A Study on Students' Digital Literacy in Reading Comprehension at Senior High School 5 Pekanbaru

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education

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2019

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ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, first of all I would like to extend my thanks to Allah SWT, for blessing and giving me strength and health to complete this thesis entitled **"A Study on Students' Digital Literacy in Reading Comprehension at Senior High School 5 Pekanbaru".** This thesis intended to fulfill one of the requirements of Sarjana Degree in English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau.

The researcher would like to express her thanks deeply to all people who gave many contributions in completing this thesis. The researcher addresses her appreciation and expressed deep gratitude to the following individuals namely:

1. **Drs Alzaber, M.Si** as Dean of FKIP UIR and **Dr. Sri Amnah, M.Si** as the vise Dean of FKIP UIR and all administrative staff of FKIP UIR Pekanbaru.
2. **Miranti Eka Putri, M.Ed** as the chief of English Language Education of FKIP UIR and **Muhammad Ilyas, M.Pd**. as the secretery of English Language Education of FKIP UIR who has given suggestion and guidance during this thesis held.
3. Special thanks for my beloved advisor **Miranti Eka Putri, M.Ed**, who always contributes a lot of time in giving motivation, suggestion, correction, encouragement and guidance for me in accomplishing this thesis.

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4. All lectures of English Language Education of FKIP UIR who gave knowledge and helped me during my study.
5. Deep gratitude to my beloved parents, my father Mr. H. Fakri Rizal SH and my mother Mrs. Hj. Marfu'ah Maarifat S.Pd. Thanks a lot for the endless love, patient, support, advice, praying and financial or other things that the researcher cannot mention one by one. I am proud to be your daughter.
6. Sincere thanks to my brothers Fajrul Lepi Frima S.Sos and Alhadi Lepi Frima SE who gave me supports to finish this thesis.
7. The English teachers Mrs. Dra. Marlina who has given time and place to the researcher in conducting the research.
8. Thanks to my beloved friend Sya'bani Uswatun Hasanah Amd.farm and my special cousin Tia Rahma Tika Hakim and as motivators for me, who always give me supports and love during my time in completing this thesis.
9. My deepest gratitude goes to all of my Cikgu Muda members Dhea Ayuda Pratiwi, Nurma Tria Lestari, Putri hella, Lusi Lestari and Nuratika BT. M. Nasir It would not be possible to write this thesis without the support from them.

Finally, the researcher realize that this thesis may have several weaknesses. Therefore, supportive feedbacks, suggestions, and comments are really needed for improvement of this research.

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ABSTRACT

Ratimaya Nadia Frima, 2019, Students' Digital Literacy at SMAN 5 Pekanbaru.

Skripsi

Keywords: Digital Literacy at SMAN 5 Pekanbaru

The objectives of this research was to find out how are students' digital literacy at SMAN 5 pekanbaru. This research focuses on how are students' digital literacy of second grade class MIPA 2 SMAN 5 pekanbaru. This research design of this study was a case study. There is one class that was being sample that was consisted of 35 students which were 35 students of class MIPA 2. The instrument of this research was open questionnaire of digital literacy indicators. In this research digital literacy consisted of four factors containing 12 indicators. The first factor and its related operation skills consisted of cognition, invention, and presentation. The second factor was thinking skills consisting of analysis, evaluation, and creativity. The third factor was collaboration skills consisting of teamwork, networking, and sharing. The fourth factor was awareness skills consisting of ethics, legal literacy, and safeguarding self. students digital literacy can be seen by indicators of digital literacy by find out from students answer on the questionnaire. The researcher analyzed the data that find out that were 33 students of 35 students that answer the question in cognition, 29 of students answer the question in invention, 32 students answer the question in presentation, 33 students answer the question in analysis, 33 students answer the question in evaluation, 34 students answer the question in creativity, 35 students answer the question in teamwork, 35 students answer the question in networking, 35 students answer the question in sharing, 32 students answer the question in ethics, 33 students answer the question in legal literacy, 33 students answer the question in safeguarding self. Most of students who answer in that questions it seems like they understand and have their opinion about learning in digital literacy. These results were employed to develop a digital literacy students at SMAN 5 pekanbaru.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Literacy is one of the most important needs in the world of education that can be owned by everyone, especially in reading, because in order to be able to process and understand information or ideas that are conveyed visually while carrying out the reading process. So, Literacy is the main door to motivate students in reading, namely through education. Each subject teacher plays an important role in developing, strengthening and improving literacy. Students need to be taught how to read various types of written texts and understand the contents of the reading and express themselves related to each subject using a particular vocabulary.

Digital Literacy is an attraction for someone who likes to read, that is understanding and making information with various digital technologies; Digital Literacy includes all digital devices such as computer hardware, software, internet and cellphones. As a teacher, Digital Literacy such as Infocus tools using Power Point is one way of teaching that can make students interested in what the teacher explains and as a system to improve the quality of student education. In addition, students can used computers and mobile phones at home as a tool in finding new knowledge or looking for those who do not understand home work through the internet provided by the teacher. For example, in giving assignments it will be difficult to evaluate and help students become digitally smarter and Digital Literacy

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can sharpen critical understanding and broaden students' insights about the value of social media so they can exchange ideas such as blogging with other online platforms. Digital literacy includes understanding the characteristics and features of digital technology and the effects of digital identity, having the ability to manage, understand, assess, share, and communicate information using digital technology and interact in the digital world safely. Twing (2013, in Zhang & Zhu, 2016). In fact, not all students have the same ability because there are still many students who are wrong in using digital technology such as playing games so that in understanding content in reading is not sustainable and getting information in various digital systems is still weak. According to Young (2008) states that teachers, students, and the use of technology as a whole depends on how a teacher utilizes technology in the classroom so that the lack of teacher competence is a major obstacle in the application of technological devices in teaching. -learning process. So, digital literacy can be combined to have the ability to manage, understand, assess, share and communicate through digital technology. In addition, teachers and students can utilize digital technology to facilitate teaching and learning in the classroom. According to researchers if not using digital technology, the teaching and learning process will feel more rigid because in this day and age it is timeless as the name digital technology. and as a teacher must be able to understand where students are saturated in learning, therefore digital technology is very helpful for teachers so that they can make students interested in continuous learning in the form of literacy.

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Based on the explanation above, the researcher concluded that it is very important to know about students' problems in digital literacy. Therefore, researchers are interested in knowing how digital literacy is in second grade students at SMAN 5 Pekanbaru.

1.2 Identification of the Problem

Based on the background of the study, there are several problems of students' digital literacy. As many students use computers only to play but cannot operate computers to use new knowledge but use it as an improper way. with the presence of thinking, students can think critically and improve student learning outcomes. But that is more about copying and pasting friends' answers so they are common to think and student learning outcomes are weak. because basically, the teacher will not control all the answers or not. students do not want to know about working together and find new ideas so that new knowledge is formed. besides, the sense of awareness of students, especially in groups, is very low because they only use the minds of their friends. Digital literacy, such as Operation Skills, Thinking Skills, Collaboration Skills and Awareness Skills, which may have an effect in making digital literacy in students interested.

1.3 Focus of the Problem

In this research, the writer wants to find out A Study on Students' digital literacy in Reading Comprehension at Senior High School 5 Pekanbaru focus of

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operation skill, Thinking skill, Collaboration skill and Awareness skill by using questionnaires based on the indicator of digital literacy.

1.4 Research Question

Based on the limitation of the problem, this study was formulated as follow: How are the A Study on Students' digital literacy in Reading Comprehension at Senior High School 5 Pekanbaru?

1.5 Objective of the Research

This study was intended to find out how is A Study on Students' digital literacy in Reading Comprehension at Senior High School 5 Pekanbaru.

1.6 Significance of the Research

The results of this study make students realize the importance of reading not only fixated on books but digital literacy, helps English teachers to improve their motivation and teaching methods in order to know the quality of reading students using digital literacy, and as a source of information about digital literacy and get a new attraction so students like to read.

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1.7 Definition of the Key Term

a. Digital

Digital literacy in the context of teacher education, Price-Dennis (2016) and Price-Dennis and colleagues (2014) investigated some efforts to prepare student teachers to integrate technology into literacy teaching. At this time many are abusing digital, especially in the world of education, educators use digital only to play while digital is very much a function for education with the existence of digital skills as a tool to increase effectiveness in a learning process and teaching. Such as Networks, computer-based learning, classrooms and digital collaboration for example through the Internet that contains text or images.

b. Literacy

Literacy engagement here is understood to be the manner in which students engage in learning (participate) using those contexts (Hafner, Chik, & Jones, 2015). Spires and Bartlett (2012) simplify the scope of digital literacy into three categories (1) finding and utilizing digital content; (2) producing digital content, and (3) disseminating digital content. These categories highlight complex skills and abilities that students must obtain. Literacy is to understand the reading briefly properly and correctly, but with the existence of technology, it will be easier to solve a problem in understanding a reading.

c. Digital Literacy

Digital literacy is defined as "the ability to understand and use information in multiple formats" with emphasis on critical thinking rather than information and

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communication technology skills (Gilster, 1997). Martin (2008) describes a digital literate person as someone with the ability to identify access, manage, integrate, evaluate, analyze and synthesize digital resources. As we know Literacy is the ability to understand, evaluate, analyze information in a reading. But with the presence of digital, it can be a tool to increase effectiveness in teaching and the attractiveness of educators to students so that they don't feel bored who are only fixated with a book.

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CHAPTER II

THEORETICAL FRAMEWORK

2.1 Relevance Theories

The relevance theories are about digital literacy, the concept, the component benefit and the characteristics, the types of digital literacy.

2.1.1 Digital Literacy

The competencies of digital literacy include many domains with various models. Eshet-Alakali and Amichai-Hamburger (2004) proposed a DL model that includes the ability to use digital software and hardware that includes cognitive, motoric, sociological, and emotional skills. Gilster (1997), who initiated the term in his book "Digital Literacy", defined it as the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers. Digital literacy is using digital tools that are useful for improving student skills and the ability of students to understand various formats through a computer.

2.1.1.1 Concept of Digital Literacy

In Martin's (2005) terms, for example, "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, construct new knowledge, create media expressions, and communicate with others, in

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the context of specific life situations, in order to enable constructive social action; and to reflect upon this process". Similarly, Hague and Payton (2010) stated that to be digitally literate is to have access to a broad range of practices and cultural resources that you are able to apply to digital tools. Understanding and reproducing data and images through digital manipulation, interacting with others using language appropriate to the media, and evaluating and applying new knowledge gained from digital environments (Hamilton & Penman, 2013). Students must experience, practice, and apply tasks within the classroom that will lead to their ability to function in a digital world (Jenkins, 2015). Digital Literacy is a facility that helps students to access, manage, integrate, evaluate, and analyze using digital resources to make it easier for students to discover new knowledge. Digital Literacy is access to understand and produce data and images to make it easier to interact with other people who aim to gain new knowledge. In addition, it can hone students' abilities in the digital world by applying tasks that lead to the digital world.

2.1.1.2 Purpose of Digital Literacy

Digital literacy can be building new knowledge and creating awareness and attitudes of the ability of individuals to access, manage, integrate, evaluate, and analyze digital resources. Make it easier for students to gain new knowledge by applying tasks in the classroom using digital so that they can understand and produce data and images to make it easier for students to interact with others who aim to gain new knowledge.

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2.1.1.3 Characteristics of Digital Literacy

The Characteristics of Digital Literacy: Bawden, followed in 2001 with a specified list of characteristics or skills associated with the idea of digital literacy:

a. Awareness of "people networks" as sources of advice and help
b. Knowledge Assembly or building a "reliable information hoard" from diverse sources
c. Retrieval Skills, plus "critical thinking" for making informed judgments about retrieved information, with wariness about the validity and completeness of internet sources
d. Reading and Understanding Non-Sequential and Dynamic Material
e. Using Filters and Agents to Manage Incoming Information.
f. Information literacy as the construct that incorporates all the different kinds of literacy, digital literacy in providing individuals with online reading and understanding abilities.

2.1.1.4 Components of Digital Literacy

Bawden (2008) explains that the concept of digital literacy is very broad and can include very specific skills and competencies to general awareness and perspectives. He distinguishes four components of digital literacy:

a. Underpinnings - the ability to read and write as well as to use software packages and computers.

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b. Background knowledge - an understanding of how digital and non-digital information is created from various forms of resources and communicated.
c. Central competencies - the ability to assemble knowledge from multiple sources.
d. Attitudes and perspectives - the ability to learn independently as well as to exhibit good behavior in a digital enviroment.

2.1.2 Operation Skills

Computer operation skill entails the ability of the operator or the student to operate a computer with proficiency. Operation skill is an operator's knowledge of the system and the ability to utilize such knowledge to keep the system running or recover from full or partial failures. Kinzie, Delcourt and Powers, (1994) Operation skill operates a digital tool as a tool in the teaching and learning process of students, operating a digital tool aimed at training students' skills in knowledge of operating computers.

2.1.2.1 Concept of Operation Skill

According to Ng (2012), the technical dimension refers to the operational skills we need to use information and communication technology, and the operational skills are developed through understanding the structure, features and capabilities of technology. At present not a few teachers use visual as a teaching tool but many students who are not interested, therefore through operational technology skills are used as learning media to improve students' understanding in reading.

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2.1.2.2 Purpose of Operation Skill

Purpose of Operation Skill is to help students' operation skill to make students proficient in operating computers and get new knowledge by using information technology, communication and digital operating skills developed through understanding and technological capabilities.

2.1.2.3 Characteristics of Operation Skill

The characteristics of Operation skill are to help students able to operate computers; using digital systems as a medium to gain knowledge, train students' skills in knowledge by operating computers, and as an attraction in the process of learning and teaching.

2.1.2.4 Types of Operation Skills

The types of operation skill are knowledge of the system and ability to utilize such knowledge to keep the system. Use information and communication technology, understanding the structure, features and capabilities of technology.

2.1.2.5 Cognition of Operation Skill

Cognition is important, because the process carried out is acquiring knowledge and manipulating knowledge through activities of remembering, analyzing, understanding, besides that cognition is a skill which is also called intelligence. Because between individuals and individuals will be mutually

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constructive and interrelated. With a few exceptions, the representation of choice to model skill acquisition is the production rule (Anderson, 1982; Newell, 1990). Typically, the knowledge necessary for a particular task is encoded as a set of rules, each with a number of conditions that match the current state of (working) memory and information from the senses, and a number of actions that modify working memory or initiate motor output.

2.1.2.6 Invention of Operation Skill

When inventions are properly adopted in the production process, they become innovations for they contribute to the productivity of resources (Rosenberg, 1974). Accordingly, the invention is defined as an activity for "the generation of some scientific idea, theory or concept that may lead to an innovation when applied to a process of production" (Elster, 1983). Invention to finding something new or new knowledge from various theories so that we consider it new knowledge that we have just discovered.

2.1.2.7 Presentation of Operation Skill

Brown (1996) has proved that oral presentations help students to work collaboratively and make it easier to focus on a specific area useful for future work. According to Girard & Trapp (2011) the potential benefits of students' oral presentations include:

a. Greater class interaction and participation,

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b. Increased interest in learning,

c. New perspectives not covered otherwise,

d. Improvement in communication and presentation skills.

Collaboration with friends to make it easier for students to adapt so as to form new ideas, with presentations increasing students 'interest in learning and raising students' confidence through presentation.

2.1.3 Thinking Skill

The goal of these courses should be "to bring students to the point where they are willing and able to use thinking skills independently and effectively in a variety of settings" (Beyer, 1984). With the thinking skills of students it is emphasized to think creatively and effectively by using students' thinking skills.

2.1.3.1 Concept of Thinking Skill

To develop the ability to think critically, there are five lessons that can be taken, namely: (1) determine the learning objectives, (2) teach through inquiry, (3) practice, (4) review, refine and improve understanding, and (5) practice feedback and assess learning (Limbach & Waugh, 2010). It needs an assessment to see the development of higher order thinking. According to minister education and culture's regulation (Permendikbud) No 53, 2015, the assessment of study result by educator is information or data collecting process about student's achievements in attitude aspect,

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knowledge aspect, and skill aspect which is done systematically to observe the process, study progress, and study result improvement by giving an assignment and evaluation of study result. In addition, Barnett & Francis (2012: 209) states that the higher order thinking questions may encourage students to think deeply about the subject matter. With the existence of thinking skills can encourage students to think critically and deeply that aims to improve learning progress and increase student learning outcomes?

2.1.3.2 Purpose of Thinking Skill

According to Heong, et al (2011) higher order thinking is using the thinking widely to find new challenge. Higher order thinking demands someone to apply new information or knowledge that he has got and manipulates the information to reach possibility of answer in new situation.

2.1.3.3 Characteristics of Thinking Skill

The characteristics of Thinking Skill are thinking skill to make students have the skills to think effectively, thinking skill allows to improve and improve understanding, and thinking skill help students determine to learn.

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2.1.3.4 Types of Thinking Skills

The types of Thinking Skills are determine learning goals, teaching through Inquiry, Practice, Reviewing, and Increase understanding

2.1.3.5 Analysis of Thinking Skill

Analytical thinking skills had been categorized into seven major areas, which are modeling, reasoning, symbolization, representation, proving, abstraction, and mathematics. However, these major cognitive activities are hard to be categorized due to their similarity and interrelation, Karadag (2009). The students can critically analyze the problem situation to suggest solutions that are related in understanding a reading that they read using a digital device.

2.1.3.6 Evaluation of Thinking Skill

Evaluating (Northern Illinois University,2010) in the lowest level, Knowledge level requires basic recall of facts and data. Students could be asked who, when, where. Comprehension level requires students to demonstrate understanding of the information. This level could ask students to summarize, explain, paraphrase, compare and contrast.

2.1.3.7 Creativity of Thinking Skill

According to Riza (2000), creativity is the way of demolishing already existing structures, being open to other people's lives, getting out of what we have

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got used to, stepping to the unknowns, breaking the imposed thinking style and producing a new style, finding out various alternative solutions to a certain problem, getting out of the path that the other people follow, inventing a new unknown method and finding out the tool which is useful for the people. According to Devis (2006), the first things that come to our minds when the issue is creativity are innovation, the power of dreaming and inventing.

2.1.4 Collaboration Skills

Roschelle and Teasley (1995) define collaboration as "coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem". Collaboration is an activity to build cooperation between one another aiming to solve a problem.

2.1.4.1 Concept of Collaboration Skill

One process found to enable collaboration and teamwork skills to be taught and measured was a face-to-face collaborative work and class-wide activities supported by wirelessly connected hand-held devices (Cortez & et al., 2009). The authors of the study concluded that it is possible to effectively teach collaboration skills through the use of immediate feedback provided by a supporting technology. Student collaboration helps students to raise the achievements of the whole team, to provide opportunities to work together, and to build positive relationships in the team (Leon & Tai, 2004). Here it can be concluded, Collaboration is an activity that helps

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improve student achievement in education, and fosters a sense of social students to work together in building positive relationships within the team. But when students collaborate in groups to create knowledge, students also have to work with the teacher to avoid the nature of authority within the team.

2.1.4.2 Purpose of Collaboration Skill

Ripley (1997) writes, “The purpose of collaboration is to combine expertise”. Collaboration skill to help students improve achievement in the form of teams, students need to be involved in class discussions in order to gain new knowledge and pour each student's ideas between teams, besides collaboration skills help foster the social sense of students with peers who aim to create knowledge . Students not only wait for a friend's answer but also collaborate with the team and the teacher must also play a role so that the students' enthusiasm in collaborating.

2.1.4.3 Characteristics of Collaboration Skill

The characteristics of Collaboration Skill are Collaboration used to build cooperation between individuals and others; Collaboration to help raises the awareness of students in the group; Improve the performance of the entire team in education; and Collaboration is building positive relationships within the team.

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2.1.4.4 Types of Collaboration Skill

The types of collaboration skills are effective collaboration and teamwork skills through the use of technology, increasing achievement and social sense to build positive relationships so as to avoid the nature of authority in the team.

2.1.4.5 **Teamwork of Collaboration Skill**

Teams and teamwork help to promote deep learning that occurs through interaction, problem solving, dialogue, cooperation and collaboration (Johnson & Johnson, 1995). Teamwork is defined by Scarnati (2001, p. 5) "as a cooperative process that allows ordinary peop.le to achieve extraordinary results". Harris & Harris (1996) also explain that a team has a common goal or purpose where team members can develop effective, mutual relationships to achieve team goals. Similar to face to face teams, other factors that contribute to successful teamwork are members' accountability, familiarity with team members, commitment to quality work, and team cohesion (Tseng & Yeh, 2013). A student attitude survey shows that teamwork satisfaction is highly correlated to team dynamics, team acquaintance and instructor support Students also favored their collaborative work in online courses when these factors existed (Ku, Tseng.& Akarasriworn, 2013). Teamwork is the collaboration or collaboration between teams to achieve maximum results. Teamwork is to develop a relationship between students' familiarity with the team and exchange ideas that aim at team job satisfaction to get extraordinary results.

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2.1.4.6 Networking of Collaboration Skill

A survey conducted in the US found that teachers believe that collaborative professional development activities, such as networking with other teachers outside school, is more effective and helpful as professional development than traditional forms of training (US Department of Education, 1999).

2.1.4.7 Sharing of Collaboration Skill

Knowledge sharing takes place when an individual provides information and know-how to help others and collaborate with others to solve problems, develop new ideas, or implement policies and procedures (Wang & Noe, 2010).

2.1.5 Awareness Skills

Eckroth-Bucher (2010), defines the concept as "Self-awareness involves the cerebral exercise of introspection. This attribute reflects the cognitive exploration of own thoughts, feelings, beliefs, values, behaviors, and the feedback from others".

2.1.5.1 Concept of Awareness Skills

James and Garrett (1991) believe that in Language Awareness "the level of awareness is not stable, but can be both raised and focused and that this is done in an inductive manner" and the aim of teaching is "to shape and increase conscious thought around a chosen aspect of language by offering the students such data that they are, for example, able to induce rules and regularities that underlie. We agree

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that the aim of teaching culture is ‘to increase students’ awareness and to develop their curiosity towards the target culture and their own, helping them to make comparisons among cultures’ (Tavares & Cavalcanti, 1996). Group awareness was discussed in the field of computer-supported cooperative work (CSCW) (e.g. Dourish & Bellotti, 1992; Gutwin & Greenberg, 2002) and then it became an increasingly investigated issue in the field of computer-supported collaborative learning (CSCL) (Bodemer & Dehler, 2011).

Dourish and Bellotti (1992) defined awareness as “an understanding of the activities of others, which provides a context to your own activity.” Group awareness, then, refers to being informed about various aspects of the group and its members (Gross et al., 2005), such as what group members are doing and, where they are, what they are interested in, and how others feel about them Based on the explanation, Awareness Skills where to shape and increase students' awareness in developing curiosity towards culture and helping them to compare cultures. In additional, raising group awareness to understand group activities and student activities themselves. The awareness of the group in question is to refer to information about the group and its members.

2.1.5.2 Purpose of Awareness Skill

An awareness skill is to increase students’ awareness in developing curiosity. In addition, it can lead to an understanding of the activities of others because it will refer to information about groups and members, such as knowing what activities will

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be carried out by members of the group, and creating a sense of awareness of how students feel towards us.

2.1.5.3 Characteristics of Awareness Skill

The characteristics of Awareness Skill are Awareness skill is an exercise of introspection; Awareness skills explore the thoughts, feelings, beliefs, values, behaviors, and feedback from others; Awareness skill use to increase student awareness in developing curiosity; Group awareness in collaboration; and Referring to students' awareness of group information and members.

2.1.5.4 Types of Awareness Skill

The types of Awareness skills are exploring the cognitive of thoughts, feelings, beliefs, values, and behavior. Awareness skills to form awareness in the field of cooperation understand the activities of groups and students themselves.

2.1.5.5 Ethics of Awareness Skill

The findings showed ethics programs were similar in strength to their respective communities. Ethnic programs are importance to educati0pon. .These ethnic social structures are important school-aged physical sites where social capital is generated and culture is transmitted (Zhou & Kim, 2006).

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2.1.5.6 Legal Literacy of Awareness Skill

Another legal writer describes legal literacy as a "spectrum of functional skills" related to the conduct of litigation (Bilder 1999). According to the continuum approach a certain degree of legal literacy is required for effective participation in modern society, but it is not necessary for the average citizen to reach the professional standard of "thinking (and writing) like a lawyer". According to this view, the term is "intended to suggest some parallels between the institution of the law, and a system of language to be mastered, knowledge gained and understanding achieved." (Manley-Casimir, Michael E., Wanda M. Cassidy, and Suzanne de Castell 1986, 47) These authors suggest that the term legal literacy can also function as a model for educators who seek to promote such literacy. Proponents of legal literacy may thus look to the teaching of language for guidance.

In a "literal" definition, legal literacy might be understood as the ability to read and write legal arguments (Zariski, 2014). However, I concur with Manley-Casimir, Cassidy & Castell (1986) who suggest that legal literacy "goes beyond the development of a basic legal competence and implies the acquisition of knowledge, understanding and critical judgment about the substance of law, legal process and legal resources, enabling and encouraging the utilization of capacities in practice".

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2.1.5.7 Safeguarding self of Awareness Skill

Stewart (2016) distinguishes between the terms ‘adult safeguarding’ and ‘adult protection’. Safeguarding is conceptualised as encompassing both macro level and micro-level activities to prevent abuse and/or harm in society at large and for the individual. At the macro level, a range of mechanisms including legislation and policy are used to promote overall safeguarding of adults, including challenging societal attitudes and social inequalities. With safeguarding it will feel safer, especially for students who aim to prevent abuse that is disturbing the community.

2.2 Relevance Studies

In relevance studies conducted by previous resercher related to this research. (Yıldırım & Şimşek, 2013) This study uses the qualitative research method. The qualitative research requires the application of qualitative data collection methods such as observation, interview and document analysis in order to determine perceptions and events in a natural environment. The method triangulation requires the use of many data collection methods (eg interviews, observations and documents (Houser, 2015). Data triangulation involves the use of multiple sources of data/information to elicit and more comprehensive and informative answers to the question under scientific inquiry (Guion, 2002; Patton, 1990). The study focuses on digital literacies in the context of the authentic pedagogy. This study was carried out with 32 teacher candidates in a Social Studies Teaching program in a university in the

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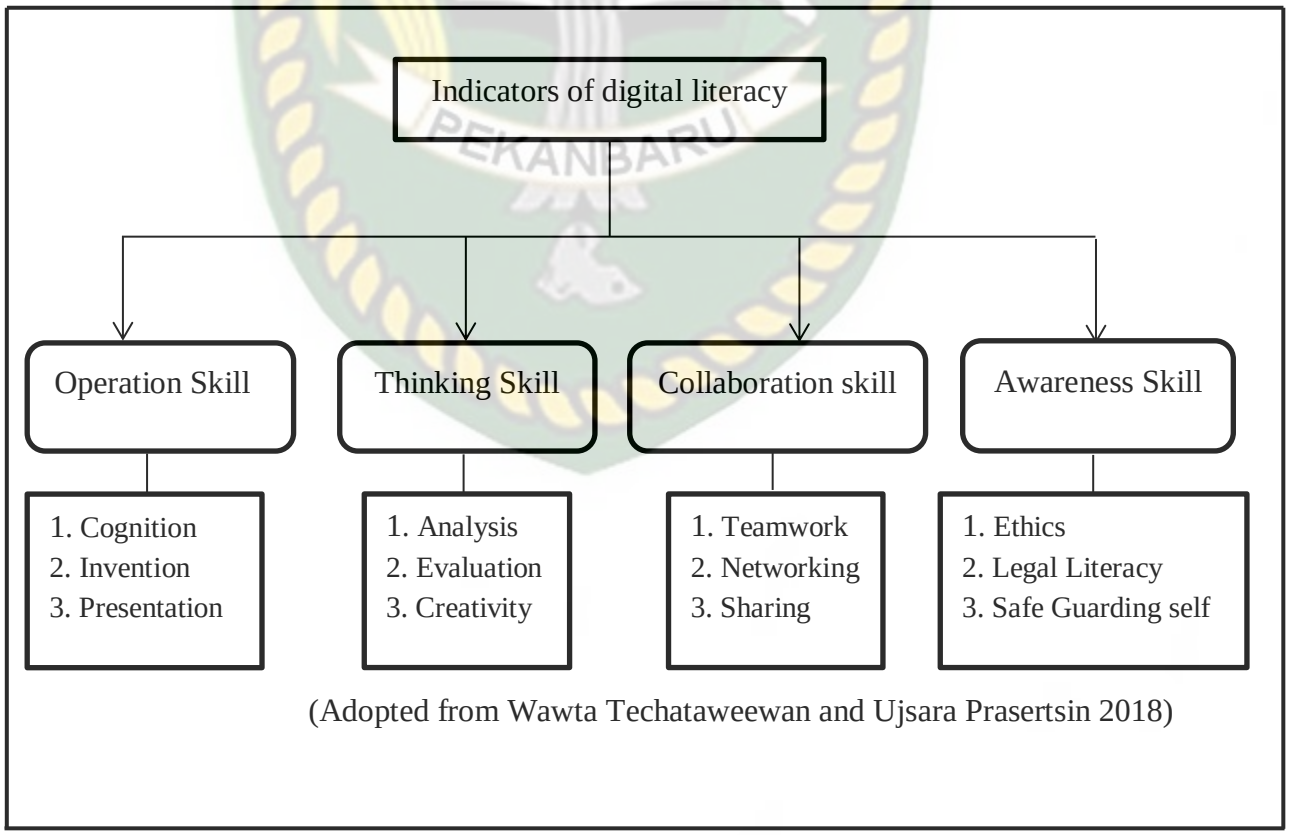
Central Anatolia Region in Turkey in the fall term of the 2017-2018 academic year. A semi-structured interview form and a metaphor completion task were developed and carried out by the researcher. In order to determine teacher candidates' views on digital literacy, a semi-structured interview form consisting of a total of 7 questions, including 4 basic questions and their sub-questions was used.

2.3 Conceptual Framework

Digital Literacy is a student learning style in reading that can sharpen understanding critically and broaden students' insight into the value of social media so that they can exchange ideas such as blogging or journaling with other online platforms. In this research, the researcher presents the conceptual framework into

Figure 2.1 Conceptual Framework



(Adopted from Wawta Techataweewan and Ujsara Prasertsin 2018)

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2.4 Assumption

The researcher assumes that A Study on Students' digital literacy in Reading Comprehension at Senior High School 5 Pekanbaru.

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CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study use case study design. A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection (Creswell, 2007) in. This research was intended to A Study on Students' Digital Literacy in Reading Comprehension at Senior High School 5 Pekanbaru

3.2 Source of Data

The data of this research a form of questionnaire that was given to the students. used "yes or no" and students give reasons for what they answered. The population in this study the second grade of Senior High School 5 Pekanbaru, they were being the representative of the school to participate in this research and the sample one class of second grade in Senior High School 5 Pekanbaru. The sample choose by used purposive sampling as tool for informant selection, According to (Patton, 1990; 169 in Indrawan, 2014: 107) the standard that use to choose the participant was they are that know well about the information. The questionnaires of this research include the indicators of Digital Literacy; Operation skill, Thinking skill, Collaboration skill, Awareness skill.

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3.2.1 Respondents

In this research, the researcher was took a respondent from the second grade of Senior High School 5 Pekanbaru, that was the students of XI MIPA 2 and the researcher will choose one class consisted of 35 students.

3.2.2 Instruments

Table 3.1 Indicators of Questionnaires of Digital Literacy

No	Indicators	Sub-Indicators	Description
1	Operation skill	a. Cognition	It is about how to familiar with issues related to web-bases activities. *According to Ng Wan (2012)*
		b. Invention	It is about how to the student have the technical skill, need to use learning and create artifacts like presentation that demonstrate the understanding of what they learned. *According to Ng Wan (2012)*
		c. Presentation	It is about how to creating presentation and slideshow presentation.

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			According to Shopova Tatiana (2014)
2	Thinking skill	a. Analysis	It is about how to critically analyse a problem situation to suggest solutions. *According to Meng Tang Chun (2016)*
		b. Evaluation	It is about how to evaluate the information that gather for it userfulness. *According to Meng Tang Chun (2016)*
		c. Creativity	It is about how the students express creatively through digital media and technologies. *According to Svensson maria (2014)*
		a. Team work	It is about how to working synchronously in the distance with other team members. *According to Collard Anne-Shopie and Thierry De smedt (2017)*
		b. Networking	It is about how to using social networks as a source of information.

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			According to Adebambola azeez (2017)
3	Collaboration skill	c. Sharing	It is about how to comfortable with sharing information with others in discussion. *According to Meng Tang Chun (2016)*
4	Awareness skill	a. Ethics	It is about how the students understand human, cultural and social issues related to technology and practice legal and ethical behavior. *According to Anderson & Krathwol (2001)*
		b. Legal Literacy	It is about how to that the access to use of and distribution of digital information complies with relevant laws and regulations. *According to Nelson Klara, Marcy Courier and Gilbert W.Joseph (2010)*
		c. Safeguarding self	It is about how to a policy relating to the safe use of mobile phones, cameras and other internet enable devices. *According to Bodies governing (2004)*

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3.3 Data Collection Technique

The procedures of gathering data the researcher went to the schools and asked for permission to get the data from one class, the researcher distributed to the samples, forty-five minutes given to the samples to answer the question in questionnaire. The researcher made sure that the students answered the question and gave their reason to help the researcher easier to analyze the data. After the samples finished with the questionnaire, the researcher collected the questionnaires and analyzed it.

3.4 Data Analysis Technique

This research is intended to find out digital literacy students of English education at the second grade of Senior High School 5 Pekanbaru. The researcher collects the data through a questionnaire consisted of 12 questions that had given to the students and categorize the answers used yes or no and the reason about the students answered describe how students were digital literacy at the second grade of Senior High School 5 Pekanbaru.

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CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher present the findings and the analysis of students' digital literacy at Senior High School 5 Pekanbaru. At the previous chapter, there are four indicators that the researcher want to analyze, such as ; Operation skills, Thinking skills, Collaboration skills and Awareness Skills. The reseacher found the students' answer in questionnaire of digital literacy.

4.1 Data Description

In this chapter the researcher was explained analysis of students' answers on the questionnaire of indicators of digital literacy of second grade students at Senior High School 5 Pekanbaru, according to Wawta Techataweewan and Ujsara Prasertsin 2018 there are four indicators; Operation skills, Thinking skills, Collaboration skills and Awareness skills. The researcher coding the sample as A.

4.1.1 Operation Skill

Operation skill is the ability of the operator or to operate a computer with proficiency and the ability to utilize such knowledge to keep the system to train students to operate a digital tool in learning process. therefore through operational technology skills are used as learning media to improve students' understanding in reading. The sub indicator of operation skills are Cognition, Invention, Presentation.

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Table 4.1 Operation Skills

Operation Skill					
Cognition		Invention		Presentation	
Anwered	Did not answered	Anwered	Did not answered	Answered	Did not answered
33	2	29	6	32	3

Table 4.1 showed that 33 students answered cognition questions, 2 students who did not answer. Futhermore, there are 29 students of Invention questions, and 6 students who did not answer. Meanwhile 32 students answered rather than Presentation questions, and 3 students who did not answer at all.

In cognition question, researcher saw students are able and understand the question given. researcher saw that students can not escape from the internet because they feel that the internet can make it easier to found the latest information in the world such as news. and in their explanation the internet was very important in everyday life, besides that the internet can make it easier to complete some of the tasks given by the teacher in the teaching learning process. but among the 35 students there were 2 students who did not answer. Its mean that, the students not to understand what they materials about. They hard to convey their information in this question.

There were 29 answered the question about Invention, based on the opinions and explanations they poured in the questionnaire they understood the question that they always use computers to help their homework such as making presentation

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material to be presented in front of the class. in this question there were 6 students who did not answer at all, the researcher saw students did not understand the material.

There were 32 answered the question about presentations with various opinions that they could explain in the questionnaire. the researchers saw these students understand the material so they can answered questions. they feel that making power points is fun and with the power points can help in the presentation easily, besides that they feel the presence of power points can make it easier to explain because there are points and students' explanations the teacher always gives power point assignments to be presented as homework. But among the 32 students there were 3 students who thought "no" because they did not understand using power points. But there were 3 students who did not answer and emptied their answers to the researcher saw students did not understand the material provided through the questionnaire.

4.1.2 Thinking Skills

Thinking skills it is emphasized to think creatively and effectively to develop reviews, refine and improve understanding to the students or to development of higher orders. Think deeply about the subject matter. so that tinking skills can encourage students to think critically and increase students in the learning process. The sub indicators of Thinking skills are Analysis, Evaluation and Creativity.

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Table 4.2 Thinking Skills

Thinking Skill					
Analysis		Evaluation		Creativity	
Anwered	Did not answered	Anwered	Did not answered	Answered	Did not answered
33	2	33	2	34	1

Table 4.2 showed that there were 33 students answered about Analysis, and 2 students did not answer the Analysis question. Furthermore, based on Evaluation question 33 students answered question and 2 student did not answer. Meanwhile, there were 34 students answered Creativity questions and 1 only student who did not answer Creativity questions at all.

There were 33 students answered the question about analysis. In here the researchers saw that there are many different answers to this question but, there are several students who have the same opinion in this question. The researchers read their questions and in here the researchers look some of students really understand about this question and they can explain their answer about this question. But in here there were 2 students who emptied their answers, researchers saw they did not understand the questions given.

And another question about evaluation 33 students answered the question. but among the 33 students there was 1 student in the "A14" sample who thought differently by answering "no" to the questionnaire, because the students did not like reading, other than that other students could provide answers and explanations that they liked reading like news papers, magazines, book or article. therefore students

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feel like reading will get the latest information. Meanwhile, there were 2 students not answering and choosing to leave their answers blank, the researcher saw the students did not understand the material.

There were 34 students who answered the creativity questions. Researcher saw there were differences in answers, but not a few students also have the same opinion on this question. students read and understand about creativity questions. but among the 34 students there were 2 students saying "no" on the samples "A16 and A18" they explained that they were not accustomed to and its not their expertise in editing photos, videos and text. Meanwhile, there was 1 student not answering this question. the researcher sees that the student does not understand the creativity question given through the questionnaire.

4.1.3 Collaboration Skills

Collaboration skill is to improve student achievement in education and fosters a sense of social students to work together in building positive relationships within the team. so get new knowledge and raise the achievements of the whole team to solve a problem. The sub indicators of Collaboration Skills are Teamwork, Networking and Sharing.

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Table 4.3 Collaboration Skills

Collaboration Skill					
Teamwork		Networking		Sharing	
Anwered	Did not answered	Anwered	Did not answered	Answered	Did not answered
35	-	35	-	35	-

Table 4.3 showed that there were 35 students answering the Teamwork questions. Furthermore, there were 35 students answering Networking questions, and 35 sample answered questions rather than Sharing. of the three sub indicators there was not a student who did not answer the question in the questionnaire.

In here on the question of teamwork, networking and sharing. The researcher saw that all students on these 3 questions can answered and give their opinions through questionnaires. 35 students who made samples answered and no one student did not answer. In here the researchers saw that students understood and read questions well so that they understood and could answer and explain based on the opinions they had.

4.1.4 Awareness Skills

Awareness skills it is to increase students' awareness of understanding of others who refer to information about the group and its members in developing curiousity and understanding of group activities and the activities of the students themselves who aim to refer to information about the group and its members. The sub indicators of Awareness skills are Ethics, Legal Literacy and Safe Guarding Self.

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Table 4.4 Awareness Skills

Awareness Skill					
Ethics		Legal literacy		Safeguarding self	
Anwered	Did not answered	Anwered	Did not answered	Answered	Did not answered
32	3	33	2	33	2

Table 4.4 showed that there were 32 students answered Ethics questions, and 3 samples were not answered Ethics question. Futhermore, there were 33 students answering the Legal Literacy question, and 2 students not answering the Legal Literacy question at all. Meanwhile, from the Safe Guarding self question there were 33 students answering question with their respective opinions and only 2 samples were not answering the Safe Guarding self question.

There were 32 students anwered the question about ethnics. In here, the researcher saw their answer there sare several of students have same answer and there are so many students have different answer. but in here the students can explain their opinion about this question although they have a different opinion but they can answer well.

But, there are 3 students not answered the questions at all. The researcher saw that they do not understand, and they can not give their opinion about this question. Its mean that, the students not too understand and comprehend the material well.

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In here, there are 33 students who answer the question about legal literacy. The researcher saw, in this there are so many same opinions about this question, but several students have an opinion well. Its mean that, the researcher saw from their answers and they look understand about the material and what they read, so they can convey their meaning in this question. But there were 2 students not answered at all, the researcher saw students not reading the question so they could not understand the questions and gave their answers into the questionnaire.

In here there were 33 students answered the question about safeguarding self. more than half of the students can answer and explain this question. That was, students can read questions well and answer questions with a variety of opinions that they provide. but there are 2 students who did not answer this self-safeguarding question, researchers saw the students not to understand what they are materials about. They are hard to convey their information in this question.

4.2 Data Analysis

The researcher analyze the data based on the four indicators of digital literacy, they are; operation skills, thinking skills, collaboration skills, awareness skills.

4.2.1 Operation Skills

Operation skill is to help students operation skill proficient in operating computers and get new knowledge by using information technology. Operation skill is one of the indicators of digital literacy.

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4.2.1.1 Cognition

Cognition it is about how to familiar with issues related to web-bases activities.

According to the data of students' answer of digital literacy questionnaire samples, there are 33 samples A of students that understand about the question, they are; A01, A02, A03, A04, A05, A06, A07, A08, A09, A10, A11, A12, A13, A14, A17, A18, A19, A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A30, A31, A32, A33, A34, A35. Based on the answers and explanations from these students, according to the researchers, they see that they understand the question. The question is; "Are you familiar with issues related to internet activity?" And there are several answers to questions:

A01: Yes, because I always use the internet

Based on the answered of the student the researcher saw, sample student A01 always uses the internet in daily life.

A02: Yes, because with the internet we can find some information

Based on the answered of student the researcher saw, the sample A02 student with the internet can help find some information easily.

A03: Yes, I am using it, like news

Based on students' answered to the researcher saw, Based on students' answers to the researcher saw, in sample A03 students students always use the internet to help in getting information such as news.

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A04: Yes I am, because I use the internet everyday. because the issues can make problem for your internet and internet is so important for me.

Based on the students' answered the researcher looked at, A04 student samples of student every day use the internet because the internet is very important for student.

A05 : Yes, because I always use internet.

Based on the answered of student the researcher saw, in sample A05 students students always use the internet in their daily lives.

A06 : Yes, because I always use internet to playing sosial media, games, etc.

Based on the answered of students the researcher saw, in sample A06 students students always use the internet as entertainment such as playing games and social media.

A07 : Yes, I am care internet make me have a bad intraction.

Based on the answered of the students the researcher saw, the students sample A07 with the internet can make an interaction.

A08 : Yes, because I always use internet and I feel can differenly a good and bad.

Based on the answered of students the researcher saw, in the sample student A08 students always use the internet therefore students can distinguish the good and the bad in using the internet.

A09 : Yes, I spent my day alaways uses internet

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Based on the answered of student the researcher saw, in sample A09 students felt the internet was important and used the internet in everyday.

A10 : Yes, when I want to do my task sometimes I using internet to finish that

Based on the answered of the student the researcher saw, the students in the sample A10 students with the internet is very helpful in completing several tasks.

A11: Yes, because my home works are usually on the internet

Based on the answered of student the researcher saw, in the sample A11 student with the internet can help in doing the task.

A12: *Because usually I open my phone and I find something about internet activity on Instagram.*

Based on the answered of student the researcher saw, in sample A12 student always use mobile phones to find something like on Instagram.

A13: Yes, because we live surrounded with internet and used the internet everyday

Based on the answered of student the researcher saw, in sample A13 student felt live surrounded with the internet and students always use the internet everyday.

A14: Yes, because the internet is easier to get the information

Based on the answered of student the researchers saw, in the sample A14 student with the internet helps more easily obtain existing information.

A17: Yes, because in our live, we ususally connect to the internet

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Based on the answered of students of the researcher saw, in sample A17 student felt always connected to the internet to get the latest information.

A18: Yes, because I finally find my difficult work in my phone with the internet

Based on the answered of students of the researcher saw, in the sample A18 student felt the internet could help in finding difficult tasks.

A19: Yes, because I have always found the problem with the internet

Based on the answered of students of the researcher saw, in sample A19 students always use the internet to find existing issues.

A20: Yes, I am there are many issues about the internet

Based on the answered of students of the researcher saw, in the sample A20 student on the internet there are many issues that can help find those issues.

A21: Yes, because I always use the internet and I can know good and bad

Based on the answered of students of the researcher saw, in sample A21 students always use the internet and with the internet students are able to know the good and bad of the internet.

A22: Yes, I am

Based on the answered of students the researcher saw, in sample A22 students can use the internet.

A23: Yes, because I often use the internet for my exercise (task)

Based on the answered of the student the researcher saw, in the sample A23 student felt that the internet can help in doing exercises or tasks.

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A24: Yes, I really need the internet as a source of information

Based on the answered of students the researcher saw, in the sample A24 student felt very much in need of the internet as a source of information.

A25: Yes, I need the internet and I can resolve it

Based on the answered of students the researcher saw, in sample A25 students need information in overcoming existing problems.

A26: Yes, I suffer the internet often

Based on the answers of students the researcher saw, in sample A26 students often use the internet in everyday life.

A27: Yes, I always use the internet to my assignment

Based on the answer of students the researcher saw, in sample A27 students always use the internet to complete some of the existing tasks.

A28: Yes, I am familiar with the kind of issues often

Based on the answers of students the researcher saw, in sample A28 student accustomed to used the internet as finding issues.

A29: Yes, of course with the internet we can get easier information

Based on the answers of students the researcher saw, in sample A29 student felt that the internet can easily find information.

A30: Yes I am, the Internet is really helping me in many ways, it's education and entertaining me

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Based on the answers of students the researchers saw, in the sample A30 student internet is really helpful in education and entertainment in everyday life.

A31: Yes I am

Based on the answered of students the researcher saw, in sample A31 students are accustomed to using the internet.

A32: Yes, the internet is very important

Based on the answered of students the researcher saw, in sample A32 student felt with the internet is very important.

A33: Yes I am

Based on the answered of students the researcher saw, in sample A33 students can use the internet.

A34: Yes I am, because I usually use the internet and find something related to internet activity

Based on the answers of students the researchers saw, in sample A34 students usually use the internet to find something related to internet activity.

A35: Yes, I always use the internet

Based on the answers of students the researcher saw, in sample A35 students always use the internet in everyday life.

Two of the samples; A15, A16 they did not answered that question. This means that here in the students in sample A, only 33 students truly understood the questions from the sub indicator cognition. Although they have different opinions,

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researchers see students having their own opinions which means that they understand the material they are reading. In contrast to students who do not answer questions at all, researchers see students that students do not understand the contents of the material provided through questionnaires.

4.2.1.2 Invention

It is about how students have the technical skills, need to use learning and create artifacts like presentations that demonstrate the understanding of what they learned.

According to the data that the researcher got by the students' answers on the questionnaire of Invention. There are 29 samples that answer the Invention question; A01, A02, A03, A04, A05, A06, A07, A08, A09, A10, A11, A12, A13, A17, A18, A19, A20, A21, A23, A24, A25, A26, A28, A29, A30, A31, A32, A34, A35.

According to researchers students can understand and comprehend the content of questions; "Do you have technical skills to use the computer in the learning process?". Most of them said that they are answering:

A01: Yes, I always use computer. If I have a home work like presentation in front of the class

Based on the answers of student the researcher saw, in sample A01 student always used computer in making presentation tasks.

A02: Yes, with computers to help us in the learning process.

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Based on the answered from student of the researcher saw, in sample A02 student feel computer are very helpful in the learning process.

A3: Yes I do, because I like the study with technology. Example: Computer.

Based on the answered of student the researcher saw, in sample A03 student like learning to use technology for example like computer.

A04: Yes, I can do that I have basic skills. Just for the learning process

Based on the answered from students of the researcher saw, in sample A04 the student stated that student have basic skills but only for the learning process.

A05: Yes, because with computer I easy to understand

Based on the answered of student the researcher saw, in sample A05 students felt it would be easier to understand if learning to use computer.

A06: Yes, I have technical skills to use the computer in the learning process but I did not know all of the computer

Based on the answered of students the researcher saw, in sample A06 student have technical skills to use computer in the learning process.

A07: Yes I do, because I always use my computer

Based on the answered of students the researcher saw, in sample A07 student always use computers in the learning process.

A08: Yes, because I use the computer to do my assignment. So I should be able to do it

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Based on the answered of students the researcher saw, in sample A08 student are accustomed to used computer to completed assignments.

A09: Yes, because the internet is not just negative. We must be able to use it

Based on the answered from student of the researcher saw, in sample A09 the student said that students must be able to use computer.

A10: Yes I can use power points, edit things and others

Based on the answered of student the researcher saw, in sample A10 student can used computer like making power points and editing things.

A11: Yes, because I usually find my home work in a computer

Based on the answered of student the researcher saw, in sample A11 student are accustomed to do tasks using computer.

A12: Yes I do

Based on the answered of students the researchers saw, in sample A12 students can use compter.

A13: Yes, because some teachers use the compuer in the learning process

Based on the answered of student the researchers saw, in sample A13 student understood and student mentioned that some teachers always used computer as a tool in the learning process.

A17: Yes, because something I use a computer to make a home work

Based on the answered of students the researcher saw, in sample A17 student was accustomed to using computers to make assignments.

A18: Yes, from junior high school I have been taught with a computer

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Dokumen ini adalah Arsip Milik :

Based on the answered from student of the researcher saw, in sample A18 student are already accustomed to used computer and student mention that junior high schools are already using computer.

A19: Yes, sometime I use a computer to make a power point

Based on the answered of students the researcher saw, in sample A19 students are accustomed to being used compter to do tasks such as making power points.

A20: Yes, know many subjects using computer to study

Based on the answered of students the researchers saw, in the sample A20 student was accustomed to using computers for learning.

A21: Yes, because I rely on a computer to do some project or presentation

Based on the answered of students the researcher saw, in the sample A21 student with a computer can help in to do projects or presentations.

A23: Yes I have, but just a little

Based on the answer from students of the researcher saw, in sample A23 students have basic skills in controlling computers but are not very proficient in using them.

A24: Yes, with a computer I can more quickly understand the learning process

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Dokumen ini adalah Arsip Milik :

Based on the answered of students the researchers saw, in the sample A24 students felt learning to use a computer is easier to understand.

A25: Yes, sometimes I need a computer to use a power point

Based on the answer from students of the researcher saw, in sample A25 students sometimes make power points using computer.

A26: Yes, because the right know we are not separated from the digital tool (computer)

Based on the answered of student the researcher saw, in the sample A26 student felt accustomed to used computer and according to these student these days are not separated from digital devices such as computer.

A28: Yes I do, but not too much

Based on the answered of student the researcher saw, in sample A28 student can used computer but not all parts of the computer that student can understand.

A29: Yes I have a computer and I can use Microsoft word and Microsoft exel and power point

Based on the answered of student the researcher saw, in sample A29 student have a computer and student felt able to used it like using Microsoft word and Microsoft exel and power point.

A30: Yes I do, but it's only the basic skill

Based on the answered from student of the researcher saw, in sample A30 student can used computer but only the basic ones.

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A31: Yes I do

Based on the answered of student the researcher saw, in sample A31 student was accustomed to used computer.

A32: Yes I have still used computers like Microsoft Word or Microsoft Excel

Based on the answered of student the researcher saw, in the sample A32 student can used a computer that was used Microsoft Word or Microsoft Exel.

A34: Yes I do, but I don't really use the computer for learning process

Based on the answered from student of the researcher saw, in sample A34 student can used computer but not only in the learning process and also as entertainment.

A35: Yes I can and I have technical skills to use the computer

Based on the answered of students the researcher saw, in sample A35 student can used computer and have the skills to use them.

Meanwhile, there are only 6 samples; A14, A15, A16, A22, A27, A33 who left the answer blank on the Invention question. According to researchers the students who did not provide answers in the questionnaire did not have the skills to use computers in the learning process and they did not understand the questions given.

In sample A to the Invention question, the researcher sees that students in sample A there are those who answer the Invention question. they understand the question about it. And only a few students who do not understand this question, they prefer to leave the answers blank and they find it too difficult to answer.

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4.2.1.3 Presentation

The presentation is about how to create a presentation and slideshow presentation.

According to the data that the researchers got by the students' answer in the questionnaire of presentation sub indicator, sample A there are 29 students who have the opinion that they are answered in presentation using power points; A01, A02, A03, A04, A05, A06, A07, A08, A10, A11, A12, A14, A16, A17, A18, A19, A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A30, A31, A32, A33, A34, A35.

From 29 students there were 26 students who have opinion with "Yes" answered the question is : Can you presentation using power point?", They are several answers to question :

A01: Yes of course, I like the power point edit

Based on the answered of student the researcher saw, in the sample A01 student are capable and like in editing power points.

A02: Yes of course, make power pint is fun

Based on the answered of student the researcher saw, in the sample A02 student liked working on power points and student felt editing power points was fun.

A03: Yes I can with power points help us presentation in front of the class easily

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Dokumen ini adalah Arsip Milik :

Based on the answered of student the researcher saw, in the sample A03 felt they could used power points and according to the student power points could help presentation in front of the class easily.

A04: Yes I can, but sometimes I need help to do that

Based on the answered of student the researcher saw, in the sample A04 felt able but student need help asking if something is not understood.

A05: Yes, because the power point is more easy than writing

Based on the answered of student the researcher saw, in the sample A05 felt they could because according to the student they made power points easier than writing.

A06: Yes, I always use power points for my assignments

Based on the answered of student the researcher saw, in the sample A06 always used power points to make it easier to do some of the task given by the teacher.

A07: Yes I always use power points for my assignments

Based on the answered of student the researcher saw, in the sample A07 always used power points to make it easier to do some of the task given by the teacher.

A08: Yes I can, because I am always using power points in junior high school for my home work presentation

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Dokumen ini adalah Arsip Milik :

Based on the answered of student the researcher saw, in the sample A08 felt able to used power points because not only in senior high school but in Junior high school had learned to used power points.

A10: Yes I can make a presentation with power points. Its not difficult if we have the material

Based on the answered of student the researcher saw, in the sample A10 felt they could used power points, according to student used power points is not difficult if they have material.

A11: Yes, because usually we must present using power points

Based on the answered of students the researchers saw, in the sample A11 according to student if the presentation would certainly used power points to make it easier.

A12: Yes I am, I am often given power point assignments, so I'm familiar with it

Based on the answered of student the researcher saw, in the sample A12 was accustomed to used power points because some teachers had given power point assignments.

A17: Yes, because I have study

Based on the answered of student the researcher saw, in the sample A17 student said they could because they were accustomed to used it.

A18: Yes of course, I am so happy if using power point makes it easy because there is already a point

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Dokumen ini adalah Arsip Milik :

Based on the answered of student the researcher saw, in the sample A18 felt they could used power points because they had been taught by the teacher before and power points made it easier to present because they had points.

A19: Yes, because I was taught by the TIK teacher

Based on the answers of students the researchers saw, in the sample A19 felt able because it had been taught by an TIK teacher.

A20: Yes of course because the teacher gives a home work presentation using power points

Based on the answered of student the researcher saw, in the sample A20 student felt they can because the teacher is accustomed to giving power points as home work.

A21: Yes I can, because I am always using power points for presentations in junior high school

Based on the answered of student the researcher saw, in the sample A21 student felt they could because senior high school student already used power points.

A22: Yes of course, because in my school often do it take my point

Based on the answered of student the researcher saw, in the sample A22 student felt they could because there was already a point in it.

A23: Yes I can, because I am a millennial genereation

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Dokumen ini adalah Arsip Milik :

Based on the answered of student the researcher saw, in the sample A23 student felt able and according to the student in the current generation to understand in making power points.

A24: Yes I have a basic experience on power points

Based on the answered of student the researcher saw, in the sample A23 student because students already have previous experience about power points.

A25: Yes of course, It's so easy because I read it

Based on the answered of student the researcher saw, in the sample A25 student can used power points because with the points contained there can be easily presented.

A26: Yes of course, I can with power points help us to easily describe to other friends

Based on the answered of student the researcher saw, in the sample A26 student according to the student used power points can easily explain in front of friends.

A27: Yes I can, because the power point is already a point. So easily to describe

Based on the answered of student the researcher saw, in the sample A27 according to student with the point can easily explain it.

A28: Yes I can make a power point is quiet fun

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Dokumen ini adalah Arsip Milik :

Based on the answered of student the researcher saw, in the sample A28 students can used it and power points in opinion was fun.

A29: Yes I like it

Based on the answered of student the researcher saw, in the sample A29 student like used power points.

A30: Yes, that's the smillest way to do a presentation

Based on the answered of student the researcher saw, in the sample A30 with power points can be easily presented.

A31: Yes I can

Based on the answered of student the researcher saw, in the sample A31 student felt they could used power points.

A32: Yes with power points, make it easy to describe

Based on the answered from student of the researcher saw, in the sample A32 with power points can easily describe it.

A33: Yes I can, because I often used power points for my presentation

Based on the answered of students the researcher saw, in the sample A33 student felt they can because they always used power points as a presentation task.

A35: Yes I can, power points make our lessons easy to present in front of class

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Based on the answered of student the researcher saw, in the sample A35 student felt they could because with power points they could easily present it to the class.

Meanwhile, there are 3 students who have different opinions the students with answered "No" about presentation questions. The researchers saw that they did not understand the questions given through the questionnaire therefore students prefer to leave their answers blank. they were mentioning like :

A14: No, because I don't understand about power points

Based on the answered of student the researcher saw, in the sample A14 student felt they did not understand about power points.

A16: No, I can't use it

Based on the answered of student the researcher saw, in the sample A16 student felt they could not used power points.

A34: No, I can't. Because I never use it

Based on the answered of students the researchers saw, in the sample A34 felt could not and because according to students never used power points.

But in the sample A there are 3 students not answer the question; A09, A13, A15.

In students sample A on the presentation question the researcher saw there were similarities and differences of opinion rather than the students' answers. But

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from the whole students prefer to make a power point as a presentation task in front of the class that they feel making a power point is easier than writing and the teacher always gives a power point assignment as a presentation task in front of the class.

4.2.2 Thinking Skills

Thinking skills to help gain broad thinking to find new challenges. Thinking skills is to apply information or new knowledge which includes knowledge through the activities of remembering, analyzing, understanding as well as skills called intelligence in obtaining information.

4.2.2.1 Analysis

Analysis it is about how to critically analyze a problem situation to suggest solutions.

According to the data that the researchers got by the students' answer in the questionnaire of sub-indicators Analysis there are 33 of sample A that they were answered “Yes” and understand the purpose of the questions given by researchers through questionnaires; A01, A02, A03, A04, A05, A06, A07, A08, A09, A10, A11, A12, A13, A14, A16, A17, A18, A19, A20, A21, A22, A23, A25, A26, A27, A28, A29, A30, A31, A32, A33, A34, A35. with the question: "can you analyze a problem in the reading text?". and the several of them answers like this:

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A01: Yes I can, because I like read

Based on the answered of student the researcher saw, in the sample A01 student like reading.

A02: Yes, because in K-13 we should have analyze

Based on the answered of student the researcher saw, in the sample A02 according to student in K-13 there are lessons about analyzing.

A03: Yes I can in the news usually have analyze a problem

Based on the answer of student the researcher saw, in the sample A03 student felt able to because if reading a news usually there will be a problem that will be analyzed.

A04: Yes I can, but I have to need that text twice

Based on the answered of student the researcher saw, in the sample A04 student felt able but would read the text twice.

A05: Yes, but more understand if listening

Based on the answered of student the researcher saw, in the sample A05 student felt able but student understood more about listening.

A06: Yes, I've learned about analyzing the same text

Based on the answered of student the researcher saw, in the sample A06 student felt they could because they had studied analyze.

A07: Yes, because in k-13 we have to exercise our analysis ability

Based on the answered of student the researcher saw, in the sample A07 according to student in K-13 must used the ability to analyze.

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A08: Yes I can. because from elementary school to senior high school I always studing this

Based on the answered of student the researcher saw, in the sample A08 student can because starting from elementary school to senior haigh school, they have learned about analyzing.

A09: Yes, but we have to understand the problem

Based on the answered from student of the researcher saw, in the sample A09 felt able but would have to understand the problem in the text first.

A10: Yes, somitimes the analyze task is full of reading text

Based on the answered of student the researcher saw, in the sample A10 student are accustomed to the task of analyzing text.

A11: Yes of course but sometime

Based on the answered of student the researcher saw, in the sample A11 student felt able but not whole.

A12: Yes I can. because sometimes I like to look for a problem

Based on the answered of student the researcher saw, in the sample A12 student felt they could because student felt like looking for problems in the text.

A13: Yes, if the text is not so hard

Based on the answered from student of the researcher saw, in the sample A13 student felt able if the text read is not too difficult to understand.

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A14: Yes I understand, because usually it is often taught at school

Based on the answered of student the researcher saw, in the sample A14 student understand because they are accustomed to being taught in school by the teacher.

A16: Yes, because I often solve problems by analyzing manily in reading text

Based on the answered of student the researcher saw, in the sample A16 student are accustomed to because they often solve problems by analyzing what is in the text.

A17: Yes, because there must be a problem in the reading text

Based on the answered of student the researcher saw, in the sample A17 student felt they can because in the text there must be a problem that can be analyzed.

A18: Yes I can. because I like reading a text, comic from applications using digital (mobile)

Based on the answered of student the researcher saw, in the sample A18 student felt they can analyze a problem in the text because the student likes to read text or comics from applications used digital (mobile).

A19: Yes, in a text reading there must be a problem that needs to be analyzed

Based on the answered of student the researcher saw, in the sample A19 student felt that in a text there must be a problem that can be analyzed.

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Dokumen ini adalah Arsip Milik :

A20: Yes, in the text if there is information. So I can analyze it

Based on the answered of student the researcher saw, in the sample A20 student felt they could because if there was information obtained, they would be able to analyze the existing problems.

A21: Yes, I can because from elementary school to senior high school we have already studied this

Based on the answered of student the researcher saw, in the sample A21 student felt they could be from elementary school until senior high school had learned about analyzing.

A22: Yes I can, because my teacher ever taught me about it

Based on the answered of student the researcher saw, in the sample A22 student felt they could because the teacher had taught them before.

A23: Yes of course, because good create mind

Based on the answered of student the researcher saw, in the sample A23 student can analyze problems in the text.

A25: Yes, because surely every problem has problems that can be analyzed

Based on the answered of student the researcher saw, in the sample A25 student was able because according to the student in a text there are problems that can be analyzed.

A26: Yes I can, because I like reading

Based on the answered of student the researcher saw, in the sample A26 student can anlyze a text because the student likes to read.

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A27: Yes I do, I like reading

Based on the answered of student the researcher saw, in the sample A27 student understand because they love reading

A28: Yes I can, because the problem is often in the text

Based on the answered of student the researcher saw, in the sample A28 student can be because in the text there must be a problem that can be analyzed.

A29: Yes, I have some task to analyze a text

Based on the answered of student the researcher saw, in the sample A29 student can because they have the task of analyzing a text.

A30: Yes, I we scanning method

Based on the answered of student the researcher saw, in the sample A30 student can be because in the text there are problems that can be analyzed.

A31: Yes I can

Based on the answered of student the researcher saw, in the sample A31 student can analyze a problem in the text.

A32: Yes, from elementary school to senior high school I study it

Based on the answered of student the researcher saw, in the sample A32 student understand because from elementary school until senior high school has learned about analyzing.

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A33: Yes I can, because I often get an exercise like that

Based on the answered of student the researcher saw, in the sample A33 student can because they often get homework about anlayze a problem in the text.

A34: Yes I can

Based on the answered of student the researcher saw, in the sample A34 student can analyze a problem in the text.

A35: Yes I can

Based on the answered of student the researcher saw, in the sample A35 student can analyze a problem in the text.

But there are 2 students not answered the question at all, they are; A15 and A24. The researcher saw 2 students did not understand about the question given on questionnaire.

4.2.2.2 Evaluation

Evaluation is about how to evaluate the information that gather for it userfulness.

According to the data that researchers got by the students answered the questionnaire of digital literacy indicators, there are 33 students answered the question about evaluation, they are: A01, A02, A03, A04, A05, A06, A07, A08, A09, A10 , A11, A12, A13, A14, A15, A16, A17, A18, A20, A22, A23, A24, A25, A26,

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A27, A28, A29, A30, A31, A32, A33, A34, A35. The question is; "Can you get information in a text that you have read?". But from 33 students there were 32 of students answered “Yes” with their explanations and opinions which according to the researchers felt the students understood the questions the researcher gave through the questionnaire. They answers are :

A01: Yes, because reading helps

Based on the answered of student the researcher saw, in the sample A01 student find reading useful.

A02: Yes of course, because every text has information and I am happy to read and get the information

Based on the answered of student the researcher saw, in the sample A02 students like reading and if they read they would definitely get information.

A03: Yes I can, I like the news so if it is read. The article usually I will get information

Based on the answered of student the researcher saw, in the sample A03 student like to read like news if reading the news will definitely get information.

A04: Yes I can, because I always get some information from the books that I read or magazines

Based on the answered of student the researcher saw, in the sample A01 students can because if you read a book or magazine will get information.

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Dokumen ini adalah Arsip Milik :

A05: Yes, if the text is interesting

Based on the answered of student the researcher saw, in the sample A05 student can get information from what student read but if the text is read interesting.

A06: Yes, I often read books and I get information from the book

Based on the answered of student the researcher saw, in the sample A06 student get information from what student read because the student is always reading a book.

A07: Yes I can because every text gives me information

Based on the answered of student the researcher saw, in the sample A07 student can because according to the student every time in the text there will definitely be information obtained.

A08: Yes, by reading the main language or main sentence

Based on the answered of student the researcher saw, in the sample A08 the student can first read the main language or main sentence.

A09: Yes of course

Based on the answered of student the researchers saw, in the sample A09 student can get information from the text that has been read.

A10: Yes, Reading makes us get information

Based on the answered of student the researcher saw, in the sample A10 student can because reading according to the student will definitely get information.

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A11: Yes, like in news

Based on the answered of student the researcher saw, in the sample A11 student can be like reading news.

A12: Yes I can

Based on the answered of student the researcher saw, in the sample A12 student can get information from text that has been read.

A13: Yes, because from reading I get new information

Based on the answered of student the researcher saw, in the sample A13 according to student by reading will get new information.

A15: Yes, the text of course has a problem on information

Based on the answered of student the researcher saw, in the sample A15 according to student in a text there must be a problem and will certainly get information.

A16: Yes, example like news paper

Based on the answered of student the researcher saw, in the sample A16 student like reading like news papers.

A17: Yes of course

Based on the answered of student the researcher saw, in the sample A17 student can get information from the text that has been read.

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A18: Yes I can get it. After I read the text. I will get information through not all

Based on the answered of student the researcher saw, in the sample A18 student felt they could get information, although not all after reading the text first.

A20: Yes I can, because usually in the text have information. and I like to read the text. so that get information

Based on the answered of student the researcher saw, in the sample A20 student felt they can get information because usually in the text there must be information obtained and the student likes to read.

A22: Yes I can

Based on the answered of student the researcher saw, in the sample A22 student can get information from text that has been read.

A23: Yes I can get information from a text. I have read

Based on the answered of student the researcher saw, in the sample A23 student felt they could get information from what student read.

A24: Yes, the text always has a lot of information and I like reading. Examples: Novel, comic or news

Based on the answered of student the researcher saw, in the sample A24 student like reading like novels, comics or news and if we read it there must be information obtained.

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A25: Yes because that is so many information in the text, and I can get the information

Based on the answered of student the researcher saw, in the sample A25 student felt that in the text there is a lot of information and students can get that information.

A26: Yes I can, in every text there must be information

Based on the answered of student the researcher saw, in the sample A26 student could be because in the text there must be information obtained.

A27: Yes I can, because I often read while analyzing

Based on the answered of student the researcher saw, in the sample A27 student could be because these student often read while analyzing.

A28: Yes I can

Based on the answered of student the researcher saw, in the sample A28 student can get information from the text that has been read.

A29: Yes, I have readed the magazine and I got some information

Based on the answered of student the researcher saw, in the sample A29 student read a magazine and get information after reading.

A30: Yes of course, text is the biggest platform to search information or fact

Based on the answered of student the researcher saw, in the sample A30 student could be because text is the biggest platform to search information or fact.

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Dokumen ini adalah Arsip Milik :

A31: Yes I can

Based on the answered of student the researcher saw, in the sample A31 student can get information from the text that has been read.

A32: Yes, in the text make sure you have information

Based on the answered of student the researcher saw, in the sample A32 according to student in the text there must be information obtained.

A33: Yes I can, because I often get an exercise like that

Based on the answered of student the researcher saw, in the sample A33 student felt they could because they were accustomed to getting such tasks.

A34: Yes I can, because I read it

Based on the answered of student the researcher saw, in the sample A34 student felt they could because they read it first.

A35: Yes I can

Based on the answered of student the researcher saw, in the sample A35 student can get information from the text that has been read

Meanwhile, 1 of student who argues "No". The student said that;

A14: No, because I don't like reading

Based on the answered of student the researcher saw, in the sample A14 student could not because the student did not like reading.

And, in this question there are 2 students that not answered the question; A19 and A21.

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In here the researcher can conclude in sample A on the evaluation question, students can develop by giving different opinions based on their material. That is, they understand about their material. however, there are some students who think differently and prefer to leave their answers blank. researchers saw they students did not understand, so they did not answered the question.

4.2.2.3 Creativity

Creativity it is about how the students express creatively through digital media and technologies.

According to the data of students' answer of digital literacy questionnaire samples, there are 34 samples A of students that understand about the question, they are; A01, A02, A03, A04, A05, A06, A07, A08, A09, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A30, A31, A33, A34, A35 . The data shows that most of the students understood the questions the researcher gave through the questionnaire 32 students answered "yes" from 34 students. based on their explanation the researchers saw with the existence of digital technology that was very helpful in editing photos, videos and texts besides the students really liked that. therefore on the cretivity question 32 these students answered “Yes” They can understand the question given by pouring and describing their various opinions. The question is "Can you make or edit in different formats for example: photo, videos and text?" and they answer are:

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Dokumen ini adalah Arsip Milik :

A01: Yes, I can with digital technology help us to edit photos, videos and text. and I like that.

Based on the answered of student the researcher saw, in the sample A01 student felt they can because with the presence of digital tools can help in editing photos, videos and text.

A02: Yes but just little, because it is short my hobby

Based on the answered of students the researchers saw, in the sample A02 student could be a little because of short student hobbies.

A03: Yes of course I like editing photos for example to my whats app profile

Based on the answered of student the researcher saw, in the sample A03 student felt like editing like for whats app profiles.

A04: Yes I can, but sometimes I need help to do that

Based on the answered of student the researcher saw, in the sample A04 students felt they can but if they don't understand student need help to be finished.

A05: Yes, because its very interesting

Based on the answered of student the researcher saw, in the sample A05 student felt able to because editing was interesting.

A06: Yes I can make or edit some formats like photo, videos and text. But I don't know all of that

Based on the answered of student the researcher saw, in the sample A06 student felt they could edit like photos, videos and text.

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A07: Yes I can, because this is my hobby

Based on the answered of student the researcher saw, in the sample A07 student can be a little because editing is a student hobby.

A08: Yes of course I can

Based on the answered of student the researcher saw, in the sample A08 student felt they could edit photos, videos and text.

A09: Yes, Just little bit

Based on the answered of student the researcher saw, in the sample A08 student can little in editing photos, videos and text.

A10: Yes, Editing is quite fun

Based on the answered of student the researcher saw, in the sample A10 student could be because Editing was quite fun.

A11: Yes, like edit photo

Based on the answered of student the researcher saw, in the sample A11 because student like to edit photos.

A12: Yes I can, because I usually edit some photos for my Instagram

Based on the answered of students the researcher saw, in the sample A12 student felt they could because student usually edited for instagram.

A13: Yes, but just a little bit and I use an application

Based on the answer from student of the researcher saw, in the sample A13 student felt little could edit using the application.

A14: Yes, I can quite edit photos and videos

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Dokumen ini adalah Arsip Milik :

Based on the answered of student the researcher saw, in the sample A14 student felt they could edit photos and videos.

A15: Yes, but using a smartphone

Based on the answered of student the researcher saw, in the sample A15 student felt they could edit but use smartphones.

A17: Yes because there were already features

Based on the answered of student the researcher saw, in the sample A17 student felt they can because they already have features.

A19: Yes, I can edit photos or videos

Based on the answered of student the researcher saw, in the sample A19 student felt they could edit photos or videos.

A20: Yes, I can do it for sure

Based on the answered of student the researchers saw, in the sample A20 student can edit it.

A21: Yes of course I can

Based on the answered of student the researcher saw, in the sample A21 student felt able to edit it.

A22: Yes, I can, that is fun

Based on the answered of student the researcher saw, in the sample A22 student felt able to because editing was fun.

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Dokumen ini adalah Arsip Milik :

A23: Yes, I can, but just a little. Because I think that's not my passion. So, I'm not a pro at editing (that)

Based on the answered of student the researcher saw, in the sample A23 student felt they could but just a little because it was not a basic student.

A24: Yes I have basic skills on it

Based on the answered of student the researcher saw, in the sample A24 student felt they can because they have basic skills.

A25: Yes I can to edit the video come no my channel "Samuel Christian"

Based on the answered of student the researcher saw, in the sample A25 student felt able to edit videos.

A26: Yes I can, because it is quite fun

Based on the answered of student the researcher saw, in the sample A26 students felt they could because it was fun.

A27: Yes, it's fun

Based on the answered of student the researcher saw, in the sample A27 student squeeze can because it is fun.

A28: Yes, I can, but not too much. Because I am not interested in editting

Based on the answered of student the researcher saw, in the sample A28 student can but just little because editing is not a student interest.

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Dokumen ini adalah Arsip Milik :

A29: Yes of course, I like to edit photos, videos and text with photo grids, pict art, videos.

Based on the answered of student the researcher saw, in the sample A29 student felt they could because the student really liked to edit photos, videos and text with photo grids, pict art, videos.

A30: Yes, I loved to! I love to make the same edits if I have free time

Based on the answered of student the researcher saw, in the sample A30 student felt they could because student like to edit when they have free time.

A31: Yes I can

Based on the answered of student the researcher saw, in the sample A31 student felt they could do the editing.

A33: Yes I can

Based on the answered of student the researcher saw, in the sample A33 student felt they could do the editing.

A34: Yes I can

Based on the answered of student the researcher saw, in the sample A34 student felt they could do the editing.

A35: Yes, I can and like about photos, videos and texts!

Based on the answered of student the researcher saw, in the sample A35 student felt they could because student liked editing photos, videos and texts.

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Dokumen ini adalah Arsip Milik :

Meanwhile sample; A16 and A18 answer "No" with the reasons:

A16: No, because I am not used to it

Based on the answered of student the researcher saw, in the sample A16 student could not edit because they were not accustomed.

A18: No, Its not my expertise

Based on the answered of student the researcher saw, in the sample A18 student could not because of not expertise.

But in sample A on the creativity question there is 1 student named A32 not answer the question at all.

In student sample A in the question creativity of researchers saw more than half of the students understood the question given. only 2 students according to the students' researchers were not interested in editing photos, videos and texts and only 1 student who did not answer the question was considered not to understand the questions given through the questionnaire.

4.2.3 Collaboration Skills

Collaboration skills to help students improve achievement in team form, students need to be involved in class discussions to gain new knowledge and express ideas of each student among the team, in addition to collaboration skills help foster students' social sense between individuals and group friends aiming to get the latest information.

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Dokumen ini adalah Arsip Milik :

4.2.3.1 Teamwork

Teamwork it is about how to working synchronously in the distance with other team.

According to the data that the researcher got by the students' answer of questionnaire of digital literacy indicators, there are 34 students of sample A answered the question from sub indicator teamwork with "yes", they are; A01, A02, A03, A04, A05, A06, A07, A08, A09, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A30, A31, A32, A33, A34, A35. The data shows that most of the students said that their teamwork can be helped in learning a good interaction between students so that they get lots of information, can share the opinions, can exchange ideas more quickly than alone, that makes a lot easier to do the work and with the teamwork can work the task very well so as to produce good grades. The question is: "Can you work together in groups well?". And there are several answers about the question:

A01: Yes, because working in groups can help us study

Based on the answered of student the researcher saw, in the sample A01 according to student with working in groups can help to study.

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Dokumen ini adalah Arsip Milik :

A02: Yes I can, because work together can make a good interaction between students.

Based on the answered of student the researcher saw, in the sample A02 with the work groups get good interaction.

A03: Yes I can, I am happy if I study with a group, because it helps us many information

Based on the answered of student the researcher saw, in the sample A03 student felt that having a group would help in getting a lot of information.

A04: Yes of course, with groups we know many information or ideas

Based on the answered of student the researcher saw, in the sample A04 with the group getting lots of information and ideas.

A05: Yes, we can share opinions

Based on the answered of student the researcher saw, in the sample A05 with the group can share opinions.

A06: Yes, If the groups well too

Based on the answered of student the researcher saw, in the sample A06 with a good group there will be created a lot of information.

A08: Yes, because in order to get good grades, we have to establish good relationships in groups

Based on the answered of student the researche saw, in the sample A08 in the group if building a good relationship will certainly get good results.

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Dokumen ini adalah Arsip Milik :

A09: Yes, Just drop your idea

Based on the answered of student the researcher saw, in the sample A09 by pouring ideas each student will get a lot of information.

A10: Yes, if serious, we can certantly work well

Based on the answered of student the researcher saw, in the sample A10 with good mutual relations within the group will get good results as well.

A11: Yes, because usually we have work groups

Based on the answered of student the researcher saw, in the sample A11 student say yes because they are accustomed to working on assignments in work groups.

A12: Yes I can

Based on the answered of student the researcher saw, in the sample A12 student felt they could work well in groups.

A13: Yes, because we can exchange ideas and it makes work faster faster alone

Based on the answered of student the researcher saw, in the sample A13 with good group work, it will get a good idea.

A14: Yes I can, because I like working in groups

Based on the answered of student the researcher saw, in the sample A14 student felt like working groups.

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Dokumen ini adalah Arsip Milik :

A15: Yes, in group I always give my ideas

Based on the answered of student the researcher saw, in the sample A15 felt they could because they always gave ideas to the group.

A16: Yes I can, with group I can exchange ideas obtained

Based on the answered of student the researcher saw, in the sample A16 student like work groups because they can exchange ideas.

A17: Yes, because I like teamwork

Based on the answered of student the researcher saw, in the sample A17 student felt they can because they like teamwork.

A18: Yes, I can give my ideas to my group

Based on the answered of student the researcher saw, in the sample A18 student felt they can because student always give ideas to groups.

A19: Yes, because work together it is good

Based on the answered from student of the researcher saw, in the sample A19 felt they could because according to student the teamwork was good.

A20: Yes, that makes it much easier to do the work

Based on the answered of student the researcher saw, in the sample A20 according to student teamwork can do the job much easier.

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Dokumen ini adalah Arsip Milik :

A21: Yes, because in working together it requires the cohesiveness of the group in order to get better grades

Based on the answered of student the researcher saw, in the sample A21 student can work well in groups because group cohesiveness will get good results.

A22: Yes I can, because I often did it

Based on the answered of student the researcher saw, in the sample A22 student felt they can because they were accustomed to doing it in groups.

A23: Yes I can, I like working in groups, because that helps me to finish more fast

Based on the answered of student the researcher saw, in the sample A23 students feel they can work well in groups because students like teamwork and teamwork can help complete tasks quickly.

A24: Yes, teamwork helps us to get some information

Based on the answers of students the researchers saw, in the sample A24 student felt they can because teamwork can help in finding information.

A25: Yes of course, because my groups and I can work together

Based on the answered of student the researcher saw, in the sample A25 could be because with the presence of the paper the team could work together.

A26: Yes I can, with the group or team work we can work the task very well

Based on the answered of student the researcher saw, in the sample A26 with the work of the team can do the task well.

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Dokumen ini adalah Arsip Milik :

A27: Yes, the group will get a lot of ideas or information

Based on the answered of student the researcher saw, in the sample A27 student agree because with the group will get lots of ideas and information.

A28: Yes I can, working in groups is fun

Based on the answered of student the researcher saw, in the sample A28 because according to the student work in groups was fun.

A29: Yes I very like work group!

Based on the answered of student the researcher saw, in the sample A29 because student like working in groups.

A30: Yes, team work of everything even an avenger needs team work to save the work

Based on the answered of student the researcher saw, in the sample A30 these student need teamwork to save to work.

A31: Yes I can

Based on the answered of student the researcher saw, in the sample A31 student felt they could work well in groups.

A32: Yes, with groups can share many information or ideas

Based on the answered of student the researcher saw, in the sample A32 according to the student with the group can share information and ideas.

A33: Yes I can

Based on the answered of student the researcher saw, in the sample A33 student felt they could work well in groups.

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Dokumen ini adalah Arsip Milik :

A34: Yes I can

Based on the answered of student the researcher saw, in the sample A34 student felt they could work well in groups.

A35: Yes I can, group is important for me

Based on the answered of student the researcher saw, in the sample A35 student felt they can work well in groups because according to student the group is important

Meanwhile, only 1 student who thinks differently in this teamwork question he prefers answer "No" with the reasons:

A07: No, I can't because working in groups makes me lose my concentration and it can waste my time

Based on the answered of student the researcher saw, in the sample A07 student felt unable because work in groups lost concentration and could spend time.

It's mean that, in here the researcher sees that the teamwork question is only 1 student who thinks differently in this question, most students answer yes although they have different opinions, the researchers saw the students have their own opinions mean that they understand about material that they read. they comprehend their material.

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Dokumen ini adalah Arsip Milik :

4.2.3.2 Networking

Networking is about how to use social networks as a source of information.

According to the data, all students answered questions with “yes” answered about networking there were 35 students: A01, A02, A03, A04, A05, A06, A07, A08, A09, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A30, A31, A32, A33, A34, A35 and the question is: "Can you use the internet as a source of information? " and they answers are:

A01: Yes, because in my life always use the internet

Based on the answered of student the researcher saw, in the sample A01 student felt in their daily lives always used the internet.

A02: Yes, because I always use the internet to fine some information and to do my home work

Based on the answered of student the researcher saw, in the sample A02 with the internet student was helped in getting information and doing home work.

A03: Yes I can, today it is easier to get information like digital

Based on the answered of student the researcher saw, in the sample A03 student felt that with digital they could easily get information.

A04: Yes I can because if the books that I read don't have that information. I will use the internet

Based on the answered of student the researcher saw, in the sample A04 student felt that if learning to used books can not be different information from the internet is very helpful in getting existing information.

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A05: Yes, it contains many information

Based on the answered of student the researcher saw, in the sample A05, according to the student the internet contained a lot of information.

A06: Yes, I often use the internet and I usually use the internet as a source of information

Based on the answered of student the researcher saw, in the sample A06 student was always and accustomed to used the internet as information.

A07: Yes, with technology can make it easier to know the culture and practice it in ethics

Based on the answers of students the researchers saw, in the sample A07 with technology can easily find out the cultural and ethical information available.

A08: Yes, almost every day I use the internet either looking for information about lessons

Based on the answered from student of the researcher saw, in the sample A08 felt almost every day used the internet to get information.

A09: Yes of course

Based on the answered of student the researcher saw, in the sample A09 student felt the internet was needed to get information.

A10: Yes, sometimes the internet becomes a source of information faster

Based on the answered of student the researcher saw, in the sample A10 internet is a faster source of information that can be searched.

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A11: Yes, I usually find some information on the internet

Based on the answered of student the researcher saw, in the sample A11 student always used the internet and get some information.

A12: Yes I can, I usually use it for searching any information for school

Based on the answered from student of the researcher saw, in the sample A12 according to internet students can help to get the task at school.

A13: Yes of course, because the internet has lots of information and it's one of the sources I use to get the information

Based on the answered of student the researcher saw, in the sample A13 student felt the internet has a lot of information that is lots and precise.

A14: Yes, surely you can because anything is definitely more on the internet

Based on the answered from student of the researcher saw, in the sample A14 because on the internet there must be on the internet.

A15: Yes of course, internet can get information

Based on the answered of student the researcher saw, in the sample A15 student felt that with the internet they will be able to easily get the information that is there.

A16: Yes, because with internet used then the source of information we get is wider

Based on the answered from student of the researcher saw, in the internet sample A16 there are extensive sources that can be used to search for information.

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Dokumen ini adalah Arsip Milik :

A17: Yes of course, with the internet make it easy to get information

Based on the answered of student the researcher saw, in the sample A17 student felt that with the internet they can easily get information.

A18: Yes I can, use the internet like news in my country

Based on the answered of student the researcher saw, in the sample A18 student felt that with the internet they can find out news in country.

A19: Yes, I usually use the internet to make a homework

Based on the answered of student the researcher saw, in the sample A19 student felt the internet would help in doing home work.

A20: Yes, the internet is very helpful in getting information

Based on the answered of student the researcher saw, in the sample A20 student felt that the internet can help in getting information.

A21: Yes of course I can, because I always use the internet in my life all day

Based on the answered from student of the researcher saw, in the sample A21 student felt helped by the internet and used the internet every day.

A22: Yes I can, because sometime I need the internet to search for information

Based on the answered of student the researcher saw, in the sample A22 student felt the internet can help in getting information.

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Dokumen ini adalah Arsip Milik :

A23: Yes, example like Google is very helpful

Based on the answered of student the researcher saw, in the sample A23 student felt helpful with the internet like Google can help in getting information.

A24: Yes, the internet is most important to many information. Like from Google

Based on the answeeds from student of the researcher saw, in the sample A24 internet is very important in getting information.

A25: Yes, I usually used the internet to source of information

Based on the answered of student the researcher saw, in the sample A25 student was accustomed to using the internet as a source of information.

A26: Yes I can, internet is smart to make us get lots of information

Based on the answered of student the researcher saw, in the sample A26 student felt the internet is smart so that it can be helped in getting information.

A27: Yes, because I can use the internet well

Based on the answered from student of the researcher saw, in the sample A27 student felt they could used the internet well.

A28: Yes of course I can

Based on the answered from student the researcher saw, in the sample A28 student felt they could use the internet well.

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Dokumen ini adalah Arsip Milik :

A29: Yes of course, I search for something that I don't know in Google and this with the internet

Based on the answered of student the researcher saw, in the sample A29 student felt that the presence of goggles can be helped in finding something they don't understand.

A30: Yes of course, the internet is the base to collect information

Based on the answered of student the researcher saw, in the sample A30 internet is a place where you can get information easily.

A31: Yes I can

Based on the answered from student of the researcher saw, in the sample A31 student felt they could use the internet well.

A32: Yes, I think the internet is very important

Based on the answered of student the researcher saw, in the sample A32 student felt the internet was very important.

A33: Yes I can, I often use the internet

Based on the answered of student the researcher saw, in the sample A33 student felt they can use the internet well and students always use the internet.

A34: Yes I can, because when I need information I go to the internet to find them

Based on the answersed of student the researcher saw, in the sample A34 student felt they can because student need the internet as information.

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Dokumen ini adalah Arsip Milik :

A35: Yes I can, with internet I can get many information

Based on the answered of student the researcher saw, in the sample A35 student felt they can because with the internet it can be helped in finding sources of information.

From networking questions that are not answered and do not give their opinions. all students on networking questions give their reasons and answers through questionnaires.

The researcher saw the situation above, the students can understand about the question networking. because all students answered yes in the questionnaire with a variety of opinions according to the research students really need the internet as a tool in finding information in the learning process.

4.2.3.3 Sharing

Sharing it is about how to be comfortable with sharing information with others in the discussion.

According to the data that the researchers got by the students' answers on the questionnaire of Sharing. From 35 students there are 33 samples that answer the Sharing question with a yes answer indicating that they agree with the question given. They are; A01, A02, A03, A04, A05, A07, A08, A09, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23, A24, A26, A27, A28, A29, A30, A31, A32, A33, A34, A35. According to researchers students can understand and

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Dokumen ini adalah Arsip Milik :

comprehend the content of questions; "Can you comfortably share information with your group of friends in the discussion?". Most of them said that they are answering:

A01: Yes I like it. with discuss help us to get lots of information

Based on the answered of student the researcher saw, in the sample A01 student like it and according to student with discuss get information.

A02: Yes, because I always used the internet to find some information and to do my home work

Based on the answered of student the researcher saw, in the sample A02 student always used the internet to find information and do assignments.

A03: Yes I can, with other friends we can share to get the information

Based on the answered of student the researcher saw, in the sample A03 student felt they can share with friends will get information.

A04: Yes I like if study with group. because they can share the ideas they get

Based on the answered of student the researcher saw, in the sample A04 student like study with groups because they can share some ideas.

A05: Yes, because I like discussing

Based on the answered of student the researcher saw, in the sample A05 student said yes because the student liked discussing.

A07: Yes I can, because sharing my information can make me entertain

Based on the answered of student the researcher saw, in the sample A07 student felt able because sharing with other friends was different.

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Dokumen ini adalah Arsip Milik :

A08: Yes, because in groups we have to exchange ideas in order to get good assignments

Based on the answered of student the researcher saw, in the sample A08 with the group can exchange ideas.

A09: Yes

Based on the answered of student the researcher saw, in the sample A09 student felt they could share information with other friends.

A10: Yes it's easier

Based on the answered of student the researcher saw, in the sample A10 student feel that groups can easily share ideas.

A11: Yes

Based on the answered of student the researcher saw, in the sample A11 student felt they can share information with other friends.

A12: Yes I can, because sharing is caring

Based on the answered of student the researcher saw, in the sample A12 student felt sharing was caring with friends.

A13: Yes, because in a group we must share information together

Based on the answered of student the researcher saw, in the sample A13 student said that with groups can share so that they get information.

A14: Yes, I like the group because there share what they get

Based on the answered of student the researcher saw, in the sample A14 with sharing can share what is obtained.

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A15: Yes I think the group can be faster in completing the tasks

Based on the answered of student the researcher saw, in the sample A15 student felt that by sharing with groups they could easily complete the task.

A16: Yes, so very comfortable because sharing is good

Based on the answered of student the researcher saw, in the sample A16 sharing was comfortable and sharing was very good.

A17: Yes, because we have to work together

Based on the answered of student the researcher saw, in the sample A17 student felt sharing can work well together.

A18: Yes of course, with group we can exchange ideas

Based on the answered of student the researcher saw, in the sample A18 student felt they could because they could exchange ideas.

A19: Yes, because work to theherher is important

Based on the answered of student the researcher saw, in the sample A19 because work together was important.

A20: Yes I am, comfortable with those things!

Based on the answered of student the researcher saw, in the sample A20 student felt comfortable with sharing.

A21: Yes, because I am used to it

Based on the answered of student the researcher saw, in the sample A21 student felt accustomed to sharing with groups.

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Dokumen ini adalah Arsip Milik :

A22: Yes I can

Based on the answered of student the researcher saw, in the sample A22 student felt they could share information with groups.

A23: Yes I can be comfortable because with the same answer. I like group discussions

Based on the answered of student the researcher saw, in the sample A23 student felt comfortable sharing information with groups and students like discuss.

A24: Yes because if with a group, we can discuss to get new information from the other friends.

Based on the answered of student the researcher saw, in the sample A24 according to student with discuss getting new information.

A26: Yes, because I like discussing with my group

Based on the answered of student the researcher saw, in the sample A26 student felt like discuss to get new information.

A27: Yes, because I easy work together

Based on the answered of student the researcher saw, in the sample A27 the student felt with work together make easy to get information.

A28: Yes I can, with groups we can discuss and get many information

Based on the answered of student the researcher saw, in the sample A28 student felt with group can get many information.

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A29: Yes, I am very comfortable to near information from them

Based on the answered of student the researcher saw, in the sample A29 student comfortable near information with friends.

A30: Yes I can, with discussing make easliser for us to get new information

Based on the answered of student the researcher saw, in the sample A30 student felt able and with discussion can be easily informed.

A31: Yes I can

Based on the answered of student the researcher saw, in the sample A31 student felt they could share information with groups.

A32: Yes, I like sharing in groups

Based on the answered of student the researcher saw, in the sample A32 student felt like sharing with groups.

A33: Yes I can

Based on the answered of student the researcher saw, in the sample A33 student felt they could share information with groups.

A34: Yes I can

Based on the answered of student the researcher saw, in the sample A34 student felt they could share information with groups.

A35: Yes of course, I like sharing in my group

Based on the answered of student the researcher saw, in the sample A35 student felt like sharing in groups.

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Meanwhile, there are only 2 samples; A06 and A25 who argue “No” in this question. and they answer are:

A06: No, because I am quite shy to talk in front of some people. I am not usually talk in front of some one

Based on the answered of student the researcher saw, in the sample A06 student felt embarrassed when talking with friends.

A25: No, because I think with a group not all students to search the information

Based on the answered of student the researcher saw, in the sample A25 student felt that not all student in the group participated in the discussion.

The researchers saw in this question most students understand and agree with the questions given through the questionnaire, they can explain using their own language which according to researchers with the group discussion can help students in the learning process. But there are also students who think differently in this question, they answered no because they are shy to talk in front of people and not all students are looking for information in the group.

4.2.4 Awareness Skills

Awareness Skills to help and increase students 'awareness of students in developing curiosity, leads to an understanding of group member activities such as knowing what is being done by group members, sharing in giving new ideas,

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fostering a sense of awareness of students' feelings to understand group activities. In addition, awareness skills also refer to forming and enhancing and developing students' curiosity of the culture in society through technology.

4.2.4.1 Ethics

Ethics it is about how the students understand human, cultural and social issues related to technology and practice legal and ethical behavior.

According to the data that the reseacher got by the students' answer in questionnaire of digital literacy indicators, there were several samples that answered the question about ethics such as; A01, A02, A03, A04, A05, A06, A07, A08, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A31, A32, A34, A35.

Several of them said “yes” about the question, the question is : "Do you understand about the culture and news that exist in the community related to technology and practice into legal and ethical behavior?" and the some of them answered like this :

A01: Yes, I understand with technology. example: television I get information in the community in the world. By knowingour culture we also understand the ethics that applies in culture and society

Based on the answered of student the researcher saw, in the sample A01 student understand with technology so they can get information in the world about culture and understand the ethics in culture and society.

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A02: Yes, because I love to use technology. Example: posel I can get the information because with the existence of culture we can live in society well and regularly and practice it in the form ot ethics

Based on the answered of student the researcher saw, in the sample A02 student like technology example: cell phones so they can get information that is in culture and practice it in the form of ethics.

A03: Yes I do, with technology we know about culture in Indonesia and with culture that is circulating in the community related to technology and also we can practice it into legal behavior

Based on the answers of students the researchers saw, in the sample A03 with technology student understan about culture in Indonesia looking through existing technology.

A04: Yes of course, because I often read some news about culture technology. Because if you know about culture we also carry out cultural ethics in environment

Based on the answered of student the researcher saw, in the sample A04 student always read some cultural news through technology and then practice it in the form of ethics.

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Dokumen ini adalah Arsip Milik :

A05: Yes I interest and I understand about the culture and news in society related to technology and practice into legal and ethical behavior in Indonesia

Based on the answered of student the researcher saw, in the sample A05 student felt interested and understand about the culture and news that are socialized through technology and practice the cultural values.

A06: Yes, with technology we can get the information and we know about the ethic

Based on the answered from student of the researcher saw, in the sample A06

A07: Yes, with technology can make it easier to know the culture and practice it in ethics

Based on the answered of student the researcher saw, in the sample A07 student felt that technology makes it easier to know about culture and ethics.

A08: Yes, because with technology we can learn various cultures through the world so that we can practice the ethics abtained in those cultures

Based on the answered of student the researcher saw, in the sample A08 student felt that technology can easily know culture and practice it in ethics.

A10: Yes, Information is easier to get on the internet. About the culture and news. And I can practice with behavior

Based on the answered of student the researcher saw, in the sample A10 student find it easy to get information about culture and practice it in ethics.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A11: Yes, because sometime I watch news and culture on the television I mean I can practice it in ethics

Based on the answered of student the researcher saw, in the sample A11 student sometimes watch news and culture through television and practice the values gained in ethics

A12: Yes I am

Based on the answered of students the researchers saw, in the sample A12 student felt understood about the existing culture related technology.

A13: Yes, but a little bit

Based on the answered of student the researcher saw, in the sample A13 student felt understood about the culture that was related to technology.

A14: Yes, there are positive and negative aspects related to society the positive side I can practice in the form of ethics

Based on the answered of student the researcher saw, in the sample A14 with the technology can find out the positive and negative sides in the form of ethics.

A15: Yes, with the internet it's easier to know about culture or community

Based on the answered of student the researcher saw, in the sample A15 student felt that with the internet it was easier to understand culture and community.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A16: Yes, with the internet it will be easier to understand ethics in culture and society

Based on the answered of student the researcher saw, in the sample A16 student felt that the internet can easily understand ethics in culture and society.

A17: Yes, because I watch the news a lot and God willing I can practice it with ethics

Based on the answered of student the researcher saw, in the sample A17 student always watch the news so that positive things can be practiced into ethics.

A18: Yes, because I also see news in the community with that I can practice

Based on the answered of student the researcher saw, in the sample A18 student always saw community news with that student can practice.

A19: Yes, with technology we can understand about community and culture easily. I think easily to know about ethics in culture and community

Based on the answered of student the researcher saw, in the sample A19 with technology student felt they can understand about society and culture and know ethics in culture and community.

A20: Yes, after I know about culture I always practice with ethical behavior

Based on the answered of student the researcher saw, in the sample A20 student understand about culture and practice with ethical behavior.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A21: Yes, with the technology can carry out with other cultures and of course I can know the ethics contained in that culture

Based on the answered of student the researcher saw, in the sample A21 with technology students know about other cultures contained in ethics.

A22: Yes, with technology we will know about culture and news I think we *can take the value in culture. So can it practice with ethical behavior*

Based on the answered of student the researcher saw, in the sample A22 student felt understood about culture and news and took values in that culture.

A23: Yes, I understand in technology have positive side and negative side and negative side

Based on the answered of student the researcher saw, in the sample A23 students understand used technology and know the positives and negatives.

A24: Yes, because I am always up to date about technology, I am searching about the culture and news. So in there I can know the value of ethical behavior

Based on the answered of student the researcher saw, in the sample A24 student understand about technology and look for news and culture and know the ethical values.

A25: With technology will make it easier to find information related to culture and news in the community and get ethical value behavior from there

Based on the answered of student the researcher saw, in the sample A25 student felt the technology easily gets information in culture and community.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A26: Yes of course, technology is very helpful in getting good information about culture and news in the community

Based on the answered of student the researcher saw, in the sample A26 technology is very helpful in getting information about culture.

A27: Yes, I understand technology easier to know about ethical behavior with culture and news

Based on the answered of student the researcher saw, in the sample A27 student understand technology and practice it in the form of ethics.

A28: Yes, I understand it there technology helps me to search about culture and news

Based on the answered of student the researcher saw, in the sample A28 students understand about technology and can be helped by searching about culture and news.

A29: Yes, I have readid many news in my phone and I understand so I think in culture have ethical behavior and I can practice it

Based on the answered of student the researcher saw, in the sample A29 student always read the news and understand about the culture contained in ethics.

A31: Yes I do

Based on the answered of student the researcher saw, in the sample A31 student can used tenology to look for news related to culture, community and ethical behavior.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A32: Yes of course

Based on the answered of student the researcher saw, in the sample A32 student can used tenology to look for news related to culture, community and ethical behavior.

A34: Yes I do

Based on the answered of student the researcher saw, in the sample A34 student can used tenology to look for news related to culture, community and ethical behavior.

A35: Yes, techonoly to easily understand about culture or viral news in the world! I think it can practice it in ethical behavior

Based on the answered of student the researcher saw, in the sample A35 with the technology can easily understand the culture or the latest news and can practice in the form of ethics.

In here the researcher can saw the students who answer the question about ethics. The students who understand about the question they can answer the question based on material, and in here the researcher saw the students who not answer the question. It feel like they do not understand and comprehend their material well.

4.2.4.2 Legal Literacy

Legal Literacy it is about how to that the access to use of and distribution of digital information complies with relevant laws and regulations.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

According to the data that the reseacrher got by the students' answer in questionnaire of digital literacy indicators, there were several samples that answered the question about legal literacy such as; A01, A02, A03, A04, A05, A06, A07, A08, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A31, A32, A33, A34, A35.

Some of them said “Yes” about the question, the question is: "Do you use digital tools in accordance with positive things?" and the some of them answered like this:

A01: Yes, I always get the information with digital and help me in my home work

Based on the answered of student the researcher saw, in the sample A01 student was able to use digital tools to obtain information and student felt that the presence of digital tools can help in doing homework.

A02: Yes, because I never use my cellphone if that is not important and to take my cellphone every where

Based on the answered of student the researcher saw, in the sample A02 student was able and able to control using digital tools for positive things.

A03: Yes I do, example I search from the google about my home work

Based on the answered of student the researcher saw, in the sample A03 student can used digital with positive things such as finding information on google to complete homework.

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Dokumen ini adalah Arsip Milik :

A04: Yes, I like studying with groups because they can share the ideas of many student sharing they get

Based on the answered of student the researcher saw, in the sample A04 student was able to used positive things by exchanging ideas between the other friends.

A05: Yes I always use it positive

Based on the answered of student the researchers saw, in the sample A05 students can used digital tools with positive things.

A06: Yes, I use digital tools for the positive things like find some information

Based on the answered of student the researcher saw, in the sample A06 student was able to used digital tools with positive things such as searching for some information.

A07: Yes I do, because using digital tools for negative things is forbidden

Based on the answered of student the researcher saw, in the sample A07 student can used digital with positive things.

A08: Yes, because I can distinguish positive and negative things

Based on the answered of student the researcher saw, in the sample A08 student can distinguish positive and negative things when using digital tools.

A10: Yes, I use digital tools to do homework and others that smell positive

Based on the answered of student the researcher saw, in the sample A10 student used digital tools to find information so that homework is quickly completed properly.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A11: Yes, because sometimes I watch news and culture on the television I mean I can practice it in ethics

Based on the answers of students the researchers saw, in the sample A11 students are able to use it positively such as watching news and culture so that they can practice it in the form of ethics.

A12: Yes I am

Based on the answered of student the researcher saw, in the sample A12 student can used digital into positive things.

A13: Yes, sometimes I use digital to get information from the internet but when I felt bored I used it to play games as a entertain

Based on the answered of student the researcher saw, in the sample A13 student was able to used digital to find information on the internet but if bored student used digital tools to play games that was intended as entertainment.

A14: Yes, because there are positive and negative asects related to society. The positive side I can activate in the form of ethics

Based on the answers of students the researchers saw, in the sample A14 student used into positive things such as knowing the ethics that apply.

A15: Yes, I use digital to play games. but the game use english. so I feel a lesson in adding vocabulary

Based on the answered of student the researcher saw, in the sample A15 student was able to used digital in positive forms such as playing games used in english.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A16: Yes, because digital tools should be used with positive things and I can

Based on the answered of student the researcher saw, in the sample A16 student felt they could use digital with positive things.

A17: Yes of course, the internet is very helpful

Based on the answered of student the researcher saw, in the sample A17 student felt able and according to these students the internet is very helpful.

A18: Yes I do

Based on the answered of student the researcher saw, in the sample A18 student was able to used digital as a positive thing.

A19: Yes, because I like it, I use it positively like making power points to present to the group

Based on the answered of student the researcher saw, in the sample A19 student can and like make power points.

A20: Yes for sure the main is to study

Based on the answered of student the researcher saw, in the sample A20 student was able to use in positive forms such as prioritizing digital tools for learning.

A21: Yes I always get the information from digital tools through the internet

Based on the answered of student the researcher saw, in the sample A21 student was able and used digital to get information.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A22: Yes I do, I always get the information from digital (phone) in the world

Based on the answered of student the researcher saw, in the sample A22 student was able to get information available in the world via phone.

A23: Yes of course, I always use digital with positive things

Based on the answered of student the researcher saw, in the sample A23 students can used it positively.

A24: Yes I am sure, I use it with positive things

Based on the answered of student the researcher saw, in the sample A24 student can used it positively.

A25: Yes, I use internet to search information

Based on the answered of student the researcher saw, in the sample A25 student used digital tools to search for available information.

A26: Yes of digital courses helps me assist me in getting the latest news, that is a positive thing

Based on the answered of student the researcher saw, in the sample A26 student can because according to these students digital helps to get the latest news.

A27: Yes I do, like presentation using infocus tool to show my power point

Based on the answered of student the researcher saw, in the sample A27 student was able to use digital to make positive things.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A28: Yes, like getting information from the internet via phone

Based on the answered of student the researcher saw, in the sample A28 student used digital to get information on the internet.

A29: Yes, I use mobile phones without positive things. Example: google to get information

Based on the answers of students the researchers saw, in the sample A29 student was able to use digital like getting information through Google.

A31: Yes I do

Based on the answered of student the researcher saw, in the sample A31 student can used digital with positive things.

A32: Yes, I use to get new knowledge

Based on the answered of student the researcher saw, in the sample A32 student can used digital to get new knowledge.

A33: Yes I do

Based on the answered of student the researcher saw, in the sample A33 student can used digital with positive things.

A34: Yes I do

Based on the answered of student the researcher saw, in the sample A34 student can used digital with positive things.

A35: Yes, I always use to positive

Based on the answered of student the researcher saw, in the sample A35 student always used it positively.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

But in the sample A on the legal literacy question there were 2 students named A09 and A30 not answered the question at all.

In here the researcher can saw the students who answer the question about legal literacy. The students who understand and can answer the question based on material, they can comply with relevant laws and regulations about digital. but only 2 students don't answer the question about legal literacy and the researchers saw they don't about the question so they emptied their answers.

4.2.4.3 Safeguarding Self

Safeguarding Self it is about how to a policy relating to the safe use of mobile phones, cameras and other internet enable devices.

According to the data that the reseacrher got by the students' answered “Yes” in questionnaire of digital literacy indicators, there 33 several samples that answered the question about safeguarding self such as; A01, A02, A03, A04, A05, A06, A07, A08, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A30, A31, A32, A33, A34, A35. The question is “Can you maintain policies related to the use of cell phones, cameras and the internet in accordance with what is neded in the learning process?”

A01: Yes, beside get information I like photo editing. So I think that is positive

Based on the answered of student the researcher saw, in the sample A01 student was able to used to obtain information and student like to edit photos.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A02: Yes I can, because it is obligatory for all students in this school

Based on the answered of student the researcher saw, in the sample A02 student was able to because according to these student all students must used digital with positive things.

A03: Yes, I can get the point to the learning process

Based on the answered of student the researcher saw, in the sample A03 student can used digital tools in the learning process.

A04: Yes I can, because sometimes I feel guilty to use a cellphone

Based on the answered of student the researcher saw, in the sample A04 student was able but sometimes students used it to play games.

A05: Yes, it's very easy

Based on the answered of student the researcher saw, in the sample A05 student was able and according to these student it's very easy.

A06: Yes, I can do that

Based on the answered of student the researcher saw, in the sample A06 student can used it well.

A07: Yes I can, because it is obligatory

Based on the answered of student the researcher saw, in the sample A07 student can because according to these student was obligatory.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A08: Yes, because in my opinion with the digital it will be easier to understand that too often use books

Based on the answered of student the researcher saw, in the sample A08 student was able because student liked learning to used digital compared to books.

A11: Yes of course

Based on the answered of student the researcher saw, in the sample A11 student was able to used it in the learning process.

A12: Yes I can

Based on the answered of student the researcher saw, in the sample A12 students can used in the learning process.

A13: Yes, because I used it when the teacher asks to use it while studying

Based on the answered of student the researcher saw, in the sample A13 student was able to follow the teacher's advice using digital when learning process.

A14: Yes I can

Based on the answered of student the researcher saw, in the sample A14 student can used in the learning process.

A15: Yes of course, I always use my cellphone to positive things

Based on the answered of student the researcher saw, in the sample A15 student was able to used digital with positive things.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A16: Yes, I use my cellphone to get new information from the internet. Example: news that it positive

Based on the answered of student the researcher saw, in the sample A16 student used cellphones to get information from the internet.

A17: Yes of course, because in k-13 always used technology or the internet in learning process

Based on the answered of student the researcher saw, in the sample A17 because according to the students in k-13 always used technology or the internet.

A18: Yes, I will try about it

Based on the answered of student the researcher saw, in the sample A18 student was used digital with positive things.

A19: Yes, I like it because with cell phones, it can easily make us in the learning process

Based on the answered of student the researcher saw, in the sample A19 student can because cell phones can easily in the learning process.

A20: Yes, the first I use digital tool to study, but also digital to play the game but using English

Based on the answered of student the researcher saw, in the sample A20 student can used digital to learn and when bored these student used digital tools to play English games for entertainment.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A21: Yes I can have my own time to use technology because there are some regulations that prohibit using the phone

Based on the answered of student the researcher saw, in the sample A21 students can used in the learning process.

A22: Yes I can, because in k-13 always use digital to learning process

Based on the answered of student the researcher saw, in the sample A22 student can used digital in the learning process because in k-13 using digital.

A23: Yes of course with cellphone, camera and internet is always required in the learning process especially in K-13

Based on the answered of student the researcher saw, in the sample A23 student can used it and in K-13 using camera and internet in the learning process.

A24: Yes, like we know with mobile or digital easily in learning process

Based on the answered of student the researcher saw, in the sample A24 student can because cell phones or digital make learning process easier.

A25: Yes, because at study time, I don't play a game

Based on the answered of student the researcher saw, in the sample A25 students can because according to these students if the process is more student was not played.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A26: Yes I can, if study I use with positive things not playing game

Based on the answers of students the researchers saw, in the sample A26 student can used digital with positive things and not play during the learning process.

A27: Yes, because I use the internet well

Based on the answered of studented the researcher saw, in the sample A27 student was able to use the internet well.

A28: Yes I can, right now in K-13 always use digital tools in the learning process

Based on the answered from student of the researcher saw, in the sample A28 because now the K-13 used a digital tool in learning process.

A29: Yes, in my school we use mobile phones to search for subjects that we need

Based on the answered of student the researcher saw, in the sample A29 student can because they used cellphones as searching for the required subject.

A30: Yes of course, I use the internet in learning process

Based on the answered of student the researcher saw, in the sample A30 student was able to used digital tools in the learning process.

A31: Yes I can

Based on the answered of student the researcher saw, in the sample A31 student can used digital tools in the learning process.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

A32: Yes, I use internet or mobile phones in the learning process

Based on the answered of student the researcher saw, in the sample A32 student used internet or mobile phone in the learning process.

A33: Yes I can

Based on the answered of student the researcher saw, in the sample A33 student can used digital tools in the learning process.

A34: Yes I can

Based on the answered of student the researcher saw, in the sample A12 student can used digital tools in the learning process.

A35: Yes I can

Based on the answered of student the researcher saw, in the sample A35 student can used digital tools in the learning process.

But in the sample A on the safeguarding self question there were 2 students named A09 and A10 not answer the question at all.

The researcher found out that the students can understand about the question safeguarding self. because more than half students answered yes in the questionnaire with a variety of opinions according to the research students can maintain policies related to the use of cell phones, cameras and the internet in accordance with what is needed in the laerning process. but only 2 students do not answer the question about safeguarding self and the researcher saw they do not understand and comprehend the question.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducting a research, the researcher analyzed the data and found out that the students were digital literacy through several sub indicators, they were students of 33 of 35 students. 33 students who answer the question in cognition, it seems like they understand about the question. The researcher saw the students have a big anthusiasm while they answer questions and they can answer and explain with their respective opinions. The students seem to like, they have different opinions from each other, but they look understand and this is very different from the Invention question. of all questions from the digital literacy sub-indicator. there were 6 out of 35 students who did not answer the questions about invention. here researcher saw the students do not understand the questions and do not understand learning with digital literacy.

5.2 Suggestion

Based on the result of the data, the researcher would like to give some suggestion dealing with the teacher and next researchers.

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

5.2.1 For Teacher

The teacher should increase the students' ability in reading, and help them in reading activities and attractions for students like to read and make information with various digital technologies. with using power points in here to improve the quality of reading and student education. because in here many of students get lack when reading and they don't understand what they read and finally they don't get information from what they read. with that digital literacy teaching can help students to increase their reading skills.

5.2.2 For the Further Researchers

For further researcher, there are several theories discussed the same case about digital literacy. The researcher should recognize that there are several indicators that can be analyze to know how the students digital literacy. However, the researcher hope the next researcher can find solution for helping and increasing digital literacy of students' to be more effective.

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