

**THE LEVEL OF ENGLISH COOPERATING TEACHERS’
DIGITAL LITERACY SKILLS AND THE FREQUENCY OF
DIGITAL MEDIA USE IN ELT CLASSROOM: SEEKING THE
CORRELATION**

THESIS

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Pendidikan (S. Pd) in teaching English



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ABSTRACT

Zayyana, Anis. (2022). *“The Level of English Cooperating Teachers’ Digital Literacy Skills and The Frequency of Digital Media Use in ELT Classroom: Seeking The Correlation”*. An Undergraduate Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Drs. Muhtarom, M. Ed., Grad. Dipl. TESOL and H. Mokhammad Syaifudin, M. Ed., Ph. D.

Key words: Digital Literacy, Digital Media, ELT Classroom

Living in digital era encourages English teachers to not only master English language skills and pedagogical skills, but also have digital literacy skills. This study aims to find out English teachers’ level of digital literacy skills, the frequency of digital media use, and the correlation between teachers’ digital literacy level and their frequency use of digital media. This study administered self-assessment questionnaires to 24 English cooperating teachers in UINSA. The result revealed that English cooperating teachers had medium level in digital literacy skills ($\bar{x}=85,05$) which means that they sometimes locate and consume digital contents; create digital contents; and communicate digital contents. Besides, they also had low level frequency rate in digital media use ($\bar{x}=67$) which means that they rarely use digital media in their practices. The result indicated that there was significant correlation between teachers’ digital literacy skills level and their frequency of digital media use. It means that the higher level of digital literacy skills they have, the more frequent digital media use in ELT classroom.



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ABSTRAK

Zayyana, Anis. (2022) *“The Level of English Cooperating Teachers’ Digital Literacy Skills and The Frequency of Digital Media Use in ELT Classroom: Seeking The Correlation”*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing: Drs. Muhtarom, M. Ed., Grad. Dipl. TESOL dan H. Mokhammad Syaifudin, M. Ed., Ph. D.

Kata Kunci: Literasi Digital, Media Digital, Kelas ELT

Hidup di era digital mendorong guru bahasa Inggris untuk tidak hanya menguasai keterampilan bahasa Inggris dan keterampilan pedagogis, tetapi juga memiliki keterampilan literasi digital. Penelitian ini bertujuan untuk mengetahui tingkat keterampilan literasi digital guru bahasa Inggris, frekuensi penggunaan media digital, dan korelasi antara tingkat literasi digital guru dengan frekuensi penggunaan media digital. Dalam penelitian ini, kuesioner dibagikan kepada 24 guru pamong bahasa Inggris yang bekerja sama dengan UINSA. Hasil penelitian menunjukkan bahwa guru pamong bahasa Inggris memiliki tingkat menengah dalam keterampilan literasi digital ($\bar{x}=85,05$) yang berarti bahwa mereka terkadang mencari dan mengonsumsi konten digital; membuat konten digital; dan mengkomunikasikan konten digital. Selain itu, mereka juga memiliki tingkat frekuensi yang rendah dalam penggunaan media digital ($\bar{x}=67$) yang berarti mereka jarang menggunakan media digital dalam praktiknya. Hasil penelitian menunjukkan bahwa terdapat korelasi yang signifikan antara tingkat keterampilan literasi digital guru dengan frekuensi penggunaan media digital. Hal tersebut bermakna bahwa semakin tinggi tingkat keterampilan literasi digital yang dimiliki, maka semakin sering pula penggunaan media digital di kelas ELT.

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LIST OF ABBREVIATION

ELT	: English Language Teaching
UINSA	: Universitas Islam Negeri Sunan Ampel Surabaya
L2	: Second Language
e.g.	: <i>exempli gratia</i> (for example)
PLP	: Pengenalan Lapangan Persekolahan
a.k.a	: also known as
viz.	: <i>videlicet</i> (that is to say; namely)
i.e.	: <i>id est</i> (that is)
et al.	: <i>et alia</i> (and others)
ICT	: Information and Communications Technology
EFL	: English as a Foreign Language
LMS	: Learning Management System

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CHAPTER I

INTRODUCTION

This is the first section of this bachelor thesis which contains seven parts. They are research background, research questions, objectives of the research, hypothesis, significances of the research, and definition of key term. In this section, the researcher aims to make the readers familiar with this study.

A. Research Background

In this 21st century, where technology develops rapidly, digital media play vital role in English Language Teaching or ELT. The primary and beginner students will be more engaged and fascinated in the process of L2 acquisition when their teachers use digital media e.g. video in ELT class.¹ Moreover, the implementation of social media in ELT means facilitating English learners to enrich their vocabulary.² Besides, using social media in teaching English instead of English textbook can arouse students' interest in learning target language since it is enjoyable and uncomplicated.³ In addition, utilizing digital media e.g. digital videos, comic strips, infographics, posters, brochures, podcasts, and etc. as resources or materials to teach English in ELT class assists students to find out how particular linguistic features can be applied

¹ Yolanda Xavier, "L2 Acquisition and Digital Media World : The Importance of Modern Media Tools in ELT Yolanda Xavier MA Dissertation in English Language Teaching February , 2021" (Universidade Nova de Lisboa, 2021), <http://hdl.handle.net/10362/119258>. p. 26

² Irfan Ullah Khan, Muhammad Ayaz, and Muhammad Faheem, "The Role of Social Media in Development of English Language Vocabulary at University Level," *International Journal of Academic Research in Business and Social Sciences* 6, no. 11 (2016): 590–604. p. 591

³ Ibid. p. 603

strategically in certain topic or text genre.⁴ Also, employing digital media such as podcasts and digital videos as assessment in ELT improves English students' linguistic performance in speaking and writing.⁵

Due to the importance of digital media in the ELT classroom described above, English teachers must have digital literacy skills to maximize the use of digital media in ELT classroom.⁶ Digital literacy skills are skill to discover and consume digital content; skill to produce digital content; and skill to present digital content.⁷ First of all, English teachers should have the ability to locate and select the information from digital world for providing reliable and suitable resources and materials to the students.⁸ Furthermore, since language learners is heterogenous, English teachers have to personalize various digital content using the variety of digital media to meet students' need.⁹ Additionally, to provide English learners real world experiences by introducing them to the target language' culture and giving them the chance to interact with native speakers living around the world, English teachers should be capable to communicate the digital content using diverse digital media.¹⁰ In brief, digital

⁴ Christoph A. Hafner, "Digital Multimodal Composing: How to Address Multimodal Communication Forms in ELT," *English Teaching(South Korea)* 75, no. 3 (2020): 133–146. p. 136-141

⁵ Ibid. p. 136-141

⁶ Yolanda Xavier, op. cit p. 22

⁷ Hiller A. Spires and Melissa E. Bartlett, *Digital Literacies and Learning : Designing a Path Forward*, Friday Institute White Paper Series, 2012. p. 9

⁸ Melania Wiannastiti, Kristianus Oktriono, and Masda Surti Simatupang, "Digital Literacy of ELT Lecturers in Different Contexts: A Case at Two Universities in Jakarta," *ACM International Conference Proceeding Series* (2019): 515–519. p. 517

⁹ Hiller A. Spires and Melissa E. Bartlett, op.cit p. 10-11

¹⁰ Berta Carrasco and Stacey Margarita Johnson, *Hybrid Language Teaching in Practice*, 1st ed. (New York City: Springer International Publishing, 2015), <http://link.springer.com/10.1007/978-3-319-16426-7>. p. 31

literacy skills are essential for English teachers in this digitalization era. Thence, it should be interesting to conduct a study dealing with English teachers' digital literacy skills.

In regard to that, preliminary study has conducted.¹¹ It was in form of mini survey toward English pre-service teachers and the observation toward English cooperating teachers in ELT classroom during Teachers' Internship Program a.k.a. PLP program 2021 by Islamic State University of Sunan Ampel (UINSA) in several secondary schools in East Java. It results that during virtual class or hybrid class as an effect of Covid19 pandemic, English teachers must utilize digital media for almost the entire teaching and learning process. However, most of them use the same digital media repeatedly also rarely explore and utilize the various digital media in ELT class. That phenomena might be happened due to having the low level of digital literacy skills.

Several previous studies have discussed about the correlation between digital literacy and digital media. One of them resulted that the digital literacy skills of students in Senior High School Yogyakarta are affected by the level of education.¹² Besides, the findings also proved that involving digital devices in the learning process can improve students' digital literacy skills.¹³ It shows that digital media might influence digital literacy skills too. Another study revealed that the intensity of digital media use can influence the ability to find

¹¹ The preliminary study was conducted during UINSA 2ND PLP Program academic year 2021/2022 (September, 20, 2021 – November, 13, 2021).

¹² Riki Perdana et al., "Assessing Students' Digital Literacy Skill in Senior High School Yogyakarta," *JPI (Jurnal Pendidikan Indonesia)* 8, no. 2 (2019): 169–177. p. 174

¹³ Ibid.

and select the information in digital world which is one of the skills in digital literacy based on Spire and Bartlett theory.¹⁴ Dealing with ELT, in 2019, Lisa and Andriyanti also revealed that 54 English pre-service teachers in State University Yogyakarta possess high level of digital literacy skills with average score 3,87 as well as have positive perception and attitude toward digital media.¹⁵ It contradicts previous finding by Andeska in 2018 that English teachers in Indonesia especially in secluded area tend to implement printed-literacy in ELT classroom and even own low level of digital literacy skills.¹⁶

Although past research above indicated that digital literacy and digital media might impact each other, the issue of potential correlation of the two variables is still particularly interesting to investigate. Besides, while existing studies have clearly established the possible correlation between digital literacy and digital media, only a few studies have sufficiently addressed the correlation between the English teachers' level of digital literacy skills and the frequency of digital media use in ELT classroom. Conducting research on the two variables mentioned before represents a very prominent steps to improve the quality of the second language acquisition process for Indonesian EFL learners in ELT classroom.

¹⁴ Catur Nugroho and Kharisma Nasionalita, "Digital Literacy Index of Teenagers in Indonesia," *Journal Pekommas* 5, no. 2 (2020): 215–223. p. 222

¹⁵ Khaira Liza and Erna Andriyanti, "Digital Literacy Scale of English Pre-Service Teachers and Their Perceived Readiness toward the Application of Digital Technologies," *Journal of Education and Learning (EduLearn)* 14, no. 1 (2020): 74–79. p. 75-77

¹⁶ H Andeska, "Teacher Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in Indonesian Context," *International Seminar and Annual Meeting BKS-PTN Wilayah Barat* 1 (2018): 283–290, <http://www.conference.unsri.ac.id/index.php/semirata/article/view/1061>. p. 288-289

Therefore, the present study aims to describe the level of English teachers' digital literacy as well as the frequency of digital media use in ELT classroom then find out whether two variables correlate or not. A correlational study will be targeted toward English cooperating teachers in secondary schools at UINSA 2nd PLP Program 2021.

B. Research Questions

According to the elucidation above, research questions are formulated as the followings.

1. What is the digital literacy skills level of the English cooperating teachers at UINSA 2nd PLP Program?
2. What is the frequency of digital media use in ELT classroom?
3. Is there any correlation between the English cooperating teachers' level of digital literacy skills and the frequency of digital media use in ELT classroom?

C. Objectives of the Research

Below are the aims of the current study.

1. To describe the level of digital literacy skills possessed by English cooperating teachers at UINSA 2nd PLP program
2. To describe the frequency of digital media use in ELT classroom
3. To correlate (a) English cooperating teachers' level of digital literacy skills and (b) the frequency of digital media use in ELT classroom

D. Hypothesis

The researcher uses statistical hypothesis in this study which consists of null hypothesis and alternative hypothesis as follows.

1. H_0 : There is no correlation between English cooperating teachers' level of digital literacy skills with the frequency of digital media use in ELT classroom
2. H_1 : There is a significant positive correlation between English cooperating teachers' level of digital literacy skills and the frequency of digital media use in ELT classroom

E. Significances of the Research

Here are several significances of the study.

1. For other researchers

The findings of this research can be used as one of references for the future researchers who have an interest to measure the level of digital literacy skills or to explore the frequency of digital media use in ELT classroom.

Since the researcher developed the instruments, not adapted or adopted from previous studies, future researchers can implement the self-assessment questionnaires to describe the level of digital literacy skills or the frequency of digital media use in ELT classroom in further research.

2. For English cooperating teachers at UINSA 2nd PLP Program 2021 as respondents

The results of this study can be used as a reflection for respondents since they depict the level of their digital literacy skills and the frequency of

digital media use in ELT class also the correlation between them. Thus, after knowing the findings, respondents are expected to improve their digital literacy skills by participating in several professional developments for the sake of betterment in English teaching and learning process in their class. In addition, indirectly, respondents' self-quality will be increased which can benefit their career in education field or even others.

3. For English students who study at secondary schools under UINSA 2nd PLP program 2021

Indirectly, English students will have benefit. After knowing the result of this study, their English teachers are expected to develop their digital literacy skills and use various digital media in ELT classroom frequently. By that, the quality of learning process will be increased which also can affect to the improvement of students' learning result and score. Besides, the higher the level of teachers' digital literacy, the bigger the chance to promote this 21st century skill to the students. As a result, the students will be able to communicate within digital world internationally, which automatically can increase their ability in English.

F. Scope and Limitation of the Research

1. Scope of the research

This study is focus on describing the level of digital literacy skills of English cooperating teachers in secondary schools at UINSA 2nd PLP program 2021. Besides, this research also covers to find out the frequency of digital media use in ELT classroom as well as the

correlation between the level of English teachers' digital literacy skills and the frequency of digital media use in ELT classroom.

2. Limitation of the research

This study only measures the level of digital literacy using Spires and Bartlett framework (*see figure 1.1*). Furthermore, to find out the level of digital literacy skills, the researcher just employs self-assessment questionnaires, not the test. Besides, the type of digital media is limited to the adaptation of Sedat et al. findings (*see figure 1.2*). Moreover, the target population of this research only 24 English cooperating teachers at UINSA 2nd PLP Program 2021 in both private and public schools.

G. Definition of Key Terms

Below are several key terms alongside with their definition which are related to the current study.

1. Digital Literacy Skills

Someone's ability not only to use digital tools or digital media online but also to identify then evaluate unlimited information in digital world; to create digital content; and to communicate digital content to the digital audiences is named digital literacy skills. As Spires and Bartlett reported in the figure 1.1 that digital literacy skills are the skills to employ digital technology and communication tools for finding out and evaluating digital content; composing digital content, then communicating it to digital community.¹⁷

¹⁷ Hiller A. Spires and Melissa E. Bartlett, op cit. p. 9

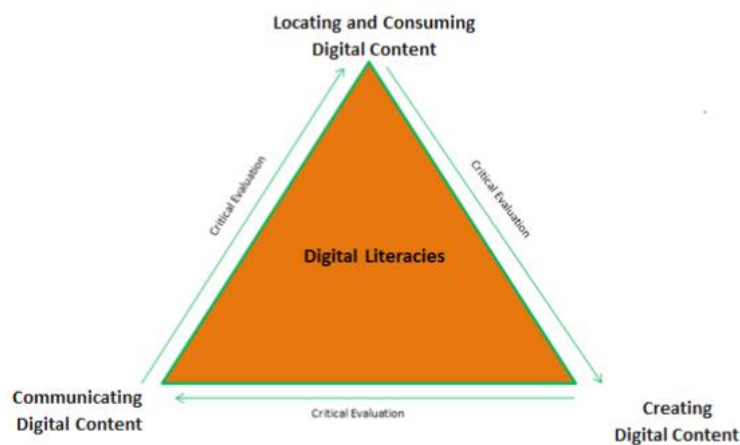


Figure 1.1 Spires and Bartlett Framework of Digital Literacy

The phrase digital literacy skills in this study refers to skills which are owned by English cooperating teachers in secondary schools at UINSA 2nd PLP program 2021 to use digital tools for locating and consuming digital contents (*e.g. filtering all the information obtained on the internet; selecting the relevant video; reading latest news online; etc.*); creating digital contents (*e.g. making slides for explaining the materials; making live/online worksheets; making video to explain certain material; etc.*); and communicating digital contents (*e.g. communicating digital contents using mobile devices; using e-mail to communicate information; uploading self-made teaching video in social media; etc.*).

2. Digital Media

Digital media is defined as digital tools that use electronic devices (computer, laptop, mobile phone) online or offline for finding, creating, and distributing digital content. The phrase digital media in this study refers to the categorization of digital media which adapted from Sedat

et al. findings as figure 1.2.¹⁸ They are social media tools, learning management tools, quiz tools, online storage, presentation tools, video conference tools, and word processing tools.

<i>Digital tools used by PTs</i>
The Digital Tools Used
Social media tools
Learning management tools
Quiz activities
Material design
Presentation
Online storage

Figure 1.2 Sedat et al.'s Categorization of Digital Media

3. English Cooperating Teachers

English cooperating teachers are the English teachers in public or private schools who guide English pre-service teachers as well as provide teaching experiences for their professional development during internship program or usually called PLP (*Pengenalan Lapangan Persekolahan*). This is in line with Payant and Murphy who reported that one of the roles of English cooperating teachers is as mentor who guide, advise, and support English pre-service teachers during their internship program.¹⁹ The term English cooperating teachers in this study refers to English secondary school teachers both in private and public schools who participated at UINSA 2nd PLP Program 2021.

¹⁸ Sedat Akayoğlu et al., "Digital Literacy Practices of Turkish Pre-Service EFL Teachers," *Australasian Journal of Educational Technology* 36, no. 1 (2020): 85–97. p. 93

¹⁹ Caroline Payant and John Murphy, "Cooperating Teachers' Roles and Responsibilities in a MATESOL Practicum," *TESL Canada Journal* 29, no. 2 (2012): 1–23. p. 16

4. UINSA 2nd PLP Program

PLP is the abbreviation of *Pengenalan Lapangan Persekolahan*. It was an internship program for Education students in university which usually hold by Faculty of Education. In that program, pre-service teachers experience real classroom teaching and implement all the theories they got during the lecturing process.²⁰ Pre-service teachers guided by cooperating teachers during PLP program. In UIN Sunan Ampel Surabaya (UINSA), there are two phases of PLP. In the first phase, pre-service teachers experienced to manage school administration. In the second phase, pre-service teachers experienced real teaching. The phrase UINSA 2nd PLP Program in this paper refers to the second phase of internship program for Education students which hold by Faculty of Tarbiyah and Teacher Training UIN Sunan Ampel Surabaya (UINSA) where English pre-service teachers are given the chance to practice their teaching in English cooperating teachers' class.

5. ELT classroom

ELT is the abbreviation of English Language Teaching. It is the activity of teaching English toward non-native speakers.²¹ The phrase ELT classroom in this paper refers to class where English cooperating teachers at UINSA 2nd PLP Program teach English.

²⁰ Fakultas Tarbiyah Dan Keguruan and UIN Sunan Ampel Surabaya, *Pedoman Pelaksanaan Pengenalan Lapangan Persekolahan II (PLP II)* (Surabaya: Laboratorium Fakultas Tarbiyah dan Keguruan UIN Sunan Ampel Surabaya, 2021). p. 1

²¹ British Council, "Teaching English," accessed August 18, 2022, <https://www.teachingenglish.org.uk/article/elt>.

CHAPTER II

LITERATURE REVIEW

In this section, the researcher provides detail review of related literature based on the topic of this study. The two parts of this section are theoretical background and review of previous studies.

A. Theoretical Background

1. The Importance of Knowing Digital Literacy Level of Indonesians

Measuring and knowing the current level of digital literacy skills is prominent, especially in Indonesia. First thing first, one of the ways to improve the quality of Indonesians to partake in the rapidly growth of digital era is strengthening their digital literacy skills.²² Before strengthening the Indonesians' digital literacy, the government should divide them into certain level to know then overcome their lacks. Other than that, measuring digital literacy' level assists the policy makers to set the goal and make plan for digital economic transformation.²³ As the president of Indonesia, Jokowi, delivered at the opening of the first G20 Finance Ministers and Central Bank Governors meeting on February 17, 2022 that to recover from the great recession or economic downturn as an effect of pandemic, all countries including Indonesia

²² Danang Dwi Harmoko, "Digital Literacy As A Solution To Improve The Quality Of Indonesia's Human Resources," *Research and Development Journal of Education* 7, no. 2 (2021): 413. p. 240

²³ Krish Chetty et al., "Bridging the Digital Divide: Measuring Digital Literacy," *Economics* 12, no. 1 (2018): 1–20. p. 14

should speed up the transition toward the new economy.²⁴ The term new economy refers to supporting the recovery of MSMEs (Micro, Small, and Medium-sized Enterprises) also the optimization of society' digital literacy for seeking and creating job. Therefore, the government launched three programs to develop digital literacy skills of Indonesians i.e. National Digital Literacy Movement, Digital Talent Scholarship, and Digital Leadership Academy.²⁵ Without a doubt, before conducting those programs, it is important to measure Indonesians' digital literacy and divide them from basic to advance level.

Not only in economy field but also in the online learning context, one of indicators of the successful students are being digitally literate.²⁶ The students which possess low digital literacy skills dissatisfy with the distance learning environment due to the incapability to use online communication software as learning tools and having the feeling of incompetent to learn via internet.²⁷ In that case, digital literacy skills' training should be included in the school curricula.²⁸ Then, dividing

²⁴ Translation Office of Assistant to Deputy Cabinet Secretary for State Documents, "Remarks of President of the Republic of Indonesia at the Opening of the 1st G20 Finance Ministers and Central Bank Governors Meeting, February 17, 2022," *February 17, 2022*, last modified 2022, accessed March 25, 2022, <https://setkab.go.id/en/remarks-of-president-of-the-republic-of-indonesia-at-the-opening-of-the-1st-g20-finance-ministers-and-central-bank-governors-meeting-february-17-2022/>.

²⁵ Adhi, "PT Punya Peran Tingkatkan Kemampuan Digital Dan Jiwa Wirausaha Generasi Muda," *December 17, 2021*, n.d., accessed March 25, 2022, <https://www.kominfo.go.id/content/detail/38824/pt-punya-peran-tingkatkan-kemampuan-digital-dan-jiwa-wirausaha-generasi-muda/0/berita>.

²⁶ Banu Inan Karagul, Meral Seker, and Cansu Aykut, "Investigating Students' Digital Literacy Levels during Online Education Due to Covid-19 Pandemic," *Sustainability (Switzerland)* 13, no. 21 (2021): 1–11. p. 2

²⁷ Ibid. p. 2-3

²⁸ Ibid. p. 8-9

students' level of digital literacy by measuring their digital literacy becomes key point before planning how the digital literacy training should be performed in the classes.

After finding out that measuring digital literacy skills is important, as mentioned above. The researcher comes up with this paper to measure the level of English teachers' digital literacy skills in several area in East Java, Indonesia.

2. The Level of Digital Literacy

Before measuring digital literacy skills, knowing the different level of digital literacy is essential for easing the researcher to categorize the result of measurement. Numerous experts have categorized digital literacy into several levels. According to Martin, there are three levels of digital literacy viz. digital competence (level I), digital usage (level II), and digital transformation (level III).²⁹ While, Nugroho and Nasionalita have categorized the result of digital literacy' measurement into Basic (17%-45%), Intermediate (45,01%-73%), and Advance (73,01%).³⁰ Whilst, Kurniawati et al. used Apple Classroom of Tomorrow (ACOT)' framework to categorize the level of digital literacy implementation viz. entry, adoption, adaptation, appropriation, and invention.³¹ Whereas, Liza and Andriyanti categorized the result of

²⁹ Allan Martin, "Digital Literacy for the Third Age : Sustaining Identity in an Uncertain World," *Identity* 12, no. February (2009): 1–15. p. 8

³⁰ Nugroho and Nasionalita, "Digital Literacy Index of Teenagers in Indonesia." p. 218

³¹ Nia Kurniawati, Elis Homsini Maolida, and Agung Ginanjar Anjaniputra, "The Praxis of Digital Literacy in the EFL Classroom: Digital-Immigrant vs Digital-Native Teacher," *Indonesian Journal of Applied Linguistics* 8, no. 1 (2018): 28–37. p. 31

digital literacy measurement by grouping them using the total score and mean score into high, medium, and low.³²

In this research, the researcher will use the total score to group the result of digital literacy skills' measurement and categorize the total score into five level viz. very high, high, medium, low, and very low by adopting Azwar' formula in categorizing data.³³

3. The Definition and Classification of Digital Literacy

Due to the need to find out the level of English teachers' digital literacy for developing the digital literacy practices in ELT classroom, it is vital to know what actually digital literacy means and what are the component of digital literacy. There are many definitions of digital literacy as well as the classification of it. Dudeney, Hockly, and Pegrum stated that digital literacy is the skills required to interpret, manage, create, and share meaning effectively in digital world.³⁴ Spires and Bartlett suggested discovering and harnessing digital content; composing it; and distributing it as the three skills needed in digital literacy.³⁵ Whereas, Chu et al. proposed more detailed classification with a similar concept in which itemizing it into three parts named information literacy, information and communication technology skills,

³² Liza and Andriyanti, loc cit.

³³ Saifuddin Azwar, *Penyusunan Skala Psikologi Edisi 2*, 2nd ed. (Yogyakarta: Pustaka Pelajar, 2012).

³⁴ Gavin Dudeney, Nicky Hockly, and Mark Pegrum, *Research and Resources in Language Teaching: Digital Literacies*, 1st Editio. (New York: Routledge, 2013), <https://books.google.ie/books?id=pMK3AwAAQBAJ&lpg=PA1&pg=PA2#v=onepage&q&f=false>, e. p. 2

³⁵ Hiller A. Spires and Melissa E. Bartlett, op cit. p. 9

and media literacy.³⁶ Whilst, Eshet-Alkalai argued a deeper categorization of digital literacy called six thinking skills in which they were a revised model of his previous research in the same field.³⁷ Photo-visual digital skill, reproduction digital skill, branching digital skill, information digital skill, socio-emotional digital skill, and real-time digital skill are the six frameworks designed by Eshet-Alkalai.³⁸

In this paper, the researcher adopts the definition and the classification of digital literacy from Spire and Bartlett since having no complexity in the taxonomy proposed. As an effect, it can be used as guidance to develop the instruments for measuring English teachers' level of digital literacy skills.

4. The Urgency of Digital Literacy in Indonesia

Due to the increasing use of the internet in Indonesia, digital literacy has become a prominent skill that should be owned by each individual. According to BPS-statistics Indonesia, 43,51% of Indonesians were internet users in 2019.³⁹ Compared to 2015, the percentage of internet users in Indonesia was only 21,98%.⁴⁰ This has both positive and negative impacts.

³⁶ Samuel Kai Wah Chu et al., *21st Century Skills Development Through Inquiry- Based Learning: From Theory to Practice* (Singapore: Springer Nature, 2017). p. 22

³⁷ Yoram Eshet-Alkalai, "Thinking in the Digital Era: A Revised Model for Digital Literacy," *Issues in Informing Science and Information Technology* 9 (2012): 267–276. p. 268

³⁸ Ibid.

³⁹ Badan Pusat Statistik, *Statistik Telekomunikasi Indonesia* (Jakarta: Badan Pusat Statistik, 2019). p. 132-133

⁴⁰ Ibid.

Firstly, indirectly, the internet can add insight to the Indonesian people on current issues. The more people use the internet, the more information they get. It happens since the internet is a large library in which there is billions of information or data in the form of text, graphics, audio, animation and others in the form of electronic media.⁴¹ In the education field, the internet assists teachers to transfer knowledge to the students.⁴² Or in simple words, the internet becomes a learning resource. In the economic world, the internet helps entrepreneurs to promote their business.⁴³ Almost all business transactions can also be done online. Through the internet, people also can get the information about job vacancies easily as well as create their own jobs.⁴⁴ By that, the unemployment rate in Indonesia is expected to decrease.

However, despite the benefits above, the growth of internet usage in Indonesia also has drawbacks. Because of the ease of internet access, Indonesians can access almost all kinds of information there. Unfortunately, not all the information is appropriate for each age group. Many online platforms consist of harmful content including hoaxes and misinformation, cyberbullying, online fraud, and even sexual

⁴¹ Abdul Mughni, "Dampak Positif Internet Dalam Kehidupan Masyarakat," *October*, 25, last modified 2016, accessed March 11, 2022, <https://sulselprov.go.id/welcome/post/dampak-positif-internet-dalam-kehidupan-masyarakat>.

⁴² Nadia Fairuza and Felippa Amanta, "Promoting Digital Literacy Skill for Students through Improved School Curriculum," *April*, 27, last modified 2021, accessed March 11, 2022, <https://www.cips-indonesia.org/post/policy-brief-promoting-digital-literacy-skill-for-students-through-improved-school-curriculum>.

⁴³ Ibid.

⁴⁴ Ibid.

exploitation.⁴⁵ Therefore, the role of digital literacy is important to prevent online harm.

Being digitally literate means being able to process various information, understand messages and communicate effectively with others in various forms.⁴⁶ Through the familiarization of digital literacy, individuals will move from consumers' passive information and become active producers, both individually and as part of a community.⁴⁷ The success of forming digitally literate society is one of the indicators of achievement in the fields of education and culture in Indonesia.⁴⁸ Therefore, to actualize that, the first step that must be done is measuring the level of digital literacy of Indonesians. For that, this study is conducted.

5. Digital literacy in English Language Teaching and Learning

English language skills and digital literacy skills are the main skills required to face the challenge in 21st century.⁴⁹ Thus, integrating digital literacy skills and English language skills in ELT classroom is essential for several reasons. Firstly, to increase students' visibility in digital world, students must be able to produce digital contents using English as a language.⁵⁰ For that, in ELT classroom, English teachers

⁴⁵ Ibid.

⁴⁶ Kementerian Pendidikan dan Kebudayaan, *Gerakan Literasi Nasional: Materi Pendukung Literasi Digital* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017). p. 4

⁴⁷ Ibid. p. 4-5

⁴⁸ Ibid. p. 5

⁴⁹ Pero Sardzoski, "Digital Literacy for EFL Students," last modified 2019, accessed May 17, 2022, <https://hundred.org/en/innovations/digital-literacy-for-efl-students#4e4f4f9b>.

⁵⁰ Nuriyatul Hamidah, "Digital Literacy in Efl Teaching," *ELTALL: English Language Teaching, Applied Linguistic and Literature* 2, no. 2 (2021): 90–102. p. 97

have to combine both English skills and digital literacy skills. Secondly, as English teachers who teach international language, promoting digital literacy skills in parallel with teaching English can assist students to have the chance for getting better future work.⁵¹ Besides, embedding digital literacy in English teaching and learning will make the process of L2 acquisition in ELT class more applicable into real world, especially in learners' online lives outside the class or school environment.⁵² In connection with several rationales why combining the two main skills in this digital era when teaching English is important as mentioned above, the experts proposed the ways how to integrate digital literacy skills and English skills in ELT classroom.

The first way is by gamifying the learning using education game such as Duolingo.⁵³ Using Duolingo, English teachers provide opportunities for their students to communicate with other users around the world via discussion boards.⁵⁴ Besides, students also will learn how to filter all the information they got then synthesize what they need.⁵⁵ In addition, using information obtained, students can produce their own digital products.⁵⁶

⁵¹ British Council, "Digital Literacies: What Are They and Why Should We Care?," last modified 2013, accessed May 17, 2022, <https://www.teachingenglish.org.uk/article/digital-literacies-what-are-they-and-why-should-we-care>.

⁵² Ibid.

⁵³ Oktavian Mantiri, Garth K. Hibbert, and Jeanette Jacobs, "Digital Literacy in ESL Classroom," *Universal Journal of Educational Research* 7, no. 5 (2019): 1301–1305. p. 1302

⁵⁴ Ibid.

⁵⁵ Ibid.

⁵⁶ Ibid.

Another way is integrating digital literacy and English language through videography.⁵⁷ In the process of planning or creating storyboard and script before producing digital video, students will be train to differentiate whether the sources in the internet is reliable or not.⁵⁸ Then, during making the digital video, students indirectly have to practice their skills in English, such as writing (write the caption or subtitle) and speaking (explaining something in the video or inputting a voice-over in the video).⁵⁹ Last, students have to share their creation on the online platform to increase their social presence in the digital world internationally.⁶⁰

All in all, incorporating digital literacy skills and English language skills is very beneficial for students' future professional career. Thus, before practicing the way to implement the two main skills above, the digital literacy skills' level of English teachers must be measured. So that, this study exists.

6. Indonesian Teachers' Digital Literacy

Possessing digital literacy is urgent for teachers in Indonesia. Rusydiyah et al. stated that one of the competences that should be possessed by professional teachers is mastering the skill in operating

⁵⁷ Emanuela Patti, "Digital Literacy and Modern Languages: How to Make a Digital Video," *Modern Languages Open* 1, no. 1 (2020): 1–10. p. 1

⁵⁸ Ibid. p. 4

⁵⁹ Ibid. p. 4-8

⁶⁰ Ibid.

information and communication technology.⁶¹ It corroborates what Agustini et al. reported that teachers who are expert in technology theoretically and practically as well as having digital literacy will be able to face the challenges of the times.⁶² Besides, Mudra argued that by having digital literacy, teachers can provide and select the authentic materials for their students.⁶³ Also, they even can have collaboration work with the students.⁶⁴

Several studies related to digital literacy of teachers in Indonesia have been conducted many times. Dealing with it, Liza & Andriyanti in 2020 revealed that pre-service teachers tend to have high digital literacy.⁶⁵ Indonesian pre-service teachers have high scores in ICT basic skill, information skill, and media awareness.⁶⁶ However, in computational thinking skill, they own a medium score.⁶⁷ It contradicts the hypothesis by Liza and Andriyanti which said that Asian teachers still have low digital literacy.⁶⁸ In addition, both teachers who grew up in the digital era named digital natives' teachers and digital-immigrant teachers were at the adaptation stage in term of digital literacy

⁶¹ Evi Fatimatur Rusydiyah, Eni Purwati, and Ardhi Prabowo, "How to Use Digital Literacy as a Learning Resource for Teacher Candidates in Indonesia," *Cakrawala Pendidikan* 39, no. 2 (2020): 305–318. p. 306

⁶² Desi Agustini, Bukman Lian, and Artanti Puspita Sari, "School'S Strategy for Teacher'S Professionalism Through Digital Literacy in the Industrial Revolution 4.0," *International Journal of Educational Review* 2, no. 2 (2020): 160–173. p. 162

⁶³ Heri Mudra, "Digital Literacy Among Young Learners: How Do Efl Teachers and Learners View Its Benefits and Barriers?," *Teaching English with Technology* 20, no. 3 (2020): 3–24. p. 13

⁶⁴ Ibid.

⁶⁵ Liza and Andriyanti, loc cit.

⁶⁶ Rusydiyah, Purwati, and Prabowo, op cit., p. 314

⁶⁷ Ibid.

⁶⁸ Liza and Andriyanti, op cit., p. 75

implementation.⁶⁹ Furthermore, one school in South Sumatera has several strategies to improve teachers' digital literacy.⁷⁰ The strategies are completing the facilities that can support digital literacy, implementing E-learning, and providing chances to attend teacher professional developments.⁷¹

All the previous studies depict the current condition of Indonesian teachers' digital literacy. Due to the importance of Indonesian teachers for having digital literacy skills, it is still interesting to explore the current level of Indonesian teachers' digital literacy. Thus, this study aims to do it.

7. The Use of Digital Media in Indonesian ELT Classroom

Various kinds of digital media have been implemented into Indonesian ELT classes since they give benefits. Liza and Andriyanti argued that the use of digital technologies in ELT class is assisting teachers to find materials quickly and easily; encouraging teachers' creativity; and boosting up students' motivation to learn English.⁷² This confirms the previous research which stated that digital media can be motivational tools for students to learn English due to the capability to help students to learn in their daily life.⁷³

⁶⁹ Kurniawati, Maolida, and Anjaniputra, op cit., p. 35

⁷⁰ Agustini, Lian, and Sari, op cit., p. 167-169

⁷¹ Ibid.

⁷² Liza and Andriyanti, loc cit.

⁷³ Golnaz Jamalifar and Azizeh Chalak, "The Use of Internet in English Language Learning: Practices, Attitudes and Challenges of the Learners," *Advances in English Language and Literature (AELL)* 1, no. 2 (2014): 1–6. p. 5

According to the result of survey in 2011, English teachers in Indonesia tend to frequently implement word processing, E-mail, Web, and multimedia program in the process of teaching and learning.⁷⁴ However, they rarely or never applied databases, graphics, concordances, blogs, wikis, online discussion groups, voice chatting, and video conferencing programs in the classroom.⁷⁵ Moreover, research toward pre-service English teachers in 2020 resulted that Power point, videos, YouTube, WhatsApp, and Kahoot are the digital media that be used in ELT classroom.⁷⁶

The elucidation above has not depicted the frequency of digital media use in ELT classroom in the current time. Therefore, the present study aims to do it.

8. The Correlation Between Digital Literacy Skills and Digital Media

The use of digital media in ELT classroom is based on the school facilities and the teachers' digital competency. Teachers who teach in schools that have the complete facilities of digital technology tend to implement more varieties of digital media in the teaching and learning process. Besides, the teachers who have high digital literacy will use various digital media in ELT classes. Previous study by Sujoko revealed

⁷⁴ Jeong-bae Son, Thomas Robb, and Indra Charismiadj, "Computer Literacy and Competency: A Survey of Indonesian Teachers of English as a Foreign Language," *Call-Ej* 12, no. 1 (2011): 26–42, http://eprints.usq.edu.au/18371/3/Son_Robb_Charismiadj_Doc_18371.pdf. p. 29

⁷⁵ Ibid.

⁷⁶ Wiwik Mardiana, "Utilizing Digital Media in Efl Classroom: Pre-Service Teachers Teaching Practice Experience," *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* 3, no. 1 (2020): 33–42. p. 36

that most classroom in one city in east java were not equipped with computers and LCD.⁷⁷ It impacts indirectly on the low level of digital literacy of teachers there because they are not even familiar with digital technology for teaching. As a result, the digital media is never used in the teaching and learning process, including the school website and email.⁷⁸ On the contrary, pre-service teachers in one of the universities in Yogyakarta which have complete amenities in digital technology claimed their readiness in implementing digital media in ELT classroom.⁷⁹ They also stated that the creativity of English teachers will be enhanced if they use various learning applications such as Hot Potatoes, Ruang Guru, Elsa, Youtube, Edmodo, and etc.⁸⁰ Also, using education websites like BBC news which provides a lot of newsworthy information.⁸¹

From the explanation above, it can be concluded that teachers' digital literacy has become one of the causes of the various and frequent use of digital media in ELT classroom. To prove the correlation between teachers' level of digital literacy and the frequency of digital media use, this study exists.

⁷⁷ Sujoko, "Pemanfaatan Teknologi Informasi Dan Komunikasi Sebagai Media Pembelajaran Di SMP Negeri 1 Geger Madiun," *Jurnal Kebijakan dan Pengembangan Pendidikan* 1, no. 1 (2013): 71–77. p. 76

⁷⁸ Ibid.

⁷⁹ Liza and Andriyanti, loc cit.

⁸⁰ Ibid.

⁸¹ Ibid.

B. Review of Previous Studies

There are several studies in the same field as this study. First of all, it was a study conducted by Khaira Liza and Erna Andriyanti in 2020 titled “Digital literacy scale of English pre-service teachers and their perceived readiness toward the application of digital technologies” using descriptive mix-methods design.⁸² This research aimed to describe English pre-service teachers' digital literacy scale in a state University in Yogyakarta. Besides, it also aimed to describe the readiness of them to the application of digital technologies in teaching and learning context. The findings revealed that English pre-service teachers possessed high digital literacy and readiness in implementing digital technologies in ELT classes. This previous study differs from the present study in terms of aim, subject, and method use. The present study aims to describe the level of digital literacy skills possessed by English secondary school teachers under UINSA 2nd PLP Program also to find out the frequency of digital media use by them in ELT classroom. Additionally, it also aims to investigate the correlation between teachers' skills in digital literacy and the frequency of digital media they used in ELT classroom. The researcher also uses the correlational study as the method of the present study.

Another study entitled “Teacher Perception on Digital Media Fluency in English Language Teaching: Expectation and Reality in

⁸² Ibid. p. 75

Indonesian Context” was performed by Hardi Andeska in 2018.⁸³ Andeska expected that in Indonesia most teachers implemented various digital media in their teaching such as several ICT tools, educational applications, and social media. Also, most teachers possessed a high level of digital literacy. However, the reality was that most of the teachers who taught in the secluded area which were not having complete facilities in digital media have done the opposite. The differences between the previous study and the present one is the aims and methods. While the previous research focus on finding out teacher perceptions, the present study will correlate English teachers’ digital literacy skills and the frequency of digital media use by distributing self-assessment questionnaires. Also, the past study used meta-analysis as a method of research, but the current study uses correlational method.

The third previous study with the title “School’s Strategy for Teacher’s Professionalism Through Digital Literacy in the Industrial Revolution 4.0” was conducted by Desi Agustini et al. in 2020.⁸⁴ The goal of this study is to describe the school strategy in improving the primary school teachers' professionalism in digital literacy using the descriptive qualitative method. The results stated several strategies that the school principals used. They are completing the school facilities which can support digital literacy, strengthening literacy by using E-Learning, and sending

⁸³ Andeska, op cit., p. 283

⁸⁴ Agustini, Lian, and Sari, op cit., p. 160

teachers to attend professional development. The previous study is distinct from the present study in many ways. The present study aims to describe the level of teachers' digital literacy and the frequency of digital media use in ELT classes and find the correlation between them. The present study also will implement a correlational research design and the subject of study will be the secondary EFL teachers in East Java, Indonesia who follow UINSA 2nd PLP Program 2021.

Other previous studies conducted by Rusydiyah et al. in 2020 entitled “How to Use Digital Literacy as A Learning Resource for Teacher Candidates in Indonesia”.⁸⁵ The study which used a survey method aimed to identify the perceptions of tertiary students on the use of digital literacy as a learning source. The finding revealed that students obtained good scores in ICT basic competencies, informational skills, and media awareness. Also, having an enough score in computational thinking. The present study dissimilar to the previous in terms of the method due to using correlational study. Moreover, the present study will not identify the perception but will find correlation between English teachers’ level of digital literacy skills and the frequency of digital media use in ELT classroom. Also, the subject of present study will be the secondary English teachers who join UINSA 2nd PLP Program 2021, not student teachers.

The fifth previous study was conducted by Heri Mudra in 2020 entitled “Digital Literacy Among Young Learners: How Do EFL Teachers

⁸⁵ Rusydiyah, Purwati, and Prabowo, op cit., p. 305

and Learners View Its Benefits and Barriers? ”.⁸⁶ This research was aimed to explore young learners and EFL teachers' perception toward the barriers and benefits of digital literacy among young learners. A case study method was used and the findings revealed that there are several benefits and barriers of digital literacy through young learners and EFL teachers. Several benefits of digital literacy for young learners were improving their skills in English, enhancing the collaboration work, and getting used to the authentic materials. While the barriers were the difficulty in internet access and the complexity of digital content. The present study is different from this previous study in terms of method, aims and subject. The present study focuses not to ask the benefits and barriers of digital literacy, but to seek the correlation between the level of digital literacy skills and the frequency of digital media use in ELT classroom. Besides, the method used in the present study is correlational study, not qualitative research. Also, the subject of present study will be only English secondary school teachers, not young learners.

The next previous study entitled “The Implementation of Digital Literacy in EFL Learning: A Case Study in SMP Muhammadiyah 1 Temanggung” by Hana Amri Solikhati and Bambang Widi Pratolo.⁸⁷ The goals of previous research were to investigate the implementation of digital literacy in SMP Muhammadiyah 1 Temanggung, to identify teachers'

⁸⁶ Mudra, op cit., p. 3

⁸⁷ Hana Amri Solikhati and Bambang Widi Pratolo, “The Implementation of Digital Literacy in EFL Learning : A Case Study in SMP Muhammadiyah 1 Temanggung” (Universitas Ahmad Dahlan, 2019). p. 1

attitudes towards the practice of digital literacy, to explore the challenges in implementing digital literacy and how to face them. Qualitative research was conducted toward this study. The findings showed that the implementation of digital literacy was reflected in the use of digital devices such as computers and smartphones. Besides, the teachers showed a positive attitude by implementing multiple literacies in EFL learning. Several challenges were lack of technology, time, budget, also the students' backgrounds. To overcome those challenges, teachers have set up early preparation and backup plans before the teaching and learning process. The present study has a lot of distinctions with this previous research. In terms of method, the present study uses correlational research design, not qualitative method. The aim of present study is also not to explore the implementation of digital literacy, its challenges and solutions, and teachers' attitudes. However, to seek the correlation between English teachers' level of digital literacy skills and the frequency of digital media use in ELT classroom.

The other previous study was conducted by Haryanto et al. in 2019 by the title "English Exposure from Digital Media and its Influence on Communicative Competence: Students' Perspectives and Experiences".⁸⁸ The research which used phenomenological study was aimed to find out students' perspectives on digital media as language users and digital media'

⁸⁸ E Haryanto et al., "English Exposure from Digital Media and Its Influence on Communicative Competence: Students' Perspectives and Experiences," *Indonesian Research Journal in Education* 3, no. 2 (2019): 387–406, <https://online-journal.unja.ac.id/irje/article/view/7956>. p. 387

influences on the students' communicative competence. The findings revealed that from students' perspective, digital media was seen from two points of view, the functions and the content. From its function, digital media is used as a platform which provides the integration of language knowledge into language productions, the blueprints of popular linguistic features, a place to answer all questions about all related information. From its content, digital media is seen as engaging and authentic. Of course, this previous study differs from the present study. The present study does not use phenomenological study, but correlational study. Also, the aim of the present study is not to ask students' perspectives through digital media, but to find out the frequency of digital media that English teachers used in ELT classes as well as their level of digital literacy and the correlation between them. The subject is also not the students, but English teachers.

The last previous study was conducted by Nia Kurniawati et al. in 2018 entitled "The praxis of digital literacy in the EFL classroom: Digital immigrant vs digital-native teacher".⁸⁹ This previous study used qualitative research. The goals of it were to know the implementation of digital literacy between two generations, digital natives and digital immigrants' teachers. Also, to find out the students' perception toward the use of digital media in the ELT class. The finding showed that, following the Apple Class of Tomorrow' framework, both two generations were in the adaptation stage. However, the digital immigrant teachers tend to have difficulty in adapting

⁸⁹ Kurniawati, Maolida, and Anjaniputra, op cit., p. 28

to the usage of digital media. The response to the use of digital media in the classroom was also positive. Students love when teachers implement digital media in learning activities. This previous study has a little difference with the present research. The method used in the present study is correlational study, not qualitative. Besides, the present study is not using the Apple Class of Tomorrow' framework but Spires and Bartlett framework to describe the level of teachers' digital literacy. The present study also wants to know the frequency of digital media use in ELT classroom, not the students' perception toward digital media implementation.

To conclude, in term of aims of study, current research differs from the previous study since none of them seeking the correlation between English teachers' level of digital literacy and the frequency of digital media use in ELT classroom. Moreover, the research design applied in this study also distinct from the past studies because this study is using correlational research design. Furthermore, the subject of study used in present study also dissimilar from the previous studies. The subject of present study is the cooperating teachers in UINSA 2nd PLP Program 2021. Seeing the gaps mentioned above, there is no doubt for the researcher to conduct the present study.

CHAPTER III

RESEARCH METHOD

The chapter presents information about research design, population and sample, research instruments, data collection technique, and data analysis technique.

A. Research Design

This study is conducted using correlational research design. Ary conveyed in his book, “to measure the correlation among variables in a single group of subjects, the researcher has to use correlational research methods”.⁹⁰ Based on the expert’ theory, it can be highlighted that correlational research design can be used to correlate two variables. This is in line with the objective of this study which found that there was correlation between the level of digital literacy skills and the frequency of digital media use in the classroom. Thus, the selection of correlational research design in this study is appropriate.

B. Population and Sample

The population of this study is English cooperating teachers in secondary schools at UINSA 2nd PLP program 2021 (n=32) since they possess the same characteristics. Several similarities are all of them teach English at high school level; all of them also having a role as cooperating teachers during UINSA 2nd PLP Program 2021 which are responsible for

⁹⁰ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, 8th Edition. (Wadsworth: Cengage Learning, 2010). p. 351

guiding English pre-service teachers; and all of them located in the same province viz. East Java. Moreover, it is easier for researcher to reach them since their schools are partnership school of UINSA which is the university of the researcher.

To determine the sample group, researchers are required to do sampling techniques. In this study, the researcher used convenience sampling which is the sampling technique to determine the sample size based on respondents' willingness and availability. The total number of English cooperating teachers at UINSA 2nd PLP Program 2021 is 32 teachers. However, only 75% of them who agreed to participate in this research. Thus, the sample of this study is 24 English cooperating teachers at UINSA 2nd PLP Program 2021.

C. Research Instrument

To find out the level of English cooperating teachers' digital literacy skills and the frequency of digital media used in ELT classroom as well as the correlation between them, the researcher used self-assessment questionnaires in form of likert-scale. The measurement instrument for knowing the level of digital literacy skills developed based on the framework by Spires and Bartlett.⁹¹ Then, to discover the frequency of digital media use in ELT class, the researcher composed the instrument based on the adaptation of Sedat et al. findings.⁹² The validity and reliability

⁹¹ Hiller A. Spires and Melissa E. Bartlett, *loc cit.*

⁹² Sedat Akayoğlu et al., *loc cit.*

of the instruments in this study were checked using content validation technique through expert judgment (*see appendix 3*).

In this study, the questionnaires are divided into three parts. The first part contains the demographic information of the respondents. The second part consists of questions related to framework of digital literacy skills by Spires and Bartlett. The third part asks about the frequency of digital media use in ELT classroom.

D. Data Collection Technique

In this study, the researcher collected the data by distributing E-questionnaires or web-based questionnaires in form of Google Form to the respondents. The researcher used this type of questionnaire because it was inexpensive and the data collected will be easier to processed due to connected to Google Spreadsheet.

E. Data Analysis Technique

After the data collected, the researcher downloaded the file in the form of Microsoft Excel then did the data selection process. After that, the researcher found out the percentage of the result of each statement in the second part and third part of the questionnaires. Then, the researcher calculated the total score of the second and third questionnaires as well as computed the Mean using IBM SPSS Statistics 25 and Microsoft Excel to answer the first and second research questions. After that, the researcher portrayed the result in form of chart and table. For determining the level of digital literacy level and the frequency of digital media use in ELT

classroom, the researcher categorized the total score into five categories based on Azwar as the figure 3.1 below.⁹³

Categories	Formula
Very low	$X < M - 1,5SD$
Low	$M - 1,5SD < X < M - 0,5SD$
Medium	$M - 0,5SD < X < M + 0,5SD$
High	$M + 0,5SD < X < M + 1,5SD$
Very high	$M + 1,5SD < X$

Figure 3.1 Azwar's Formula to determine the level and the frequency rate

After determining the level of English cooperating teachers' digital literacy skills, the researcher interpreted each category based on the likert-scale options in the instruments (*very low=never; low=rarely; medium=sometimes; high=often; very high=always*). It is also implemented after determining the frequency rate of digital media use in ELT (*very low=never used/do not know; low=rarely/1-2 times in a semester; medium=sometimes/1-2 times in a month; high=often/almost every week; very high=always/every meeting*).

Then, to test the hypothesis or investigate whether the level of teachers' digital literacy relates to the frequency of digital media use in ELT

⁹³ Azwar, *loc cit.*

classroom or not, the researcher used Kendall's Tau-B to find out how strong the correlation between two variables. Kendall's Tau-B is used as an alternative of the nonparametric Spearman rank-order correlation especially when the sample size is small with many tied-ranks.⁹⁴ Besides, it is also used to measure the correlation between ordinal data (e.g. 5-point scale explaining the level or the frequency rate).⁹⁵ Knowing that, it was obvious that the use of Kendall's Tau-B suited the goal of this research. Before measuring the correlation, the normality of the data was measured using Shapiro-Wilk due to having small sample size ($n < 50$).⁹⁶ After that, the researcher interpreted Kendall Tau B correlation based on Botsch (*Less than + or - 0,10 = very weak; + or - 10,10 to 0,19 = weak; + or - 0,20 to 0,29 = moderate; + or - 0,30 or above = strong*).⁹⁷ Last, the researcher drew the conclusion.

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⁹⁴ Laerd Statistics, "Kendall's Tau-b Using SPSS Statistics," *Laerd Statistics*, last modified 2018, accessed May 20, 2022, <https://statistics.laerd.com/spss-tutorials/kendalls-tau-b-using-spss-statistics.php>.

⁹⁵ Ibid.

⁹⁶ Prabhaker Mishra et al., "Descriptive Statistics and Normality Tests for Statistical Data," *Annals of Cardiac Anaesthesia* 22, no. 1 (2019): 67–72. p. 70

⁹⁷ Robert E. Botsch, "Chapter 12. Significance and Measures of Association," last modified 2011, accessed May 20, 2022, [http://polisci.usca.edu/apls301/Text/Chapter 12. Significance and Measures of Association.htm](http://polisci.usca.edu/apls301/Text/Chapter%2012.%20Significance%20and%20Measures%20of%20Association.htm).

CHAPTER IV

RESEARCH FINDING

In this section, the researcher displays the results of the research. The two parts exist in this section are namely findings and discussion.

A. Findings

1. The Level of English Cooperating Teachers' Digital Literacy Skills

The researcher found that 24 English cooperating teachers have evenly medium level with the mean 85,08 as showed in the table 4.1 below.

Statistics		
Digital Literacy skills score		
N	Valid	24
	Missing	0
Mean		85.08

Table 4.1 The Average Score of Digital Literacy Skills

It leads to the conclusion that, on the average, they sometimes locate and consume digital contents; create digital contents; and communicate digital contents.

For additional information, the researcher also displays the level of each skill of digital literacy in this study. The first skill of digital literacy in this study is locating and consuming digital contents.

Statistics

Locating and Consuming Digital contents Skill		
N	Valid	24
	Missing	0
Mean		39.42

Table 4.2 The Average Score of Locating & Consuming Digital Contents Skill

Table 4.2 shows that the average level of locating and consuming digital contents skill possessed by English cooperating teachers in this study is 39,42 (high level). It means that they evenly often locate and consume digital contents (*e.g. filtering all the information obtained on the internet; selecting the relevant video; reading latest news online; etc.*).

The second skill of digital literacy in this study is creating digital contents. According to table 4.3 in the following, English cooperating teachers in this research own evenly low level of creating digital contents skill (M=24,58).

Statistics

Creating Digital Contents Skill		
N	Valid	24
	Missing	0
Mean		24.58

Table 4.3 The Average Score of Creating Digital Contents Skill

It means that, on the average, they rarely create digital contents (*e.g. making slides for explaining the materials; making live/online worksheets; making video to explain certain material; etc.*).

The third skill of digital literacy in this study is communicating digital contents.

Statistics

Communicating Digital Contents

Skill

N	Valid	24
	Missing	0
Mean		21.08

Table 4.4 The Average Score of Communicating Digital Contents Skill

According to the table above, the average level of communicating digital contents skill owned by English cooperating teachers is low level with the mean 21,08. It means that they, on the average, rarely communicate digital contents (*e.g. communicating digital contents using mobile devices; using e-mail to communicate information; uploading self-made teaching video in social media; etc.*).

2. The Frequency of Digital Media Use in ELT Classroom

The researcher found that the average frequency rate of digital media use in ELT classroom is 67 (low frequency) as showed in the table 4.5. Thus, in ELT classroom, 24 English cooperating teachers evenly use digital media rarely or 1-2 times in a semester.

Statistics

The Frequency of Digital Media

Use in ELT Classroom

N	Valid	24
	Missing	0
Mean		67.00

Table 4.5 The Average Score of Frequency of Digital Media Use in ELT Classroom

Furthermore, as additional information, the table 4.6 below displays the total score of frequency of each digital media which used in ELT classroom.

Digital Media Used in ELT		Σ
Social Media Tools	Instagram	46
	YouTube	74
	Twitter	30
	WhatsApp	108
	TikTok	32
	Facebook	45
	Line	36
	Blogger	34
	WordPress	32
LMS	Google Classroom	80
	Schoology	38
	Moodle	41
	School's E-Learning	73
Quiz Tools	Kahoot	45
	Quizizz	65
	Google Form	77
	Hot Potatoes	30
Online Storage	Google Drive	72
	Microsoft One Drive	47
Presentation tools	PowerPoint	94
	Google Slides	51
	Prezi	28
	Canva	41
Video Conferencing Tools	Zoom	80
	Google Meet	80
Word Processing Tools	Word	88
	WPS Office	73
	Google Docs	68

Table 4.6 The Sum of Frequency of Digital Media Use in ELT Class

According to table 4.6, the minimum score is 28. While, the maximum score is 108 as showed by the table 4.7 below.

Statistics

The Sum of Frequency of Digital

Media Use in ELT Class

N	Valid	28
	Missing	0
Minimum		28
Maximum		108

Table 4.7 Minimum and Maximum Value of Frequency of Digital Media Use in ELT Class

Therefore, among 28 digital media which used in ELT class in this study, the most frequent digital media used by English cooperating teachers is WhatsApp ($\Sigma=108$). Whereas, the most infrequent digital media used is Prezi ($\Sigma=28$).

Besides, according to table 4.6, the most frequent social media which used in ELT classroom is WhatsApp ($\Sigma=108$). The most infrequent social media used in ELT is Twitter ($\Sigma=30$).

Furthermore, according to the table 4.6, the most frequent LMS used in ELT class is Google Classroom ($\Sigma=80$). Then, the most infrequent LMS used in ELT class is Schoology ($\Sigma=38$).

Moreover, table 4.6 shows that the most frequent quiz tools used in ELT classroom is Google Form ($\Sigma=77$). While, the most infrequent quiz tools in ELT classroom is Hot Potatoes ($\Sigma=30$).

In addition, according to the data obtained in table 4.6, Google Drive is more frequent used online store by 24 English cooperating teachers ($\Sigma=72$) rather than Microsoft One Drive ($\Sigma=47$).

Also, according to the data displayed in table 4.6, the most frequent presentation tools used in ELT classroom is Power Point ($\Sigma=94$). Then,

Prezi occupies the most infrequent presentation tools used in ELT classroom ($\Sigma=28$).

Then, based on table 4.6, English cooperating teachers use Zoom as frequent as Google Meet ($\Sigma=80$; $\Sigma=80$).

Last, based on table 4.6, the most frequent word processing tools used in ELT class is Word ($\Sigma=88$). While, the most infrequent word processing used is Google Docs with the percentage ($\Sigma=68$).

3. The Correlation Between The Level of Digital Literacy Skills and The Frequency of Digital Media Use in ELT Classroom

Before finding out the correlation between two variables, the researcher tested the normality of data gathered using Shapiro-Wilk method since the respondents is less than 30. The following table shows the result of normality test.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Digital Literacy Level	.143	24	.200*	.918	24	.052
Frequency of Digital Media Used	.143	24	.200*	.938	24	.146

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.8 Test of Normality' Result

According to the table above, the significance value of the results of digital literacy level and the frequency of digital media use are respectively 0,052 and 0,146 which are higher than 0,05. Therefore, using Shapiro-Wilk method, the data obtained are distributed normally.

After knowing that the data gathered are distributed normally, then, the researcher tested the correlation between the two variables. The table below displays the result of correlation test using Kendall's Tau B.

Correlations			Level of Digital Literacy	Frequency of Digital Media Used
Kendall's tau_b	Level of Digital Literacy	Correlation Coefficient	1.000	.328
		Sig. (2-tailed)	.	.081
		N	24	24
	Frequency of Digital Media Used	Correlation Coefficient	.328	1.000
		Sig. (2-tailed)	.081	.
		N	24	24

Table 4.9 The Result of Correlational Test Using Kendall Tau B

The table above shows that the value of Sig. (2-tailed) is 0,081 which is lower than 0,05 which indicates a significant or real correlation between two variables. Moreover, the value of Correlation Coefficient is 0,328 which means the correlation between 2 variables is strong. In addition, Correlation Coefficient between two variables is positive (+0,328). Thus, there is a positive or unidirectional correlation between 2 variables. It means that the higher the level of digital literacy, the higher the frequency rate of digital media use in ELT classroom. All in all, the correlation between the level of digital literacy and the frequency of digital media use in ELT classroom is significant, medium, and unidirectional or positive.

B. Discussion

1. The Level of English Cooperating Teachers' Digital Literacy Skills

The first objective of this study is describing the level of English cooperating teachers' digital literacy skills. After gathering the data, it revealed that English cooperating teachers occupied evenly medium level ($\bar{x} = 85,08$). It means that evenly they sometimes locate and consume digital contents; create digital contents; communicate digital contents. That finding differs from the previous study by Khaira Liza and Erna Andriyanti⁹⁸ in 2020 which found that English pre-service teachers owned high level of digital literacy. It also contrasts the result of Rusydiyah et al.' study⁹⁹ which revealed that English teacher candidates in Indonesia possessed good score in digital literacy. Besides, it is also distinct from the previous research by Nia Kurniawati et al.¹⁰⁰ in 2018 which stated that digital immigrant English teachers and digital native English teachers were in adaptation stage based on Apple Class of Tomorrow' framework. Also, it is dissimilar to previous findings by Hutagalung and Purbani which reported that elementary school teachers in Baguala Ambon District got low level in digital literacy.¹⁰¹

Additional finding stated that in the first skill of digital literacy based on Spires and Bartlett framework viz. locating and consuming digital contents, English cooperating teachers evenly had high level ($\bar{x} = 39,4$). It

⁹⁸ Liza and Andriyanti, loc. cit.

⁹⁹ Rusydiyah, Purwati, and Prabowo, loc. cit.

¹⁰⁰ Kurniawati, Maolida, and Anjaniputra, loc. cit.

¹⁰¹ Berliana Hutagalung and Widyastuti Purbani, "The Ability of Digital Literacy for Elementary School Teachers," *JPI (Jurnal Pendidikan Indonesia)* 10, no. 4 (2021): 710–721. p. 717

means that English cooperating teachers, on the average, had high skills or often locate and consume digital contents such as provide suitable and reliable sources and materials for their students which is in line with Wiannastiti et al. in 2019.¹⁰² On the contrary, in the second and third skill of digital literacy (*creating digital contents; communicating digital contents*), they evenly possessed low level ($\bar{x}=24,6$; $\bar{x}=21,1$). It means that, on the average, they rarely create and communicate digital contents. Having low level in creating digital contents skill might have a bad impact for their heterogenous students since English cooperating teachers might not achieve students' need as Spires and Bartlett stated in their paper.¹⁰³ Possessing low level in communicating digital contents skill also might cause their students lose a chance to interact with native speakers around the world in digital world like Carrasco and Johnson said in their study.¹⁰⁴

In conclusion, since having digital literacy skills in this digitalization era is prominent for English teachers, they have to improve their skills in digital literacy. Desi Agustini et al. stated in their study that things which are possible to do such as asking the school principal to complete the school facilities and attending professional development.¹⁰⁵

2. The Frequency of Digital Media Use in ELT classroom

The results revealed that English cooperating teachers in this study, on the average, possessed low frequency rate of digital media use in ELT

¹⁰² Wiannastiti, Oktriono, and Simatupang, loc. cit.

¹⁰³ Hiller A. Spires and Melissa E. Bartlett, loc. cit.

¹⁰⁴ Carrasco and Johnson, loc. cit.

¹⁰⁵ Agustini, Lian, and Sari, loc. cit..

classroom ($\bar{x}=67$). It can be said that they evenly use digital media in ELT rarely or only 1-2 times in a semester. Also, the additional findings showed that among 28 digital media used in ELT class in this study, the most frequent digital media which used in ELT classroom is WhatsApp ($\Sigma=108$). While the most infrequent digital media used is Prezi ($\Sigma=28$). No wonder that WhatsApp is renowned digital media since the features provided is easy to use even for beginner. Other than that, it allows the users to share any information through different format. This is in line with Asmara in 2020 which stated that through WhatsApp, communicating information in form of audio, image, video, even file and location data is not impossible.¹⁰⁶ While, none of undergraduate students in university of Szeged familiar to Prezi as presentation tools which is similar to the result of this study.¹⁰⁷ However, after being introduced to Prezi, they found that their motivation to learn English is increased since delivering material through Prezi surprisingly interesting.¹⁰⁸

In this study, there are seven groups of digital media based on adaptation of Sedat et al. findings (*social media tools; LMS tools; quiz tools; online storage; presentation tools; video conferencing tools; and word processing tools*). It revealed that the most frequent social media used by English cooperating teachers in this study is WhatsApp ($\Sigma=108$). It controverts previous findings by Inayati that the most frequent social media

¹⁰⁶ Rekha Asmara, "Teaching English in a Virtual Classroom Using Whatsapp during COVID-19 Pandemic," *Language and Education Journal*, 2020. 16-27. p. 26

¹⁰⁷ T H E Journal et al., "Reflective Practice and Prezi —" 9 (2021): 321–331. p. 329

¹⁰⁸ Ibid.

use by English teachers in language centre in renowned private university located in Malang is Facebook and YouTube.¹⁰⁹ While, the most frequent LMS tools used in this study is Google Classroom ($\Sigma=80$). It corroborates previous findings by Amin and Sundari which reported that the respondents of their study prefer use Google Classroom as LMS.¹¹⁰ After that, the most frequent quiz tools used based on the result of this study is Google Form ($\Sigma=77$). The previous study by Sadiyani in 2022 revealed that Google Form is recommended digital media as quiz tool because its flexibility to use and its effect to students' desire in learning English.¹¹¹ Whereas, the most frequent online storage used by English cooperating teachers in this study is Google Drive ($\Sigma=72$). That point is in accordance to previous finding by Moreno-Guerrero et al. which showed that Google Drive is effective platform to implement in teaching and learning due to low cost and its easy-sharing feature.¹¹² Besides, the most frequent presentation tools used by English cooperating teachers in this study is PowerPoint ($\Sigma=94$). Previous study by Aziz and Dewi revealed that PowerPoint is the popular application to present material through different form since it provides audio, video,

¹⁰⁹ Nina Inayati, "English Language Teachers' Use of Social Media Technology in Indonesian Higher Education Context," *Asian EFL Journal* 17, no. 4 (2015): 6–36. p. 6

¹¹⁰ Fakhurrazi M. Amin and Hanna Sundari, "Efl Students' Preferences on Digital Platforms during Emergency Remote Teaching: Video Conference, Lms, or Messenger Application?," *Studies in English Language and Education* 7, no. 2 (2020): 362–378. p. 374-375

¹¹¹ Ni Wayan Sadiyani, "Google Form Implementation on General English Assignment in Polytechnic Education," *International journal of linguistics, literature and culture* 8, no. 3 (2022): 93–103. p. 100-101

¹¹² Antonio José Moreno-Guerrero et al., "WhatsApp and Google Drive Influence on Pre-Service Students' Learning," *Frontiers in Education* 5, no. August (2020): 1–10. p. 1

animation which can improve students' speaking skill.¹¹³ The results also stated that Zoom and Google Meet ($\Sigma=80$; $\Sigma=80$) are the video conferencing tools which equally and frequently used by English cooperating teachers in this study. This corroborates previous findings which stated that Google Meet and Zoom are the most frequent platform use in virtual class especially during pandemic.¹¹⁴ For word processing tools, in this study, the most frequent used by English cooperating teachers is Word ($\Sigma=88$). It is might be occurred because Word is the famous word processing tools which everyone used. Also, auto-analysing grammar feature might be very beneficial especially for English teachers. It is accordance to the previous findings by Salehi and Amiri which state that Word could improve grammar knowledge due to the easiness to check grammar errors and mistakes.¹¹⁵

All in all, understanding that the frequency rate of digital media use in ELT class in this study is still low, English teachers have to explore and use more various and frequent digital media in ELT class. English teachers have to see their students as individual who are heterogenous for knowing their needs which can lead into successful teaching and learning process. Thus,

¹¹³ Imam Nur Aziz and Yuli Ani Setyo Dewi, "The Use of Powerpoint As Media of Language Teaching on Students' Speaking Skill," *Humanities & Social Sciences Reviews* 8, no. 1 (2020): 344–358. p. 344

¹¹⁴ Reza Anis Maulidya et al., "The Implementation of Communicative Media for Teaching English as a Foreign Language (EFL) during Pandemic of Covid-19 in Indonesian Senior High Schools," *Faktor : Jurnal Ilmiah Kependidikan* 8, no. 1 (2021): 73–92. p. 90

¹¹⁵ Hadi Salehi and Bahareh Amiri, "Impacts of Using Microsoft Word (MS) Software on Iranian EFL Lecturer's Grammar Knowledge," *International Journal of Research in English Education (IJREE)* 4, no. April 2018 (2019): 1–10.

frequently use various digital media in each meeting in ELT class is suggested.

3. The Correlation Between The Level of Digital Literacy Skills and The Frequency of Digital Media Use in ELT Classroom

The findings demonstrated that there is significant, strong, and positive correlation between digital literacy level and frequency of digital media used in ELT class. It means that the higher the level of digital literacy skills of English cooperating teachers, the more frequent digital media use in ELT classroom. The result obviously rejected the first hypothesis (H_0) and accepted the second hypothesis (H_1). Also, this result has not been mentioned in previous studies. However, it confirms the results of Hana Amri Solikhati and Bambang Widi Pratolo' study¹¹⁶ in 2019 that the implementation of digital literacy in EFL learning was reflected in the use of digital devices. Besides, it also corroborates a previous finding by Khaira Liza and Erna Andriyanti in 2020 which revealed that English pre-service teachers in one of university in Yogyakarta possessed high digital literacy skills and readiness in using digital technologies in ELT class.¹¹⁷

Knowing that digital literacy level correlate to frequency of digital media use, English teachers must increase their skills of digital literacy in order to use various digital media frequently in ELT classroom for the improvement of teaching and learning' quality.

¹¹⁶ Solikhati and Pratolo, loc. cit.

¹¹⁷ Liza and Andriyanti, loc cit.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the fifth section in this study. In this section, the researcher aims to state the conclusion of this study as well as several suggestions and recommendations.

A. Conclusion

The findings revealed that participating teachers had medium level of digital literacy skills. They sometimes used digital contents; created the content; and communicated with the digital content. Among the three identified digital literacy skills, the teachers had high level of literacy in locating and consuming digital contents skill ($\bar{x}=39,4$). This means that they often locate and consume digital contents. On the contrary, teachers had low level of literacy when creating and communicating digital contents.

In term of the frequency of digital media use, the findings indicated that teachers in this study had low frequency rate in digital media use. They may seldom use digital media in their practices. Besides, the most common digital media that teachers use was WhatsApp and the least common media use was Prezi.

This study also indicated that there was a correlation between teachers' s digital literacy skills and their frequency in using the media. It means that the higher level of teachers' digital literacy, the higher frequency rate of the digital media use in ELT classroom.

B. Suggestion

1. For English cooperating teachers as research' participants

After revealing that the level of digital literacy skills of English cooperating teachers in this study is in medium level, it suggested for them to improve their skills by joining professional development program or enrolling course about digital literacy. The rationale is having high level of digital literacy skills in this digital era will be beneficial for them, especially for their career as English teachers.

The researcher also recommends English cooperating teachers in this study to explore other digital media except WhatsApp and use them in ELT classroom. It can make teaching and learning process more attractive for students which leads them to the easiness of mastering English language.

2. For future researchers

In this study, the researcher used Spire's and Bartlett's theory in defining digital literacy skills. Also, for determining the digital media which used in ELT classroom, the researcher adapted Sedat et.al's findings. Therefore, it suggested for future research who interest to conduct the research at the same field for exploring and using other theory.

Also, the researcher advises to future researchers for having large number of respondents and using probability sampling technique to avoid bias.

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