyo, 2021). One’s ability to use technology for navigating and completing tasks grows as it affects each aspect of our existence. Somehow, in order to communicate with the outside world and to carry out administrative, educational, and even artistic functions, it is now important to have certain digital abilities. The continuing growth and utilization of internet media resources for information collecting presents another obstacle to learners who must construct and arrange information in an irregular manner, frequently using visual media. This series of abilities is known as digital literacy. It was first introduced in 1997 by Paul Gilster as a person’s ability to comprehend and utilize information given through a computer in numerous forms from hundreds of sources (Phuapan et al., 2016).

Considering individuals need to be able to engage in a digital environment in a way that is appropriate, digital literacy is an important skill in the world we live in today. According to Bosler et al. (2019), digital literacy emphasizes efforts to eliminate technological illiteracy while also reflecting the degree of digital technology use. It helps future kids create new educational skills that spur social

change through a variety of digital practices (Ehret & Iklovan, 2020). On the other hand, digital literacy competence refers to the ability to use digital technologies effectively and responsibly for various purposes, such as accessing, evaluating, and creating digital content. It is an essential skill in today's technology-driven world, enabling individuals to navigate and participate in the digital society (Sitepu & Rajagukguk, 2022).

Digital literacy is growing significance as a key for success in numerous areas of life, as evidenced by its incorporation into curriculums. As mentioned in Payton & Hague (2016), digital literacy courses have been incorporated into the curriculum by educational policy makers, given its essential components for lifelong learning. According to Sharpe (2011) and Martin (2006), digital literacy is essentially enhancing an individual's understanding in a way that improves the individual's ability to learn through their own collaborative, active, and independent development of knowledge. It is regarded as one of the essential components for success in education, occupation, and other areas of today's society, particularly for learners and educators who should be digitally literate in this age of technology.

Digital literacy is a vital tool for learners to succeed in academic areas and maximize their learning experiences. As stated by Shopova (2014), enhancing learners' digital literacy is essential for their success and performance throughout their learning journey. Gaining the ability to explore and locate relevant information sources, as well as the ability to analyze, synthesize, share, and discuss the knowledge acquired, are necessary in order to enhance the learning process in a university setting. All of these are connected to learners' aptitude towards digital literacy. This proves how important it is in enhancing the outcomes of the learning process.

Digital literacy plays a crucial role in the development of productive writing skills. Murray (2016) performed a study entitled Digital Literacy for Language Learning and Teaching to find out how digital literacy serves in language learning and teaching. Research indicated that digital literacy was essential in enhancing

language learning, particularly in terms of developing productive skills. The productive skill in the written form is writing. While speaking might be simpler, writing involves more organization and planning. Learners must comprehend writing theory and constantly practice writing in order to develop their writing abilities (Hossain, 2015).

Writing involves the process of conveying information, a message, an idea, or a thought in appropriate grammar. When the concept of digital literacy's content is explored, it becomes clear that it covers an aptitude for both writing and reading material found in digital contexts (Köksal, 2001). Academic writing is distinguished by evidence-based arguments, particular choice of words, logical structure, and a formal tone, according to Valdes (2018). It implies that word choice and logical structure in academic writing are substantially distinct from those in personal writing. Writing is considered an essential English language ability as it enables language learners to communicate in written forms with a variety of distinct goals and perspectives (Sanu, 2016).

Academic writing competence could be defined as individual proficiency in English academic writing. The structure and aspects of writing should be understood and mastered by the students in order to produce high-quality writing. In order to write a strong academic paper or essay, the framework is fundamental. The introduction, the body, and the conclusion are the three typical frameworks in academic writing. A writer should take into account some factors of writing in order to write successfully and reduce the possibility of being misinterpreted. The five aspects of writing, according to Jacobs, are content, organization, grammar and language use, vocabulary, and mechanics. (Negari, 2011).

Writing can be used to express oneself, provide information to the reader, persuade the reader, and produce literary works. Troyka (1987), in his paper, states that one of the purposes of writing is to inform readers of a message. Writing abilities are a crucial component of communication. More people can understand your message when it is written down than it can be when you speak to them directly

or over the phone. In contrast, Kotze (2007) suggests that the purpose of writing an academic paper is to deliver to readers information that is logical and organized. The usual academic structure includes an abstract, introduction, and discussion, which serve as “doors and windows” through which a reader will most likely gain entry to the article.

Digital literacy has been associated with improving academic writing abilities among EFL students. Numerous studies have shown that digital literacy provides learners with the opportunity to explore both individual and group writing. Learners are encouraged to read actual writing, exchange their own writing with others, and critically assess each other’s work using online networks and digital resources. Thus, not only may the writing abilities of learners be improved, but their problem-solving and critical thinking features will also be positively impacted. Students who are digitally literate have a better chance of becoming professional academic writers due to the fact that they can participate in numerous writing practice possibilities in social contexts that are geared toward unique readers (Dyson, 2015). However, not all studies suggest that there is a strong relationship between digital literacy and EFL academic writing abilities. According to a study conducted by Alde Ambara Sakti (2018), it is shown that there was no significant correlation between digital literacy competence and English achievement.

Each and everything has benefits and drawbacks, not to mention the cons of digital literacy. A basic understanding of how to use digital tools and technologies is necessary for digital literacy. Some people could have trouble utilizing search engines correctly, navigating websites, or organizing files and folders on a computer (Morgan et al., 2022). Ayhan (2019) suggests that a new issue relating to individual interaction is brought about by the multiple elements of the growth of digital technology. Since today’s people are capable of practically everything on their own due to technology’s advantages, they are either less social or lack the desire to interact with others. Nevertheless, humans are social creatures who cannot survive without interacting with others. That is why catching up with technology while maintaining the ability to interact with others is still a challenge in today’s society.

Despite the existence of various studies on the research topic, there is a lack of research conducted about digital literacy competence and pre-service teachers' academic writing performance in the context of the English Education Study Program specifically. Thus, this research paper attempts to bridge the gap by exploring the relationship between Pre-service Teachers at the English Education Study Program of Sriwijaya University's digital literacy competence and their academic writing performance. Its purpose is to illustrate any correlation between those variables and how they contribute to the progress of the Pre-service Teachers at the English Education Study Program of Sriwijaya University's learning.

Writing is a required course topic for students in Sriwijaya University's English Education Study Program. Paragraph Writing, Essay Writing, Creative Writing, and Article Writing are the four topics covered in this subject. In relation to the purpose of this present study, the sample of this research is the 6th and 8th semester students who had passed all literacy in ICT and Writing courses (Paragraph Writing and Essay Writing).

1.2 The Problem of the Study

The problem of the study is formulated as follows:

1. Is there any significant correlation between Digital Literacy Competence and the Academic Writing Performance of Pre-service Teachers at the English Education Study Program of Sriwijaya University?
2. How do Pre-service Teachers perform in Academic Writing?
3. How do English Education Study Program Pre-service Teachers perceive their Digital Literacy Competence in Academic Writing Context?

1.3 The Objective of the Study

Based on the problems of the study above, the objectives of the study are:

1. To find out whether or not there is any significant correlation between Digital Literacy Competence and Academic Writing Performance of Pre-service Teachers at the English Education Study Program of Sriwijaya University

2. To find out how Pre-service Teachers' performance in Academic Writing
3. To find out how English Education Study Program Pre-service Teachers perceive their Digital Literacy Competence in Academic Writing context

1.4 The Significance of the Study

The significance of this study is as follows:

1. To the students, the result of this study is hoped to provide insight into how digital literacy competence can influence their academic writing performance.
2. To the lecturers and other institutions, the result of this study is hoped to give valid information to the lecturers of the English Education Study Program concerning their students' digital literacy and academic writing courses.
3. To the other researchers, this study can facilitate additional and updated information as a guide to these variables.

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