

**IMPLEMENTATION OF DIGITAL LITERACY IN
TEACHING ENGLISH AT 7th GRADE JUNIOR HIGH SCHOOL OF
MADRASAH TSANAWIYAH QURANIC SCIENTIA**

THESIS

*Submitted in Partial for Fulfillment of the Requirements for Undergraduate
Program in English Tadris Department the Strata One (S1) Degree*



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APPROVAL PAGE

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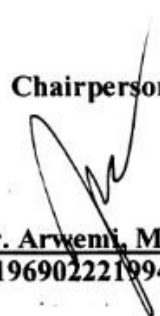
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The thesis entitled "Implementation of Digital Literacy in Teaching English at 7th Grade Junior High School of Madrasah Tsanawiyah Quranic Scientia Padang" Written by Cut Veratul Dismi, Students Register Number: 2114050034 has been examine by Board of Examination in the Faculty Tarbiyah and Teacher Training, State Islamic University (UIN) Imam Bonjol Padang, on February 26th, 2025. It has accepted as one of the requirements for program of Strata One (S1 Degree) in English Tadris Department.

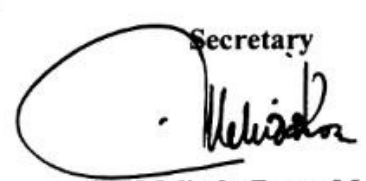
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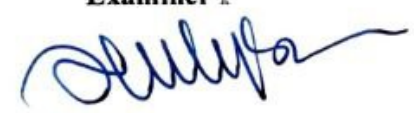

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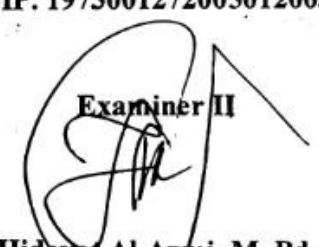

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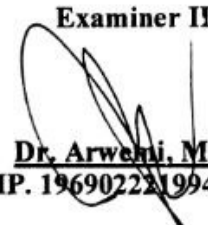
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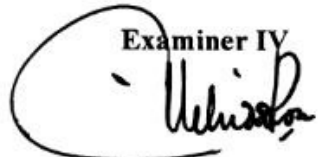
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ABSTRACT

Cut Veratul Dismi, 2025, Implementation of Digital Literacy in Teaching English at 7th Grade Junior High School of Madrasah Tsanawiyah Quranic Scientia. Thesis Faculty of Tarbiyah and Teacher Training. Islamic University Imam Bonjol Padang. Supervisors (1) Dr. Arwemi, M.Pd. (2) Dr. Melinda Roza, M. Pd.

The primary objective of this study is to explore how junior high school English teachers integrate digital literacy into their English teaching practices. This research adopts a qualitative methodology to gain an in-depth understanding of the subject matter. The study focuses on a single English teacher at Madrasah Tsanawiyah Quranic Scientia Padang, specifically within one class setting. To gather comprehensive data, the study employs a combination of research instruments, including observations, interviews, and document analysis. The data collected from these instruments are systematically processed through stages such as data reduction, data presentation, and conclusion drawing to ensure the findings are valid and reliable. The theoretical framework for this research is grounded in Siero's (2017) conceptualization of digital literacy, which includes various indicators of digital competency. The findings from the observations, interviews, and document analysis reveal that the English teacher is proficient in using digital tools, demonstrating a high level of digital literacy. This proficiency is evident in how the teacher effectively incorporates digital tools into the English language teaching process. Specifically, the teacher utilizes a range of digital tools, including soft tools like Canva, Kahoot, Google Forms (Gform), audio, and YouTube videos. Additionally, the teacher employs hard tools such as a laptop, smartboard, and iPad, all of which contribute to a dynamic and interactive learning environment. These findings suggest that the digital literacy of the English teacher at Madrasah Tsanawiyah Quranic Scientia Padang is well-developed, and the teacher's ability to utilize these technologies plays a significant role in enhancing the quality of English instruction.

Keywords: Digital Literacy, Digital Tools, Teaching English

ABSTRACT

Cut Veratul Dismi, 2025, Implementation of Digital Literacy in Teaching English at 7th Grade Junior High School of Madrasah Tsanawiyah Quranic Scientia. Skripsi. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Imam Bonjol Padang. Pembimbing (1) Dr. Arwemi, M.Pd. (2) Dr. Melinda Roza, M. Pd.

Tujuan utama dari penelitian ini adalah untuk mengeksplorasi bagaimana guru bahasa Inggris sekolah menengah pertama mengintegrasikan literasi digital ke dalam praktik pengajaran bahasa Inggris mereka. Penelitian ini mengadopsi metodologi kualitatif untuk mendapatkan pemahaman yang mendalam tentang pokok bahasan. Penelitian ini berfokus pada seorang guru bahasa Inggris di Madrasah Tsanawiyah Quranic Scientia Padang, khususnya dalam satu kelas. Untuk mengumpulkan data yang komprehensif, penelitian ini menggunakan kombinasi instrumen penelitian, termasuk observasi, wawancara, dan analisis dokumen. Data yang dikumpulkan dari instrumen ini diproses secara sistematis melalui tahapan-tahapan seperti reduksi data, penyajian data, dan penarikan kesimpulan untuk memastikan temuannya valid dan andal. Kerangka teoritis untuk penelitian ini didasarkan pada konseptualisasi literasi digital Siero (2017), yang mencakup berbagai indikator kompetensi digital. Temuan dari observasi, wawancara, dan analisis dokumen mengungkapkan bahwa guru bahasa Inggris tersebut mahir dalam menggunakan perangkat digital, menunjukkan tingkat literasi digital yang tinggi. Kemahiran ini terbukti dari bagaimana guru tersebut secara efektif menggabungkan perangkat digital ke dalam proses pengajaran bahasa Inggris. Secara khusus, guru memanfaatkan berbagai perangkat digital, termasuk perangkat lunak seperti Canva, Kahoot, Google Forms (Gform), audio, dan video YouTube. Selain itu, guru menggunakan perangkat keras seperti laptop, papan pintar, dan iPad, yang semuanya berkontribusi pada lingkungan belajar yang dinamis dan interaktif. Temuan ini menunjukkan bahwa literasi digital guru bahasa Inggris di Madrasah Tsanawiyah Quranic Scientia Padang berkembang dengan baik, dan kemampuan guru untuk memanfaatkan teknologi ini memainkan peran penting dalam meningkatkan kualitas pengajaran bahasa Inggris.

Keywords: *Digital Literacy, Digital Tools, Teaching English*

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This thesis is written fulfill one of the requirements to obtain ungraduated degree (S1) from the program study of English Tadris Departement of UIN Imam Bonjol Padang.

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Padang, 13 February 2025

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