



Integrating Digital Literacy In Efl Classes At Sma Budaya Wacana Yogyakarta

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ABSTRAK

Literasi digital menjadi semakin penting di tengah pandemi karena meningkatnya penggunaan internet. Oleh karena itu, terdapat kebutuhan mendesak untuk mengintegrasikan literasi digital ke dalam kurikulum. Studi penelitian tindakan ini bertujuan untuk mengetahui sejauh mana penerapan literasi digital pada mata pelajaran selain teknologi informasi mempengaruhi bagaimana siswa sekolah menengah atas merespons informasi digital. Selain itu, studi ini juga mengeksplorasi bagaimana siswa memandang integrasi literasi digital dalam pelajaran bahasa Inggris mereka. Istilah literasi digital dalam penelitian ini mengacu pada kemampuan mengolah dan merespons secara kritis informasi yang diperoleh dari media digital. Penelitian dilakukan di kelas bahasa Inggris di kelas XII IPA dan kelas sosial. Kelas-kelas ini dipilih karena standar kompetensi dasar yang ingin dicapai memungkinkan adanya ruang untuk memasukkan literasi digital ke dalam kelas. Dua dari sembilan standar kompetensi dasar nasional mata pelajaran bahasa Inggris siswa kelas XII dalam Kurikulum Nasional 2013 yang ditetapkan Kementerian Pendidikan Republik Indonesia terkait dengan literasi media. Standar tersebut adalah mampu menafsirkan dan membuat caption serta mampu menafsirkan dan membuat berita. Penelitian ini merupakan penelitian tindakan yang sedang berlangsung dimana hasil penelitian secara lengkap belum diperoleh. Data awal yang dikumpulkan melalui Quizzes.com dan chat WhatsApp menunjukkan bahwa siswa kesulitan membedakan informasi asli dan palsu di media sosial. Lebih banyak data akan dikumpulkan melalui lebih banyak kuis, observasi kelas, dan wawancara.

Kata Kunci : Literasi Digital; Kelas Bahasa Inggris; Sekolah Menengah Atas.

ABSTRACT

Digital literacy has become more important amid the pandemic due to the increase of internet use. Therefore, there is an urgent need to integrate digital literacy in the curriculum. This action research study aims to investigate to what extent applying digital literacy in a subject other than information technology influences how senior high school students respond to digital information. Furthermore, it also explores how students perceived the integration of digital literacy in their English lessons. The term digital literacy in the study refers to the ability to critically process and respond to information obtained from digital media. The study is conducted in English classes in both XII grade science and social stream classes. These classes were chosen because the basic competencies standards to achieve allow rooms to include digital literacy in the classrooms. Two of the nine national basic competencies standards for English subjects for XII grade students in the 2013 national curriculum set by the Republic Indonesia ministry of education are related to media literacy. Those standards are to be able to interpret and create captions and to be able to interpret and create news. This is an ongoing action research study where the complete result of the study has not been obtained yet. The preliminary data gathered through quizzes.com and WhatsApp chat showed that students found it hard to differentiate between real and fake information in social media. More data will be gathered through more quizzes, classroom observation, and interviews.

Keywords : Digital Literacy; English Classroom; Senior High School.

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A. Pendahuluan

As classes went online amid the pandemic, students, parents, and teachers grappled to adapt themselves to the new learning setting. Not only classes, a lot of businesses and organizations also moved their activities online. As a result, there has been an increase of internet use during the pandemic especially when the large scale of social restriction (PSBB), micro scale of social public activity restriction (micro-PPKM), and emergency PPKM were/are in effect. Data from the information and communication (Kominfo) division of Indonesia revealed that there has been a 30%-40% internet use increase amid the pandemic. Moreover, Kominfo also stated that even in the rural area, there has been a 23% increase in internet use. Working and studying online require people to be able to use digital technology fluently and wisely. People, then, not only need to adapt to various applications in order to finish assignments well, but also be more aware of being exposed to scams, frauds, hoaxes, and other cyber crimes in the digital world. Kominfo stated that only from the beginning of the pandemic until 8 August 2020, there were 1,028 hoax news related to the Covid-19 only. The data have not included the data related to cyber crimes. This is why digital literacy is important in order to complete tasks well especially amid the pandemic and even after.

Digital literacy, in short, refers to the ability to process and utilize the information received from different digital sources. The European Framework for Digital Literacy (EFDL), an outcome of the DigEuLit project and initiated to recognise the importance of digital literacy as cited by Martin, 2000 explained in a more thorough way. The EFDL elaborated that digital literacy is more than only process and response. Digital literacy should also include the ability to explore further and even construct and reconstruct information received as well as reflect on the entire process. As the technology is changing rapidly, digital literacy will also evolve (Lotherington & Jenson, 2011). While in the past digital literacy was only about using digital media for basic office tasks, nowadays, digital literacy should also include the ability to use different apps to gather and validate information, create different products based on the information gathered, as well as publish the products through different platforms. Hague & Payton, 2010 set a digital literacy measurement instrument to measure one's digital literacy index. Using this index, recent study from Katadata (2020) showed that the digital literacy of Internet users aged 13-70 in Indonesia can be categorized as "average to good," with a score of 3.47 (on a 5-point scale) as cited by Lutfilla, et.al (2021). Nugroho's (2020) study to measure digital literacy index of teenagers in big cities in Indonesia found that most of the participants self-taught themselves on how to use technology and digital media. Schools and families did not play a significant role in building participants' technology knowledge and skills. Meanwhile, a study on digital activities conducted by Indonesian Digital Literacy Advocates Network (Japelidi) in 2017 suggested that digital education should start from the family followed by school and community. Furthermore, the study also proposed the government to integrate digital literacy education in the curriculum in order to enhance students' digital literacy. Looking at the importance of integrating digital literacy in the curriculum, the writer who is also an English teacher at SMA Budya Wacana Yogyakarta conducts an action study on integrating digital literacy into the English curriculum. This study aims to investigate how digital literacy that is taught in English as a part of English lessons influences students' way of processing and responding to news. Moreover, this action research also explores methods that can be used to integrate digital literacy across curriculum as well as students' perception towards the integration.

B. Metode Penelitian

Since 2017, there have been efforts done to integrate digital literacy in SMA Budya Wacana Yogyakarta English lessons. Nevertheless, the integration had not been well structured. As time went by, the integration has become more organized. The study started in the second week of September 2021. This was the time when the students started their process to achieve the basic minimum competencies on creating captions. During this period, students' awareness of misleading captions was observed. At the beginning of the lesson on understanding, responding to, and creating captions, students were given four pictures with captions. The first picture showed the strike in France with the caption that the medical workers in France rejected vaccination. In the second picture, there were people who picked up fishes on the street with the caption that fishes had fallen from the sky and that the event was a sign from heaven. The third picture contained a river with swan and dolphin with the caption animals came back amid the lockdown. Meanwhile, the last picture showed a

rhino that chased people with the caption of the rhino helped in patrol amid the lockdown. Students filled out surveys asking them about what they think related to the pictures. Next, the teacher and students discussed further what really happened in the picture. The teacher also introduced tools that can be used to help figure out whether or not a certain caption really depicts what truly happened when a picture was taken. The tools introduced were the tools to search where a picture was first published and what sites have published the picture. Students then tried to create a caption that described what happened in certain pictures shown to them.

When the sessions to learn about captions were done, students moved to the next topic related to news. Before the lesson began, students were given a quiz on the quizzes platform. In this quiz, students needed to determine whether the news presented to them was valid and reliable. After they were done with the quiz, the teacher asked them to write their opinions related to the quiz that they just finished through WhatsApp. Then, students and teachers discussed different hoax news that are commonly found. Currently, the participants are in the sessions where they learn how to respond to news. This includes what they need to do to validate the news received as well as how they need to comment on certain news posted on the internet both on social media and on the news websites. Students also look for other examples of inappropriate responses to certain news. The last part of the digital literacy activities conducted in the class will be creating tips and/or ways in using technology and digital media. Reflecting on what they have learned and how they usually use technology and digital media, students will create a set of tips and/or ways to use technology and digital media wisely. Students also need to present the tips and/or procedures that they have created. When the lessons are done, participants will work on another quiz that again asks them to determine whether certain news shown to them are fake or real. They will also be asked to write reflection on the lessons on digital media integration using the following guidance questions: (1) What do you think of our lessons related to understanding and responding to news and/or social media posts?, (2) How far do you think the lessons have changed the way you see news?, (3) Do you think we have learned enough about digital literacy?, (4) Is there anything that we could have done better during the lessons? Deeper interviews will be conducted with selected participants to get a more thorough understanding of the questionnaires and quiz responses. Classroom events are also recorded to enrich the data taken using questionnaires and quizzes. The participants of the study are all XII graders at SMA Budya Wacana Yogyakarta. There are 49 students who participate in the study. The XII graders were chosen because the 2013 national curriculum on English subjects includes three minimum competencies standards where digital literacy activities can be integrated. Those minimum competencies standards are: (1) Being able to understand and create captions based on the pictures given, (2) Being able to understand news and create news, (3) Being able to understand and create procedure texts.

C. Hasil dan Pembahasan

The results on the response on pictures shown showed that students were aware of caption which was completely illogical as what is seen in the second picture. Meanwhile, when the captions looked well written, students showed a tendency of confusion.

Tabel 1. Students who answer correctly on the validity and reliability of captions shown.

| No | Media Sosial | Persentase |
|----|-------------------------------------|------------|
| 1 | Picture of medical worker in France | 52.5% |
| 2 | Picture of people picking up fish | 85% |
| 3 | Picture of dolphin and swans | 30% |
| 4 | Picture of a rhino chasing people | 42.5% |

There were students who responded thoroughly why they chose certain answers. Nevertheless, most students answer the questions shortly. The analysis on students' answers on this part is not done yet. Meanwhile, the results on the quiz on whether or not a certain news presented is real showed that students found it hard to differentiate between fake news and real news. One student mentioned that the activity helped him to be more aware in reading news. He further added that a lot of hoax news are well written so that it is difficult for us to determine whether or not the news is reliable. Flaws were found in using quizzes.com to

conduct the study. One student mentioned that the timer in quizzes.com made her nervous. She said that there were times when she answered without thinking twice just because she was worried that she ran out of time. Again further analysis of the data is not completely done yet. During the activity of creating news, most students chose to write about events related to young people. While we were discussing the structure of the news and what we should include there, the teacher asked students why it is important to write about the event organizer. One student pointed out that there were a lot of scam events lately and that knowing about the organizer could help us to check whether or not the event is valid. His answer showed that the awareness on what could be wrong in a certain news has grown. For the other activities, there has been no data analysis conducted yet as the data have just been obtained. Completed data and analysis would be written in the future paper following this paper. From the preliminary data found, it can be concluded that digital literacy integration across curriculum is possible to conduct. The results also showed that students developed better awareness towards news and posts in social media.

D. Kesimpulan

Digital literacy integration across curriculum is needed in order to accelerate the enhancement of students' digital literacy. There are several activities that can be done with the students to integrate digital literacy in the curriculum without abandoning the minimum competencies standards set in the national curriculum. Further studies in a bigger scale are needed to investigate how integrating digital literacy across curriculum would help students to be a better digital citizen as well as mastering the main subject where the digital literacy activities are integrated.

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