

## CHAPTER 1

### INTRODUCTION

#### A. Background of the study

Literacy is an ability possessed by a person in understanding information when doing the reading and writing process and use potential and skills. The meaning of literacy is not just the ability to read and write but also adds knowledge, skills and abilities that can make a person have the ability to think critically, able to develop the potential and participate actively in the life of society ( Alberta:2009 ).

Cordon ( 2003 ) revealing the imagination of others scientists to roam the world and science broadly based on meaningful references. Irene and Gay ( 2001 ) to say the quality literacy values are reflected from when students successfully apply what they have learned and put into their own writing.

Digital literacy is the ability to create information using a variety of digital technologies. Due to digital use, to change digital media, to easily adapt into new forms. Digital literacy includes hardware, software, internet and mobile phones. David & Shaw ( 2011 ), literacy digital is the ability to connect with hypertextual information in the sense of computer assisted unordered reading.

The term digital alliteration was once used in the 1980s. Bawden ( 2001 ) in general meaning ability to connect with hypertextual information in the sense of non-sequential reading or non computer-assisted sequences. Gilster ( 2007 ) then extends the concept of digital literacy as the ability to understand and use information from various digital sources: in others words the ability to read, write and relate to information using the technology and format the exisy in its time.

Important things teacher need to know about the importance of digital literacy that to update the quality of learning, help students develop participation, adjust learninf personalization, empower innovation in learning. There is another approach to digital literacy as explained by Jones and Hafner (2012) which states in general digital literacy also relates to how one uses media (such as the internet) for its needs.

The teachers knowing about digital literacy because remembering data and information will continue to grow without control. If each individual does not equip himself with digital literacy, it will be increasingly difficult to find information that is truly valuable. Digital literacy is an ability to create and share in different modes and forms, to make, collaborate and communicate more effectively and to understand how and when to use good digital technology to support the process (Hague, 2010:2).

In practice teacher must facilitate digital literacy learning to support the achievement of science and technology. Internet-based learning is expected to improve technological development. In other words, adults become intermediaries for children and the world around them. Literacy ability (digital literacy) is needed because with strong literacy skills students have the main tools to see and interpret information related to the subject matter and even things in his life. The ability to learn through instruction and intermediaries is a hallmark of human telegraphy (Adam, 2014 : 225).

No teacher can be expected to know everything about the constantly changing nature of technology and the related digital skills required for digital literacy. In adult ELL classrooms, some students may have expertise in different technologies or applications that they can share with other students in the classroom. In this situation, the role of the teacher shifts: They become orchestrators of learning rather than dispensers of skills, serving to facilitate learning and often learning alongside their students (Leu et al., 2013; Vanek, 2014).

The importance of English teachers in mastering digital literacy, because teachers are now required to know the importance of digital literacy and teachers must be digital literate. The teacher as a source of knowledge for his students, as a role model for students to know and understand digital. Train students to use digital better for the sake of learning because digital is not only a means to play but adds insight into the world of education.

The current ability of teacher in using digital is very lacking because of the low level of digital use of professional teacher. ( Zulham, 2014 ), that condition the ability of teachers to use media in most teachers in Indonesia today is more inclined to be grouped into early majority groups where in the group respondents are still experimenting with various existing technologies and for their use a long time of consultation is needed. Teachers who have not been able to master information and communication technology argue that the age factor triggers their slow ability to understand information and communication technology, they are reluctant to use ICT as a means of conducting learning activities.

Researcher chose to study in Indonesia because of the low level of digital literacy in teacher. The teacher required to understand the importance of digital literacy for the world of education to support understanding quality information. In the opinion ( O'Brein & Schaber, 2008 ) that digital literacy can be used as an actual learning material. The use of digital media not only makes it easy, but also provides another authentic picture of digital media. Others benefits include increasing love and reading outside school hours, increasing self-confidence as good reader and developing the use of actual reading resources.

Based on this complexity, digital literacy can be used to improve the ability of teachers to improve the effectiveness of teaching and learning activities in the classroom or in other positions outside the classroom. (<http://www.muradmaulana.com/-2015/12/definisi-manfaat-dan-elemen-penting-literasi-digital.htm> )

Technical digital literacy for teacher can help students develop their learning achievement at SMPN 2 Tayu, teacher must understand and understand the importance of digital literacy in education. Therefore, researcher want to know about the views of teacher about digital literacy. Researcher chose SMPN 2 Tayu as the object of research to conduct research. Based on the explanation above, the researcher wanted to investigate the teacher perception of digital literacy at Tayu 2 Junior High School under the title.

## **B. Problem Statement**

Based on phenomena above, the problem statements is:

How is digital literacy perceived by the teacher at SMPN 2 Tayu?

## **C. Scope of the study**

From the identified problems that are exposed above the description of the problem dimension is wide. However, aware of the limitations of time and ability, the researcher considers it necessary to give the problem boundary clearly and focused. Furthermore, the subject of research is limited only to the analysis of digital literacy in teachers at SMPN 2 Tayu.

## **D. Objective of the study**

Based on problem statement above, the researcher has objective of the study is to describe:

To describe digital literacy perceived by the teacher at SMPN 2 Tayu.

## **E. Benefit of the study**

This research will be beneficial both theoretically and practically:

### **1. Theoretical Benefits**

In this study, it is to provide an understanding of the digital literacy that all teachers must visit to meet the requirement that teachers should be digital literate in order to increase the knowledge related to the media that will be used for teaching and learning activities in class and describe the ways of digital literacy.

### **2. Practical Benefits**

#### **a. For the authors**

This study can add insight and knowledge about digital literacy and its benefits to teachers and educators.

#### **b. For teachers**

As a reference that digital literacy is very important among teachers for teaching and learning activities or used for the needs of the teachers itself with the teachers competency tes recently tested.

c. For readers

To enable the reader to understand the importance of digital literacy in the current era of globalization or the digital age, as well as to know the digital usage and this research is expected to be a reference material for readers, especially for teachers, students, and librarians in the school concerned.

d. For scientific interest

This research can be used as an important part in digital literacy studies and digital usage and lectures that are expected to be used as a reference in developing digital literacy knowledge.