

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents six points related to the study in this chapter; background of the study, formulation of research question objective of the study, significance of the study, scope and limitation of the study, and key terms definition.

#### **A. Background of the research**

In the current era of globalization and rapid advancement of information technology, digital literacy has become one of the key competencies that is highly significant in the field of education. Major changes in how people communicate, learn, and access information have occurred in line with the increasing use of digital technology in daily life. Technology has not only transformed social and economic life but has also shifted into the educational system. In this context, the teaching and learning process, which previously relied on conventional media such as blackboards and printed books, has significantly shifted toward learning models that utilize various digital devices and platforms. For instance, the use of interactive whiteboards, Learning Management Systems (LMS), online learning applications, e-books, and various internet-based learning resources has become increasingly common in classrooms.

This transformation requires a new approach to the concept of literacy, which is no longer limited to the ability to read and write in printed form, but also includes the skills to access, evaluate, and produce information through digital technology. Digital literacy, as described by experts, encompasses a set of skills, knowledge, and attitudes that enable individuals to interact effectively and critically with digital technology. In the field of education, this not only involves technical skills in using digital devices, but also includes

critical thinking, problem-solving, and an understanding of digital ethics. For educators, especially teachers, digital literacy demands more than the ability to operate technology. Teachers are expected to meaningfully integrate digital resources into instruction, select and filter appropriate digital content, and design engaging, interactive, and student-centered learning activities. At the same time, they are also responsible for guiding students to develop good digital literacy so that they can use technology wisely to support their learning process.

In the context of English language learning, particularly reading skills, the development of digital technology has opened up great opportunities to enrich learning materials and strategies. Reading is a fundamental skill that serves as the foundation for developing other language competencies, such as vocabulary, grammar, and critical thinking. Technology has provided various digital reading resources such as articles, blogs, interactive stories, and e-books that are not only authentic and suitable for learning purposes, but also support more flexible and adaptive instruction tailored to students' needs. These digital sources can foster student engagement in reading activities through attractive visuals, interactive features, and direct connections with real-world and global contexts. However, these benefits can only be realized if teachers have sufficient digital literacy and a positive attitude toward the use of technology in learning.

Although awareness of the importance of digital literacy is increasing, the reality in the field shows that its implementation is still not evenly distributed throughout Indonesia. Especially in madrasah environments, including madrasah tsanawiyah such as MTsN 4 Nganjuk, the implementation of digital literacy still faces various obstacles and challenges. On the one hand, this madrasah has great potential in developing digital-based learning, such as the availability of basic internet access and the enthusiasm of teachers to innovate. On the other hand, challenges such as limited facilities, lack of specific training

for teachers, limited access to technology for students, and socioeconomic disparities become major obstacles in optimizing digital learning. Moreover, teachers' psychological and pedagogical readiness is also a significant factor that is often overlooked. Many teachers still lack confidence or are uncertain about the effectiveness of using digital technology in teaching reading skills, which ultimately results in the minimal use of digital media in the learning process.

The role of teachers in the successful integration of digital literacy is extremely vital. Their attitudes, beliefs, and perceptions towards technology greatly influence the extent to which they are willing and able to adopt digital approaches in teaching. A teacher who has a positive perception of technology will be more open to various new learning methods and willing to explore innovative ways of delivering learning materials. Conversely, teachers who feel unprepared, lack training support, or face technical constraints tend to retain traditional methods, limiting students' opportunities to develop 21st-century competencies. Therefore, understanding how teachers perceive digital literacy becomes an essential initial step in formulating effective and sustainable strategies for technology-based learning development.

Several previous studies have proven that teachers' perceptions play a key role in the process of educational change, particularly in relation to innovation and the use of technology. However, there is still a very limited number of studies that specifically explore the perspectives of English teachers on digital literacy in the context of reading instruction in madrasahs, especially those located in semi-urban or rural areas. In fact, the local context greatly influences the readiness and challenges faced by teachers. Therefore, it is important to further investigate the perceptions of teachers teaching in madrasah settings regarding their understanding of digital literacy, how they implement it, and the barriers they encounter in practice.

This study aims to respond to that need by exploring the perceptions of English teachers at MTsN 4 Nganjuk regarding digital literacy in reading instruction. This research attempts to investigate the extent to which teachers understand the concept of digital literacy, their experiences in implementing it in the classroom, as well as their views on the effectiveness and challenges of integrating digital technology into the reading instruction process. Through this research, it is expected that a comprehensive understanding of the actual conditions faced by teachers will be obtained and that it can contribute both practically and theoretically to efforts to improve the quality of education, especially in English language teaching in madrasahs. The findings of this study are also expected to provide valuable input for educational institutions, policymakers, and teacher training organizers to design programs that are more aligned with field needs and local conditions.

Therefore, as the world of education continues to develop and transform alongside technological advancements, the presence of teachers as the main agents of change must receive serious attention. Their voices and experiences, particularly in facing the demands of digital literacy in teaching basic skills such as reading, need to be appreciated and used as a foundation in formulating more relevant and applicable educational strategies and policies. Without understanding the perspectives of teachers, efforts to reform education through technology risk failing to meet real needs in the field. Hence, this research becomes an important step in supporting the development of educators who not only possess digital competence, but are also capable of designing innovative and contextual learning to realize better quality education.

## **B. Formulation of The Research Question**

Based on the background and identification of the research, the following research problem can be formulated:

1. What are the English teachers' perceptions at MTsN 4 Nganjuk toward digital literacy in reading instruction?
2. What challenges do English teachers at MTsN 4 Nganjuk face in implementing digital literacy in reading instruction?

### **C. Objective of The Research**

Based on the formulation of the problem above, the main purpose of the study:

1. Know the prespective of English teachers at MTsN 4 Nganjuk to implementing digital literacy in reading teaching
2. Know the challenges of English teachers at MTsN 4 Nganjuk to implementing digital literacy in reading teaching

### **D. Scope and Limitation of The Study**

To avoid misinterpretation of what the researcher has described, the researcher limits the scope of this study to be detailed and focused. The scope and limitation of this researcher explained below:

1. The research focused on learning in one semester
2. The research focused on grade 8 MTsN 4 Nganjuk students

### **E. Significance of The Reseach**

By conducting this research, the researcher hopes to contribute to the latest discovery about the challenges in implementing digital literacy in reading learning. The researcher hopes that this research is expected to provide more information and can give advantages for the reader. As for the advantages that

can describe for this include:

#### 1. Theoretical Benefits

The results of this study are expected to provide benefits, especially for MTsN 4 Nganjuk to be applied as a way to find out the challenges and overcome challenges from the application of digital literacy in reading learning.

#### 2. Practical Benefits

##### a. English Teacher

With this research, it is expected to help teachers in knowing the challenges from the application of digital literacy in reading learning.

##### b. Students

With this research, students are expected to be able to implementing digital literacy in reading learning.

##### c. The Other Research

With this research, it is hoped that it can be used as a source of information for other researchers, as well as a consideration for future researchers who want to research the same topic as this topic.

### **F. The Definition of Key Term**

The term Teacher's Perspective on Digital Literacy in Reading Class at MTsN 4 Nganjuk in this context refers to:

#### 1. Digital Literacy

According to UNESCO, literacy is the ability to identify, understand,

interpret, create, communicate, count and use printed and written materials in relation to various achievement of goals in developing their knowledge and potential, and to participate fully in their community and society (A'yuni, 2015). Paul Gilster first put forward the term digital literacy in his book with the same title (Gilster, 1997 in Riel, et. al. 2012: 3). He stated that digital literacy is the ability to use technology and information from digital devices effectively and efficiently in various contexts such as academics, careers and everyday life (Riel, et. al. 2012: 3). Gilster's opinion seems to simplify digital media which actually consists of various forms of information at once such as sound, writing and images. Therefore, Eshet emphasized that digital literacy should be more than just the ability to use various digital sources effectively. Digital literacy is also a certain way of thinking (Eshet, 2004). Bawden offers a new understanding of digital literacy rooted in computer literacy and information literacy (Bawden, 2001). Computer literacy developed in the 1980s when microcomputers were increasingly widely used not only in the business environment but also in society. Meanwhile, information literacy became widespread in the 1990s when information was increasingly easily compiled, accessed, disseminated through networked information technology. Meanwhile, according to Martin, digital literacy is a combination of several forms of literacy such as: information, computer, visual and communication (Martin, 2008). According to Gilster quoted by A'yuni, digital literacy is expected to be the ability to understand and use information from various formats (A'yuni, 2015; Gilster, 1997).

Digital literacy includes several abilities, namely finding, in this case

digital literacy is able to make it easier to find learning which will later be used as learning media, the use of digital literacy in this ability to find, being able to provide references and increase ideas or creativity in improving the quality of learning. Apart from discovery, digital literacy also includes evaluation. Evaluation here is that digital literacy is able to provide feedback which will later provide new innovations for the better. Next is the use of digital literacy wisely, the use of digital literacy must be paid attention to because with the ease of digital, which is currently increasingly developing, the use of digital literacy is also something that must be paid attention to, one of which is by paying attention to what information must be taken and what information is not taken, Therefore, the use of digital literacy can also have a good impact. Next, digital literacy is being able to create, creating in this case is being able to create learning that was previously felt to be less good and less effective. With digital literacy being able to create new learning that can improve the quality and effectiveness of learning.

## 2. Reading

The main purpose of reading activities is to gather information and understand the meaning of reading. Important aspects in reading activities are the authorship aspect and the language aspect. The writing aspect is a basic aspect related to the ability to recognize letter shapes and linguistic elements. While the linguistic aspect is an advanced aspect which includes slow reading in understanding lexical, grammatical, rhetorical, related, content assessment, and form assessment. The linguistic aspect can also be read with various time tempos and adjusted to conditions that are easy to do.



Reading a reading is not done in one read and without repetition. Repetitive reading makes reading easy to remember for a relatively long time, Reading recall skills can be done starting from organizing the material read so that it is easy to understand. Furthermore, reading material is associated with facts or connects with the reader's experience. Readers also need to note the main idea or important details needed, master diction and be familiar with the basic structure in writing sentences, paragraphs, and grammar.

### 3. Perspectives

In this research, the term perspectives refers to the English teachers' views, beliefs, attitudes, and understanding regarding digital literacy in reading instruction. It includes how they perceive the role, benefits, challenges, and effectiveness of integrating digital literacy tools and practices into their teaching. Perspectives are shaped by the teachers' experiences, knowledge, and contextual factors within the school environment. Understanding teachers' perspectives is crucial for identifying opportunities and barriers in implementing digital-based reading instruction effectively.