THE CORRELATION BETWEEN DIGITAL LITERACY AND READING PROFICIENCY OF ENGLISH PRE-SERVICE TEACHERS AT SRIWJAYA UNIVERSITY

A Thesis by

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English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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i

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Certify that the thesis entitled "The Correlation between Digital Literacy and Reading Proficiency of English Pre-Service Teachers at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethnic and rules commended by the Ministry of Education Indonesia Number 17 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I found plagiarized in this work.

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iii

THESIS DEDICATIONS AND MOTTO

This thesis is especially dedicated to:

- My beloved parents, Yunus and Widiya, who have given me invaluable educational opportunities and never stop to support, pray, and love me.
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Motto:

"Take a chance, take a risk, and make a change"

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The Writer

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

THE CORRELATION BETWEEN DIGITAL LITERACY AND READING PROFICIENCY OF ENGLISH PRE-SERVICE TEACHERS AT SRIWIJAYA UNIVERSITY

ABSTRACT

The need of technology has increased dramatically in this era because all things use technology in the process. As a result, the ability to master digital literacy is growing rapidly every day. The purpose of the study is to find out the correlation between digital literacy and reading proficiency. The participants of the study were 66 of English pre-service teachers at Sriwijaya University. The instruments of the study were digital literacy test and reading proficiency test. Digital literacy test had 25 questions which was adopted from Mspascual in 2018 and a reading proficiency test which was adopted from TOEFLIBTee (2018); Sau (2018); Fitria (2019); and Sauqigobel (2018) consisted of TOEFL like test with 30 items of multiple-choice that had been matched to the reading level of students. The findings showed that 54.5% of student's scores were in good category of digital literacy test. The result of the reading proficiency test showed that 32% of student's scores were in very poor category. To find out the correlation, Pearson Product Moment Correlation Coefficient was used in SPSS 25. The result revealed that there was a significant weak correlation between digital literacy and reading proficiency because the p-value (0.003) was lower than (0.05). It means that digital literacy significantly influenced students' reading proficiency, Regression Analysis was applied in SPSS 25. Since the adjusted R square was 0.113, digital literacy in the aspect of information literacy contributed 11.3% to reading proficiency. It can be concluded that students' digital literacy did not fully represent students' reading proficiency.

Keywords: Correlation, digital literacy, reading proficiency, English pre-service teachers

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CHAPTER I
INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, (4) significance of the study.

1.1 Background

In this advancement of technology, the information can be shared and accessed easily and quickly by many people, so 21st century skills are needed to be mastered in order to be able to deal with technological advances so quickly. 21st century skills are divided into three parts which are learning skills, life skills, and literacy skills (Applied Educational Systems, 2020). Those skills are being the basic skill that can create a better life for a human being in every aspect of life, such as education and job. Therefore, the 21st century skills are being the most necessary skills that people must possess.

In learning skills, there are four kinds of competencies to fulfill 21st century skills, well-known as 4C: critical thinking, creativity, communication, and collaboration skills (Rochmawanti, Wiyanto, & Ridlo, 2019). They also states that critical thinking skills are deep thinking abilities from different angles, so that a useful alternative can be found. Creative skills produce solutions, innovative strategies to solve the problem, and practical progress to do innovative things that improve the workplace, while communication skills are an attempt on the part of learners to explain information (in English) to others, and teamwork is the way they work as a team.

Life skills are divided into five main points, i.e. flexibility, leadership, initiative, productivity, and social skills (Zook, 2019). Zook (2019) states that flexibility is an example of someone's ability to respond to change situations, leadership is a passion for reaching targets, leading the community on the required steps, and collaborating collaboratively to accomplish those goals. True success also involves initiative to allow students to become self-starters. To compare with

the program, skills of the 21st century often allow students to learn about profitability. It is the student's ability to perform assignments in an acceptable period of time, and social skills which are essential to the continuing progress of a career. Business is always achieved by the relations that one person has created with those around them.

Literacy skills are also divided into three points, i.e. information literacy, media literacy, and technology literacy (Zook, 2019). Zook (2019) also argues that information literacy is a crucial skill. It lets students to understand the reality, including the data points that they are going to experience online. Media literacy is the practice of recognizing reporting processes, media, and sources, while at the same time distinguishing between those that are reliable and those that are not, whereas technology literacy is another step towards teaching students about devices involved in the information age.

Literacy skills are very mandatory to be mastered because they will be useful in daily life and career achievement. Faleti (2017) states that an essential aspect of career advancement or achievement can be a solid foundation of literacy. A prerequisite of the application process is to write a cover letter along with submitting a resume for many corporate or office positions. A solid foundation for literacy would play a vital role in composing and presenting such materials successfully. For nonverbal communication, successful use of digital literacy skills also plays a major role. Long-distance communication through social media can often result in distorted messages, as definitions may not be apparent. Digital literacy has a part to play in promoting contextual awareness, using both cognitive and technical skills.

The need of technology has increased over time for teaching and learning activities as in the current covid-19 pandemic. Therefore, students must be able to use technology and master digital literacy. Digital literacy for learning is more than simply knowing how to use technology, it also has the right information management and analytical thinking capabilities, as well as the right online behaviour. Beetham and Sharpe (2007) state that digital literacy goes beyond the

acquisition of basic ICT skills through the use of technology, including awareness, attitudes and the ability of individuals to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources and content, build new knowledge, create media expressions, and communicate with others in specific life situations. On the other hand, digital literacy has been described as a framework for a number of complicated and embedded sub-disciplines, composed of understanding, abilities, ethics and creative outcomes within the scope of an ideal digital network (Calvani, Cartelli, Fini, & Ranieri, 2008).

In the field of education both at school or university level, students are always associated with technology to their learning activities. Sometimes, students tend to look for their learning materials on the web or e-books rather than in traditional books. According to Rainie and Duggan (2012), the number of readers of e-books is increasing. In the past year, the number of readers of e-books increased from 16% of all Americans ages 16 and older to 23%. At the same time, the number of readers of printed books in the previous 12 months decreased from 72% of the population aged 16 and older to 67%. It means that students tend to read e-books rather than traditional books. This phenomenon is in line with that conveyed by Hubbard (2013). He said that English pre-service teachers are required to develop digital literacy abilities and language learning strategies technology-enhanced language learning (TELL) settings. They need to be able to achieve accomplishment in remote environments. Specifically, it is important to describe the degree of digital literacy of target language students and to recognize factors that affect their usage of digital technology in local circumstances for the better use of digital language education for learners.

In addition, Lankshear and Knobel (2011) discussed the need for a paradigm shift in teacher education programs to digitally train the next generation of teachers and become digital technology leaders. Meanwhile, Noor, Razak, and Shariman (2012) argue that even individuals often have access to ICT, it is not enough to ensure that they use content and sources in a productive manner. Therefore, they

need digital literacy competence to use digital content for finding relevant information in English, especially for academic purposes.

Sometimes, people utilize technology to read e-books or articles online for their academic purposes. Reading is one of the language skills besides speaking, listening, and writing. According to Cimmiyotti (2013), reading is an integral part of every educational process, as all subjects learned at all stages of the education system require reading. Bråten (1997) as cited in Hellekjær (2009) also states that reading is understood as a more complex process than merely reading written words in a text. It is the effective development of meaning in an interconnected system between text and reader awareness. According to Tadros (2014), reading proficiency requires students to be able to identify the words in the passage precisely because they have enough knowledge and thought to understand the words, phrases, and paragraph.

The study conducted by Cote and Milliner (2018) entitled "A Survey of EFL Teachers' Digital Literacy: A Report from a Japanese University" found that language teachers in this survey have a high level of technical expertise, acknowledging the positive contribution they provide to their career, and most are able to further improve their knowledge and management of digital activities.

Another study conducted by Noor, Razak, and Shariman (2012) entitled "Digital Literacy Competence for Academic Needs: An Analysis of Malaysian Students in Three Universities" concluded that while students enjoy digital content that introduces knowledge in an engaging manner with a range of multimodal formats, they are unable to transcend the semantic practices of digital literacy due to language barriers, short attention span and low motivation or interest in information or topics on digital content pages.

Based on the explanation above, the researcher is interested in investigating whether or not there is a significant correlation between digital literacy and reading proficiency of English pre-service teachers at Sriwijaya University.

1.2 Research Problem

Based on the background above, the problem of the study is:

1. Is there any significant correlation between digital literacy and reading proficiency of English pre-service teachers at Sriwijaya University?

1.3 Research Objective

Based on the problem above, the objective of the study is to find out:

1. Whether or not there is a significant correlation between digital literacy and reading proficiency of English pre-service teachers at Sriwijaya University.

1.4 Significance of the Study

- **For Students**

  This research is expected to give students information about the important of digital literacy and impact to their reading proficiency so that they are ready to face digital era.

- **For Lecturers**

  This research is expected to help lecturers varying their teaching style and strategies in applying technology in language learning especially English.

- **For Future Researchers**

  This research is expected to give more information to the future researchers as a guideline in order to conduct the same study.

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