**ENGLISH LANGUAGE TEACHERS' DIGITAL LITERACY
DEVELOPMENT AT SMPN 25 PEKANBARU**

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THESIS

ENGLISH LANGUAGE TEACHERS' DIGITAL LITERACY DEVELOPMENT

AT SMP 25 PEKANBARU

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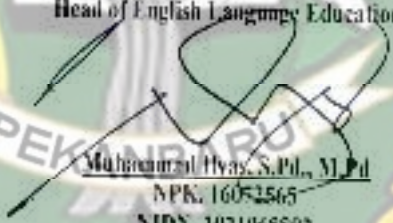NIK.091102367

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I hereby declare that this thesis is definitely in my own idea, except for some quotation (directly or indirectly) that were adapted or taken from various sources and mentioned scientifically. The researcher is responsible or the truthfulness of data provided in this paper.

Pekanbaru,   August 2022

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First, praise to Allah S.W.T who has given his blessing to the writer in completing this thesis entitled, "English Language Teachers' Digital Literacy Development at SMPN 25 Pekanbaru".

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Finally, this thesis is expected to be able to provide useful insight and information to the readers. The researcher is pleased to accept more suggestion, comments, and supportive feedback for the improvement of this thesis.

Thought, the writer has limited skill and knowledge in completing this thesis. It might be possible that the thesis has lot of mistakes and it is still far from being perfect. Therefore, constructive advice, critics and valuable suggestion are expected. The writer hopes that thesis could be useful for the development of education, especially for English study program Universitas Islam Riau. Thank you.

Pekanbaru,   Juli
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ABSTRAK

Resthania D Shansa, 2022. English Language Teachers' Digital Literacy Development at SMPN 25 Pekanbaru.

Keyword : English Language Teachers, Digital Literacy, Development

The Development of digital literacy for English Language teachers in school environment nowdays has encounter a number of problem. English Language Teachers' digital literacy need extra learning about digital literacy such as ICT (Information, Communication, Technology) because English Language teachers are lack of adapting and implementing using digital technology so they need guidance to improve the digital literacy for English language teachers. The purpose of this study is to find out the level of English Language teachers' Digital literacy development.
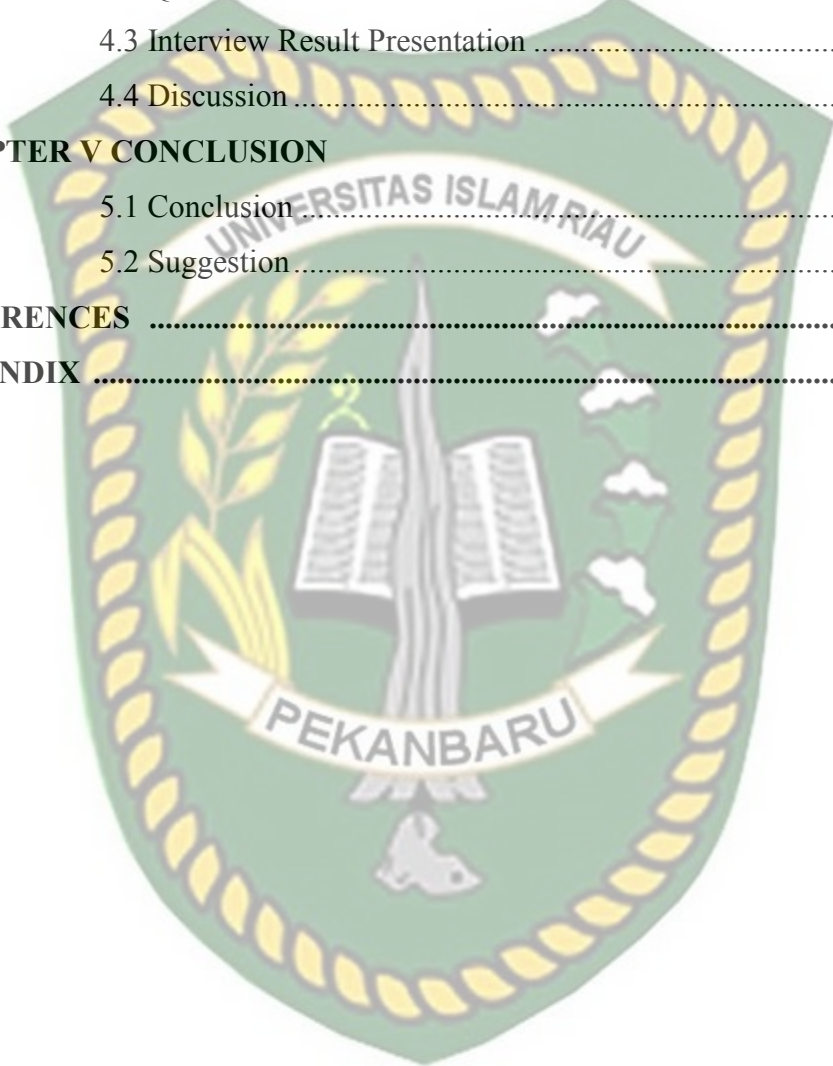
Research method of this research used quantitative by using questionnaire and interview. The questionnaire distributed 10 English language teachers at SMPN 25 Pekanbaru. The questionnaire consists of 15 statements , divided into three indicators is (1) Social Awareness, (2) Critical Thinking, (3) Knowledge of Digital. And then the interview consists of 10 questions.

The result of questionnaires showed that majority English language teachers were insufficient skills on level digital literacy with percentage 68,6%. Based on interview session, the result showed that English language teachers' digital literacy was generally low. English language teacher lack of adapted the digital technology and more difficult to work and collaborate.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The transformation of the 21st century classroom into a platform that is well equipped with technology has brought about the need for the integration of a new dimension into teachers of pedagogical content knowledge such as technology. The rapid development of digital technology in developing countries, the information society requires teachers to use digital literacy skills to prepare their students to solve problems in a digital environment. Despite the increasing interest in the digitalization era in education policy, many teachers feel unprepared to support their students in developing digital literacy skills effectively.

Contextually, the context of the emergency distance teaching triggered by the global Covid19 pandemic has highlighted the important role of digital literacy skills in language education more than ever. All teachers should rely on their ICT (Information Communication and Technology) skills to do their job and train themselves to use synchronous computer mediated communication tools, for example, Zoom, Google meet . Adopt digital tools such as Google Docs, Kahoot, Google classroom, Google search , Google form , YouTube and millions of others have become a necessity rather than an additional activity as they make online teaching more interactive and meaningful. It would not be wrong to say that having good digital literacy skills has become a necessity rather than a

supplement for language teachers in the post-pandemic era. The world has moved to a new dimension, and online teaching models, and it seems they will last in our lives longer than we expected.

As an English teachers in the 4.0 era are expected to have a high digital literacy scale and readiness to face application of digital technology as an effort to meet the needs of the millennial generation in the classroom. Many recent studies focus on how teachers actually use digital technologies in their teaching and the factors influencing their technology adoption. Teachers' use of technology varies across contexts and is markedly different in aspects of preferred tools, focused activities and instructional goals. Most teachers only use types of technology and the use of technology is still at a personal level such as WhatsApp, facebook etc .

A closely, the teacher only uses technology when designing assignments or language exercises, using cellphone and web-based tools to find questions. Recently, some English teachers have started using emerging technologies such as virtual learning environments for self-publishing and social networking (Davies, 2003). In Addition , several investigations into the factors that influencing technology based teaching shows that the most important determinant is related to the teacher (Ertmer, 2005). Common findings of these study indicate that the teacher's own teaching context and technique pedagogical beliefs about English language acquisition and technology enhanced language learning strongly influence views and practices.

Various attempts have been made to evaluate the technology competence of teachers and examine the main challenges and opportunities for developing their digital literacy. Many novice teachers use digital technology and their positive attitude which cannot always be interpreted into high competence. There is also a distance between the teacher's self- ability and their actual level of technological knowledge and skills. In explaining inadequate teacher digital literacy, the researcher points to the main reasons including inadequate digital literacy education and professional development, limited infrastructure and support, technology adaptation , and teacher workload.

To address these challenges, recent studies have begun to explore ways in which teachers' digital literacy can be enhanced in classroom teaching that integrates technology (Chapelle, 2007). There is a growing number of comprehensive guidelines for teacher technology integration and a variety of digital literacy development projects and programs that are developed specifically for teachers and are openly accessible these can also be integrated into staff development plans or used by teachers as part of a self-study plan for professional development (Hockly, 2012)

Also seen in many studies on teacher digital literacy development is the provision of technology-focused professional development for teachers. Apart from formal education and training, which are not always feasible and effective there are other alternatives such as expert-beginner teacher mentoring, community practice, and independent training that have been proposed. Some practical

examples of this effective approach confirmed by empirical research are the enhanced model with peer support, student teacher mentoring, online teacher practice communities. In particular, further efforts have been noted in post-training and sustainable teacher digital literacy development. Investigations into these issues uncovered positive changes in teacher practice and uncovered common difficulties teachers face in applying the acquired knowledge, skills, and technology integration strategies.

Based on the explanation above, the researcher concluded that it is very important to know about teacher digital literacy development. Therefore, researchers are interested in knowing how **ENGLISH LANGUAGE TEACHERS' DIGITAL LITERACY DEVELOPMENT AT SMPN 25 PEKANBARU.**

1.2 Setting of the Problem

Based on the background of study, there are several reason of English language teachers' digital literacy development. First, Most of the teachers only focus on using any types of technology and the use of technology is still on a personal level such as Whats App, Facebook etc. Perez,(2016) observed that many teachers in general education showed moderate levels of digital literacy when they used digital devices and social networks.

Second , the teaching context and the teacher's own pedagogical teaching techniques regarding mastery of the English language which must be improved especially in using technology. Srivastava,(2018) examined the challenges of

teachers in using digital technology in teaching and the findings show the average level of perception in the application of digital tools in teaching and learning among teachers, as well as high levels of challenges in using technology in teacher teaching such as lack of support, resources and time.

The third also affected by inadequate teacher digital literacy, and inadequate professional development and infrastructure, limited support, technology adaptation, and teacher workload. Digital literacy such as social swareness, critical thinking and knowledge of digital.

1.3 Limitation of the Problem

Based on the setting of problems above, it is necessary for researchers to limit the problem. In order for this research to be more focused, there need to be a limit in research issues. Therefore, this research limited to digital literacy such as social awareness, critical thinking, knowledge of digital and English language teachers' digital literacy at SMPN 25 Pekanbaru. More previously, discover the development of digital literacy for English teachers.

1.4 Formulation of the Problem

What level is the English language Teachers' digital literacy development at SMPN 25 Pekanbaru?

1.5 Objective of the Research

To identify what the level of English language Teachers' digital literacy development at SMPN 25 Pekanbaru.

1.6 Significance of the Research

First for the researcher, by doing this research, The researcher expects that can provide information to readers about whether the level of English language teachers' digital literacy development at SMPN 25 Pekanbaru.

Second for English Language Teachers, The results of this study can make a better contribution to informing the effective professional development that teachers need today, especially when there is a lack of digital literacy development opportunities for them.

Third for the school, This research proposal received very positive support from the teachers in this regard. In addition, this study offers a significant contribution to understanding perceptions and expectations teachers on continuing professional development of digital literacy in an educational context. despite its scope as a small-scale case study, its research and findings can still serve as a useful source of reference for other departments within the institution, for other educational organizations, and for those in similar fields.

1.7 Definition of the Key Terms

1. **Teacher**

A teacher is a person who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum abilities. However, the role of the teacher is now starting to become more complex in an ever-changing world where knowledge is limitless.

Sharma,(2017) explained that in the digital age, teachers are facing new challenges every day relating to students, their individual needs, new hardware and software, and their own development needs. Therefore the successful integration of new technologies into the classroom depends on the ability of modern teachers to develop the classroom and collaborative work to create new learning environments to link new pedagogies with technology.

2. **Digital Literacy**

Digital literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, build new knowledge, create media expressions, and communicate with others, in context of certain life situations, to allow for constructive social action and to reflect on these processes (Martin, A., & Grudziecki, 2006).

In other words, digital literacy goes beyond the mastery of technological skills and knowledge to involve complex non-linear cognitive and social processes that empower individuals to live, learn and work in the digital age (Abdelsalam & Mohammed, 2016)

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

The relevance theories are about Teachers' digital literacy , Digital literacy, the concept, the component and the benefit .

2.1.1 Teachers' Digital literacy

Everyday changes in education, where technology has become an additional teaching material, contribute to an increase in the number of researchers. Teacher development is defined as a teacher's professional improvement as a result of his or her experience and systematic evaluation of his or her teaching (Glatthorn, 1995). Teachers can even engage in platforms with all other teachers where collaborative evaluations can be carried out due to their capacity to use Internet platforms. In this case, Rokeness. F.M, (2016) concluded in their study and researchers with teachers that the development of digital literacy of teachers depends on reflection, attitude, linking theory with practice, support and resources, acceptance of learning methods, collaborative learning.

Similarly, many teachers have a positive and high perception of digital literacy but they notice their lack of cognitive skills to find some information, create, evaluate and communicate which are the main characteristics of digital literacy. Therefore, As a result, teachers' professional development can be fostered through formal experiences such as attending professional workshops

or meetings, mentoring, etc., as well as informal experiences such as reading professional publications, watching science and technology-related television documentaries, and etc. digital literacy courses must be included in all teacher education programs which in addition to theoretical courses must include more practical activities that are useful for developing teacher digital literacy (R, 2019)

2.1.2 Digital Literacy

Digital literacy begins with the need to develop "information seeking" competencies in the context of emerging technology-based information needs. After introduction, a shift occurred towards the production of current standards contained in the communication, information and knowledge professions. Professions that work primarily with information and knowledge, such as researchers, teachers, trainers or journalists, have difficulty coping with changes that have disrupted their daily practice. Professions that work primarily with information and knowledge, such as researchers, teachers, trainers or journalists, have difficulty coping with changes that have disrupted their daily practice. Governments around the world, realizing the consequences of a growing global information economy, are implementing critical public policies to integrate digital information and communication (IC) tools in all their daily activities. In education, Literacy is defined as the ability to understand, create, communicate, and comprehend written material relating to different social contexts. Literacy helps everyone to actively

participate in society and to develop potential, knowledge that strives to achieve life goals. Defined by Erstad, (2017) digital literacy can be calculated from basic ICT skills, for example, to understand available resources and make use of available written documents, before developing higher-level computer skills that make inventive and significant use of media and tools in digital technology. Digital literacy is not just the ability to work with computers, but also includes the use and presentation of digital media, information retrieval and processing, knowledge creation and sharing on social networks, and utilizing creative applications such as digital photography, video and audio editing (Karpati, 2011). Likewise, the rise of digital technology has changed the way people communicate, collaborate, create, solve problems, make decisions, and consume information.

2.1.2.1 Concept of Digital Literacy

The concept "digital literacy" refers to information and communication technology (ICT) skills that are required in the workplace and, of course, in everyday life. The Information Society is a notion that includes the ability or skills and intellectual capacity to think abstractly, and it is known as digital literacy. This concept is increasingly becoming more significant, since the ability to effectively use and operate computers and the Internet is an important requirement for entrance to many educational programs as well as employment (Brynin, 2006)

H.M, (1989) considers digital literacy being a necessary for the effective use and understanding of technological infrastructure, and he argues that digital literacy is built on three concepts:

- A general understanding of what computers can achieve
- Enough abilities to operate them effectively as a tool
- Computer self-confidence

Martin, A., & Grudziecki, (2006) Digital literacy is defined as "the awareness, attitude and ability of individuals to use digital tools and facilities appropriately to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, build new knowledge, create media expressions, and communicating with others, in the context of specific life situations, to enable constructive social action and to reflect on this process. on the other hand, Education, (2019) digital literacy has an important role in education and therefore continuous training for all teaching is required and recommended. Digital literacy are essential for teachers to select, create, modify, manage, protect and share their digital resources.

Digital literacy as the ability to use information and communication technologies to find, evaluated, create and communicate information, which requires cognitive and technical skills. While digital literacy initially focused on stand-alone digital and computer skills, the advent of the Internet and the

use of social media , has resulted in a shift of some of its focus towards mobile devices.

2.1.2.2 Purposes of Digital Literacy

Digital literacy refers to the ability to live, study, and work in a society where communication and access to information is increasingly facilitated by digital technologies such as the internet, social media, and mobile devices. According van dijk, (2003) digital skills not only as the ability to operate computers and network connections, but also as the ability to locate, select, process, and apply information from various sources. Digital literacy also requires practical skills in using technology to access, manage, manipulate and create information in an ethical and sustainable manner. It's a continuous learning process due to constant new apps and updates, but the future will do it for itself. Digital literacy can be building new knowledge and creating awareness and attitudes of the ability of individuals' to find, evaluate, create and communicate information, which requires cognitive and technical skills. Make it easier for teacher to gain new knowledge by applying digital as learning materials in the classroom so student would understand and try to apply the new knowledge.

2.1.2.3 Indicators of Digital Literacy

Payton, (2010) suggests that teachers must know how to create, find, Communicate information in a critical and creative way. So in this case, this author suggests a guide for using digital literacy in teaching which consists of the following components:

1. *Social Awareness*

Awareness is a feeling about what is happening, who is around, what they are doing, what their emotional state is and whether they are paying attention to you or not. (Idrus et al., 2010). On the other hand, Social awareness is defined as an understanding of the contextual situation in the present. In order to support awareness during virtual collaboration by exploring their characteristics and differences in terms of their specific role in promoting awareness, there are several relationships between digital elements including (Idrus et al., 2010) :

Awareness of state is a situation in which the state of mind is immediately visible to collaborators or others. The state can be best represented using digital audio-video because of the synchronization between the action and the state of mind. For example, yawning, mood swings, anger, or inattentive actions are automatically seen by others so that in a digital environment, audio and video can implicitly express or change awareness of the state without any control.

In addition to awareness of state, awareness of emotions certainly affects the process and outcome of conversation. In a digital environment, emotional awareness is implicitly supported by communication cues such as gestures, eye contact and tone of voice such as "I'm sad", "I'm happy" and "I'm not in the mood." Then there is a misinterpretation of feelings and meanings in the text mode system because of the use of short word forms. The right words are important in communication to avoid misinterpretation and disturbing the feelings of others. An example of politely rejecting the other person is to say, "I understand your point of view, but ..." that way communication goes well.

So, Social awareness as the ability to understand other perspectives and show empathy with others spanning individuals from diverse backgrounds, cultures, and contexts. Awareness plays a vital role to achieve effective digital communication. For a given virtual environment, participants (teachers) must be aware of the people with whom they interact, their responsibilities and contributions, collaborative activities and their level of progress.

2. *Critical Thinking*

In the 21st century, technology has taken an important role in teachers' critical thinking skills. Technology is changing the way we think, collect, and produce information. In particular, the Internet is changing our lives and the way we think. A sharp increase has been observed in the use of

digital literacy that enhances critical thinking and changes the way it is used. Critical thinking is a way of thinking in which one combines, analyzes and evaluates information (Johnson, 2003). As described by Fisher, (2011), critical thinking is generally seen as the need to be able to recognize problems, to find ways to solve them, to gather pertinent information, to recognize assumptions, to understand and use language with accuracy and clarity, to interpret data, to assess evidence and evaluate arguments, to draw accurate conclusions, to test these conclusions, to reconstruct one's belief patterns based on more extensive experience broad, and to give accurate judgments about certain things and qualities in everyday life. Critical thinking consists of various elements and rules and is required to develop new ideas or different perspectives. When we analyzed this feature, (Glaser, 1985) suggested that critical thinking consists of three factors:

1. To solve problems in a forward-looking and thought-provoking way

2. To get information about the method of reasoning

3. Have the ability to apply these methods in everyday life.

3. *Knowledge of Digital*

According to Julien, (2014) Digital literacy is a set of skills, knowledge and attitudes needed to access digital information effectively, efficiently, and ethically. These include knowing how to evaluate digital information, and how to use it. (Jaeger, P.T, Bertot, J.C , Thompson, K.M,

Katz, S.M and DeCoster, 2012) suggest that "digital literacy includes the skills and abilities necessary to access once technology becomes available, including the necessary understanding of language and the hardware and software components required to successfully navigate technology". digital literacy expands the notion of the digital divide to increase the ability to use technology, beyond just having access. Digital skills are reflected in the fact that teachers have to focus on students' interests and teach them how to connect with others as well as to transmit and share knowledge helping students to face all challenges in the learning process.

Bélisle (2006) defined Digital knowledge collection of information that is not only accessible but also partially processed by digital technology. The use of technology tools to access information (such as databases, digital libraries, or simply the Web) has resulted in the need to deal with a large volume of data, of increased complexity, and available at unimaginable speed. Required knowledge skills include knowing how to gather large amounts of information from multiple sources, knowing how to select and how to interpret and evaluate it taking into account diverse cultural contexts and formats. As the human mind cannot handle a large number of symbols simultaneously, technological tools have become absolutely necessary to organize such complex information in a readable pattern. Designing tools to process information data to extract critical

elements requires a description of the knowledge construction process which is usually implied.

Bélisle, (2006) added Knowledge results from the development and use of cognitive skills such as: find and identify related information, be aware of the context, assess the origin, reliability and accuracy of the information; differentiate, select and organize relevant information; differentiate, interpret, analyze critically; condensation, summarizing; modeling and styling and critically evaluates, puts in perspective, compares and points to specific characteristics.

Finally, digital knowledge helps teachers to find, analyze, evaluate, use any information and connect students' needs and wants to achieve educational goals in today's digital environment.

2.1.3   English Language Teachers' Digital Literacy Development

Arguably, in today's culture digital literacy which allows one to acquire various skills needed in various future scenarios is no longer a luxury, but a necessity and even a right (Payton, 2010) Moreover, in the modern world, which is full of opportunities and challenges, it has shown the importance of professional development of English teachers, especially in the aspect of digital literacy. English teachers, who are required to develop language and improve literacy in their teaching, are well positioned to be involved in school-based digital literacy development. The development of digital literacy has shaped the way teachers teach English. First, teachers need

to understand what digital literacy is and why it is important to teach. Teachers' understanding of digital literacy encourages teachers to present digital literacy in the classroom. The incorporation of technology in digital literacy is an effective way to teach English language skills. However, Education researchers have paid a lot of attention to investigating the barriers to practicing digital media to access information.

2.2 Relevance Studies

To support this research, several researches which are relevant with this research are presented here, those are:

1. The journal was done by (Nguyen, 2013) entitled "English Language Teachers' Digital Literacy Development : A case Study of English as a Foreign Language Teachers at a Vietnamese University ". Nguyen, Xuan T.T used qualitative research design tried to provide an overview of a critical review of the literature on English teacher digital literacy and technology-focused professional development. As a result in this article found that digital technology has significantly impact on the development of the technology-supported English language teaching (ELT) scene, including a number of new projects focused at improving teachers' technical skills.

2. The article research was done by (Vidosavljevic, 2020) entitled " The Important of Teachers' Digital Literacy " the purpose of this study was to find out how teachers teach in using technology in the classroom. The results of

this study have shown a high interest in using technology in the classroom but also a low level of teacher digital literacy.

3. The last the research of (Murtafi et al., 2019) entitled " Digital Literacy in English curriculum: Models of learning activities". The purpose of this research refers to several theories related to digital literacy such as digital literacy education approaches, delivery models in teaching digital literacy and types of learning activities to promote digital literacy

2.3 Conceptual Framework

In the opinion of (Alkalai, 2004) a conceptual framework describes digital literacy as a set of growing technical, cognitive, and social emotional abilities required to complete activities and solve issues in a digital context.
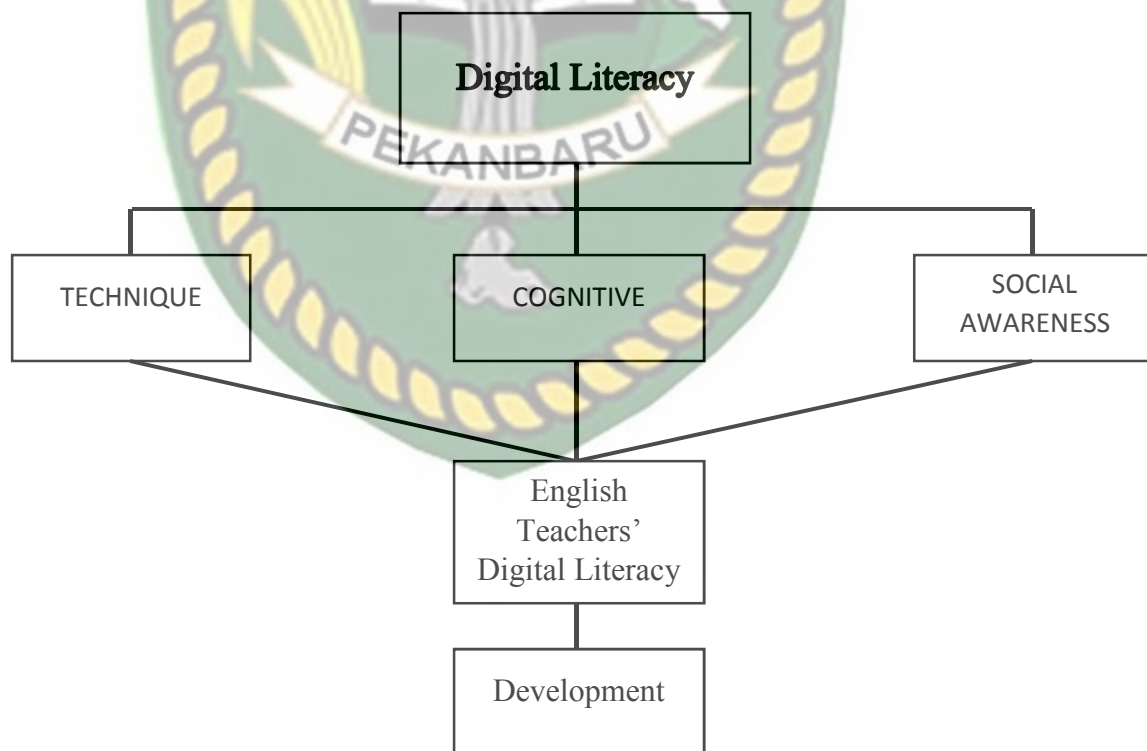
CHAPTER III

RESEARCH METHOD

3.1 Research Design

The research method used in this study is mixed method. In this study, researcher used the Sequential Explanatory design. This approach is an approach which quantitative data is collected first and then followed by qualitative data. The goal is that the results of the qualitative data will strengthen the previous quantitative. The reason for using mixed method in this study is because it is seen from the formulation of the problem that requires quantitative data. Another benefit of this research is the ability to collect comprehensive information about subjects (teachers) and ongoing and changing teaching performance and professional development.

3.2 Location and Time of the Research

The research conducted by researchers at SMPN 25 Pekanbaru, which is located at Jl. Kartama, Maharatu Village, kec. Marpoyan Damai Kota Pekanbaru. While the time that the researcher did was when the teacher finished teaching and when the teacher had a break

3.3 Population and Sample of the Research

Population is defined as a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions are drawn. The population in this study were all 10 English Teachers at SMPN 25 Pekanbaru, including seven

classroom teacher and three staff. Ideally, the target group of teachers should function as 21st century teachers.

A sample is a part of the population that will be required to represent the population under study. So the researcher took a sample of 10 teachers.

3.4 Instruments of the Research

In this study, the researcher used several procedures that questionnaires and interviews.

1. Questionnaires

Questionnaire is a data collection technique that a set of questions or written statements to respondents to answer. In this study, The questionnaire is adapted from (Eka putri, 2022) consist of 15 statemants and divides into 3 indicators of Digital Literacy. Then questionnaire measured on four alternatives based on the Likert Scale: Always (4), Often (3), Rarely (2), Never (1)

Table 3.1

Blueprint of Digital literacy

NO	Indicators	Items
1.	Technique	1,2,3,4,5
2.	Cognitive	6,7,8,9,10
3.	Social Awareness	11,12,13,14,15

2. Interview

According to Sugiyono, (2017) Interviews are used as a data collection technique if the researcher also wants to know things from respondents who are more in-depth and the number of respondents is small. In this research, The Interview adapted from (Nguyen, 2013) with 10 question to get complete and comprehensive data. Interviews took around 40-60 minutes per each.

Table 3.2

Blueprint Interview

Technique	To know how teacher used the technology in teaching
Cognitive	To know how teachers critical thinking about information digital
Social emotional	To know how teachers develop of digital literacy

3.5 Data Collection Technique

In the data collection technique, the researcher carried out several stages in the form of collecting data, examining data (editing), coding data, data entry, data processing, data analysis, data interpretation, making conclusions and recommendations.

1. Examining Data (Editing)

    Editing is checking or correcting the data that has been collected, the aim is to eliminate errors found in field records and are corrective. In the editing, the researcher checks the questionnaire that has been collected and filled in by the respondents. The purpose of editing the data is that the data that will later be analyzed is accurate and complete.

2. Coding Data

    Coding is the process of assigning a code to each piece of information that belongs to the same category. A code is a symbol made up of numbers or letters that gives information or data to be evaluated clues or identification. the researcher use the Likert scale guideline to code this data and assign a code in the form of a score to each questionnaire response. The purpose of providing this code is to make it easier for the researcher to process and analyze the data.

3. Data entry or Tabulation

    The data entry stage or tabulation is the process of entering data that has been grouped into tables. Through this stage, the field data looks more concise and can be read easily.

3.6   Data Analysis Technique

 1. **Questionnaires**

    The data that achieve through questionnaires will analyze used by a formulation according to (Arikunto, 2013) **.** Formula as the bellow:

$$\mathbf{P} = \frac{F}{N} \; X \; 100\%$$

P = Percentage

F = Frequency of students

N = Number of students

In addition, to categorize overall of questionnaire the researcher use formulation as follows:

Maximum score: highest likert scale x number of statements x number of respondents

Minimum score: highest likert scale x number of statements x number of respondents

Indeks (%): (Total score/ Maximum score) x 100

After that, the researcher make a categories based on (Taubert, 2006) there are three categories:

Table 3.3

Level of Digital Literacy

Percentage (%)	Criteria
>91	Digital Literate
>91- <70	Basic Skills
<70	Insufficient skills

2. **Interview**

The Interview is a conversation with purpose and the result of interview is summarized the conversation. After data collected, the data are checked, identified the response based on interview and explained the interview results.

CHAPTER IV

RESEARCH FINDINGS

4.1   Data presentation

This chapter discusses the data analysis and findings of research. The research was undertaken in quantitative research. Data presentation obtained from English language teachers' digital literacy which is taken through the questionnaire and interview that had been adapted. Then the data was taken from English Language teachers at SMPN 25 Pekanbaru , the researcher took 10 English Teacher as the sample of 60 Population. After obtaining the data, the researcher indicates the data according to response indicators from the questionnaire and summarize from the interview.

4.2   Questionnaire result

1. Technique

Table 4.1
Technique

No	The statements	Always		Often		Rarely		Never	
		F	%	F	%	F	%	F	%
1.	I used technology as learning media	1	10	5	50	4	40	0	0
2.	Through technology , I can adapted various	4	40	2	20	4	40	0	0

No	The statements								
	of information								
3.	I can formatting and publishing the research by technology	1	10	4	40	5	50	0	0
4.	I solved basic engineering problem with practice, support and findings sources	0	0	7	70	3	30	0	0
5.	I can using and adapted new technology	2	20	5	50	3	30	0	0

From the table 4.1 know that most of item in technique is 50% often that "used technology in learning media", 40% Teachers' rarely that "can adapted various information through technology", 50% Teachers' rarely that "formatting and publishing research", 70% teachers' often that "solved basic engineering problem with support", 50% teachers' often that "can using and adapted new technology".

2. Cognitive

Table 4.2

Cognitive

No	The statements	Always		Often		Rarely		Never	
		F	%	F	%	F	%	F	%
6.	I think critically when searching, evaluating and create information	2	20	5	50	3	30	0	0

7.	Using my ability to analyze information to find out teaching materials	2	20	7	70	1	10	0	0
8.	When teaching English I used audio visual and text based on internet	0	0	6	60	4	40	0	0
9.	Obtain source of information by my own method	0	0	5	50	4	40	1	10
10.	I understand the form and location of accessing information sources.	1	10	6	60	3	30	0	0

From the table 4.2 know that most of item in Cognitive is 50% often that "think critically when searching, evaluating and create information", 70% teachers' often that "using my ability to analyze information to find out teaching materials", 60% teachers' often that " used audio visual and text based on internet when teaching", 50% teachers' often that "Obtain source of information by method", 60% teachers' often that "understand the form and location of accessing information sources".

3. Social Awareness

Table 4.3

Social Awareness

No	The statements	Always		Often		Rarely		Never	
		F	%	F	%	F	%	F	%
11.	I share my technology skills with other teacher who don't understand it	0	0	7	70	3	30	0	0
12.	I attend in every workshop or professional meeting and training with theme use technology in teaching	0	0	8	80	2	20	0	0
13.	Doing virtual learning in teaching English	0	0	4	40	6	60	0	0
14.	I can communicate with other people using digital technology well	1	10	8	80	1	10	0	0
15.	In digital skill I share suggestions and perspectives to other teachers or people	0	0	6	60	4	40	0	0

From table 4.3 know that most of item in social awareness is 70% often that "share my technology skills with other teacher who don't understand it", 80% Teachers' often that "attend in every workshop or professional meeting and training with theme use technology in

teaching", 60% teachers' rarely that "Doing virtual learning in teaching English", 80% Teachers' often that can communicate with other people using digital technology well", 60% teachers' often that "share suggestions and perspectives to other teachers or people"

Based on the results of the distribution of questionnaires at SMPN 25 Pekanbaru, there were 10 respondents who answered the questionnaire and the results of the data were processed using the percentage formula P = F/N x 100% per statement. To know the level English language teachers' digital literacy in SMPN 25 Pekanbaru there are four option choices "Always, Often, Rarely, Never". Researcher gave score 4,3,2,1 for each choices. Below is a recapitulation table of the overall value frequency data as follows:

Table 4.4

Overall Frequency Recapitulation

Score (S)	Frequency (F)	(S x F)
4	14	56
3	85	255
2	50	100
1	1	1
Total	150	412

From the table above, it is known that the total score is 412 per choice based on the ideal score range where:

Score Max = 4 (score) x 15(statements) x 10(sample) = 600

Score Min = 1 (score) x 15(statements) x 10(sample) = 150

Range score   = (score max – score min) : 4

$$= 600 – 150 : 4$$

$$= 112, 5$$

Based on the research results of 10 respondents, the digital literacy variable score of 412 and if it is percentage that calculated as follows:

Index : $\frac{412}{600}$ x 100% = 68, 66%

then if interpreted the value is 68.6%. Therefore, based on the level of digital literacy is in the "Insufficient skill" category.

Level of Digital Literacy

Percentage (%)	Criteria
>91	Digital Literate
>91- <70	Basic Skills
<70	**Insufficient skills**

Based on the table above, it can be concluded that most of the English language teachers at that school have an insufficient level of digital level with a score of 68.6%.

4.3   Interview Result

There are ten questions about English language teachers' digital literacy development. In general, the response of English language Teachers is "Insufficient skills". The interview session, to gathering data researcher examine the response and made summarize.

English language Teachers opinion about Digital literacy at smpn 25 pekanbaru generally in Insuffient skills. Based on the interview all English language teachers at smpn 25 pekanbaru that they rarely used technology when teaching English. One of English Teacher's said that :

> *I rarely use technology or learning media when teaching English and since covid I just learnt about information technology and applications.*

Other teacher also comment that:

> *Since covid, I only use whatsapp application to send materials and assignment where all of them from textbooks.*

I also found that the teachers lack of dexterity and proficiency in using or searching information from the internet, they can only use certain applications that are needed in teaching such as Google classroom. In developing digital literacy, teachers learn from their own students, their children at home and also other teachers who want to share knowledge about digital literacy at school but there is one teachers that learns finding out digital literacy by herself.

I always look for the materials on the internet by my own method and I always attend the workshop in this school especially discuss about teaching and digital literacy

Based on the results of the interview, it is know that English language teachers at smpn 25 pekanbaru generally has Insuffient skills especially in technique and cognitive. One of reason is that they are not young anymore. However , English Language teachers at SMPN 25 pekanbaru wants to learn and understanding about digital literacy at least for teach their students English language.

4.4   Discussion

Based on the result of this research, the level of digital literacy at SMPN 25 Pekanbaru was "Insufficient Skills". This finding related to Perez,(2016) observed that many teachers in general education showed moderate levels of digital literacy when they used digital devices and social networks. In technical indicators, most teachers are not experts in using technology or other platforms. since the pandemic, they have had to adapt to technology and platforms. Teachers are also required to conduct distance teaching so that children do not miss lessons.

In addition, critical thinking indicator , the English language teacher in there are also cannot solve the problem of teaching techniques like how to get new English material from the internet or find media learning that can be used in teaching English skills such as audio video. this finding related to Critical

thinking is a way of thinking in which one combines, analyzes and evaluates information (Johnson, 2003).

It's different with social awareness indicators which stated that English language teachers in there get a new knowledge from other teachers and from the school itself. Teachers are asked to attend workshops on digital literacy abd just that the English teacher doesn't really understand ICT and prefers to teach face to face. That's mean Social awareness as the ability to understand other perspectives and show empathy with others spanning individuals from diverse backgrounds, cultures, and contexts.
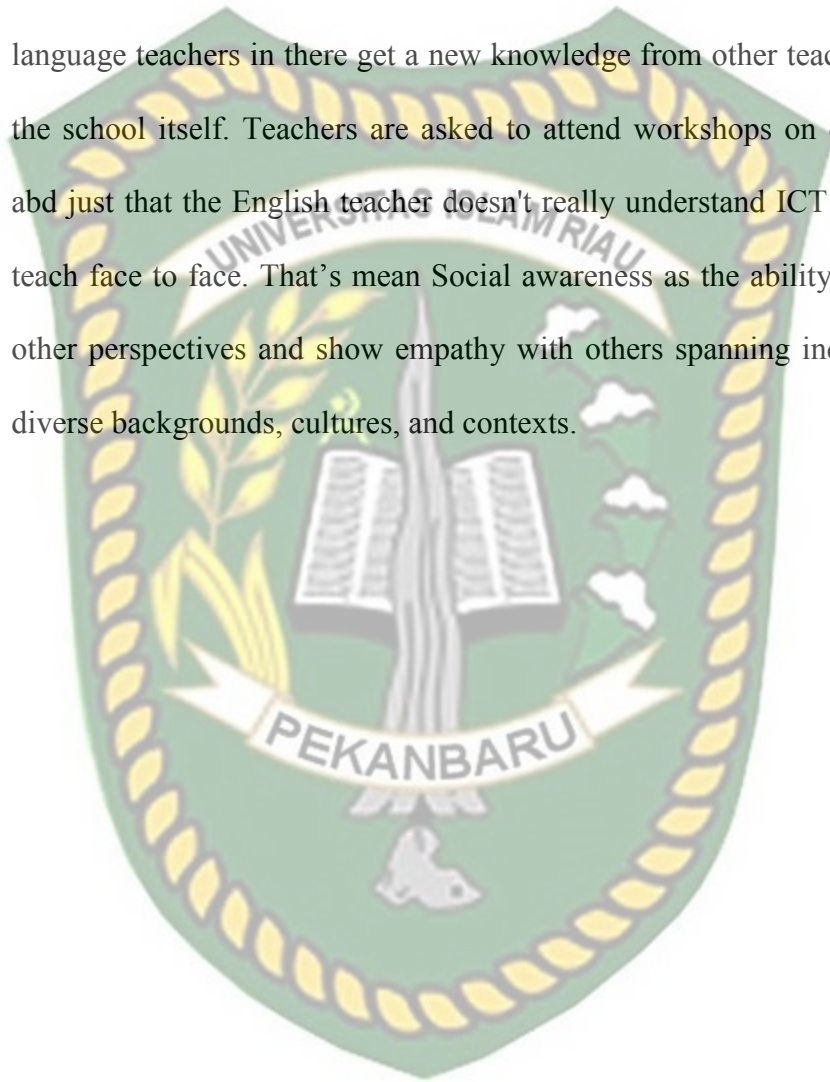
CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

The researcher is focused on English language Teachers' digital literacy development at SMPN 25 Pekanbaru. Analyzing the data presented in the previous chapter. The conclusion could be describes as follow:

1. Questionnaire

    The result score from the questionnaires is 68,6% which mean that if based on the digital level its insufficient skills. Majority English Language Teachers' digital literacy development is Insufficient Skills.

2. Interview

    From the interview, English language teachers' at SMPN 25 pekanbaru generally is Insufficient skills. English Language Teachers can't using and search information form the internet. English language teachers prefer to using wa application as a learning tool.

5.2   Suggestion

1. For the Teachers

    The information of the result showed that most the level of Engliah language teachers' digital literacy development. So that, the English language teachers expected to be able to learn used digital media and environment to communicate and work collaboratively Including Teaching English.

2. For Other Researcher

For the researcher, due to the researcher's title. The researcher hopes that this research can help the other researcher to make deeper research that related to this research and can help them conduct further research to their research to be conducted easily.

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