

CHAPTER I

INTRODUCTION

A. Background of Study

In today's digital age, the widespread use of technology and the convenience of internet connections have transformed the way we complete activities and interact in our daily lives. With its unparalleled preservation and advancement, this period has revolutionized social and professional dynamics by enabling smooth communication across time zones and distances. Digitalization, the process of moving from mechanical and analog systems to digital technologies, started in the 1980s and is still developing quickly. Teenagers born at this pivotal time largely sparked the advent of the digital age, signaling the beginning of an information-driven society with ever-more-advanced technologies. This ongoing digital revolution signifies a profound shift in how we access and engage with information, shaping the foundations of modern communication and interaction (Mashuri et al., 2022).

The integration of digital literacy into English language teaching at the 7th-grade junior high school level is increasingly critical in today's digital age. The rapid advancement of technology and the internet has reshaped social, professional, and educational dynamics, creating a society driven by information and digital interaction. This transformation underscores the need for students and teachers to adapt to a technology-rich environment. Digital literacy, defined as the ability to find, evaluate, use,

create, and communicate information through digital media and technologies, equips learners with essential skills for academic and personal growth. It fosters critical thinking, effective communication, and creativity, transcending traditional learning constraints of time and space.

Incorporating digital literacy into English instruction offers significant benefits for both teachers and students. Teachers can utilize various digital tools to create dynamic and engaging learning environments that foster student participation and enhance language acquisition. For instance, using computers, mobile devices, and online resources allows educators to differentiate instruction based on individual student needs while providing access to diverse materials. This approach not only improves students' literacy skills but also prepares them for real-world challenges in a rapidly evolving technological landscape. Additionally, studies have shown that integrating digital media in English teaching increases student motivation and engagement, enabling more effective learning outcomes.

To implement digital literacy effectively in teaching English, educators must modify traditional curricula to align with the demands of the digital age. Teachers need to explore innovative strategies that incorporate technology into their lesson plans. Examples include utilizing multimedia resources like videos, podcasts, and interactive applications to teach vocabulary, grammar, and reading comprehension. Furthermore, professional development programs can help teachers enhance their

technological proficiency and understand how to integrate digital tools into their instructional practices. By doing so, educators can empower students with the skills necessary to navigate and succeed in a technology-driven world.

However, challenges such as limited access to technology or insufficient training for teachers may hinder the implementation of digital literacy in classrooms. Addressing these barriers requires collaboration among policymakers, schools, and communities to provide adequate resources and support for both students and educators. Ultimately, fostering digital literacy in English language instruction not only enhances language skills but also equips students with competencies essential for lifelong learning and active participation in a globalized society.

The use of digital tools in pesantren (Islamic boarding schools) is increasingly being adopted to enhance the teaching and learning process, while still maintaining the traditional values that define these institutions. Unlike public schools, pesantren face unique challenges in integrating technology due to their emphasis on preserving religious and cultural traditions. However, digital tools such as YouTube, educational software, and online platforms are being utilized effectively in these settings. For instance, the "Bandongan Online" method allows classical Islamic text recitations (Kitab Kuning) to be broadcast on platforms like YouTube, enabling both students and the wider community to access religious teachings remotely. This approach not only expands the reach of Islamic

education but also modernizes traditional learning methods without compromising pesantren values. Moreover, digital literacy in pesantren is being integrated into curricula to support language learning and other subjects. Tools like multimedia presentations and educational videos are used to make lessons more engaging and interactive, helping students improve their comprehension and language skills. Teachers often play videos to demonstrate correct pronunciation or use digital applications for writing assignments, which motivates students and fosters creativity. Despite these advancements, pesantren remain distinct from public schools by embedding ethical guidelines rooted in Islamic principles into their use of technology, ensuring that digital tools are employed responsibly and align with religious teachings. This dual focus on tradition and modernization positions pesantren as adaptive institutions that leverage technology while upholding their cultural identity.

UIN IMAM BONJOL PADANG

Madrasah Quranic Scientia Padang, a 7th-grade junior high school, stands out as an Islamic school that integrates modern technology into its teaching practices while adhering to Islamic religious values. Unlike traditional Islamic boarding schools, this institution operates as a non-boarding school but ensures that all aspects of its education align with Islamic principles. The school strongly supports the use of digital tools in teaching English, providing each student with an iPad to facilitate personalized and interactive learning experiences. Additionally, the use of smartboards enhances classroom engagement by enabling dynamic and

visually appealing lessons. This combination of advanced technology and Islamic values positions the school as a forward-thinking educational institution that blends IT-based learning with religious teachings, ensuring students are well-prepared for both academic and spiritual growth.

Previous research has established a framework for comprehending the importance of digital literacy in English as a Foreign Language (EFL) education. "The Implementation of Digital Literacy in EFL Learning: A Case Study in SMP Muhammadiyah 1 Temanggung," a noteworthy study by Solikhati and Pratolo (2019), looks at how millennial instructors teach digital literacy to middle school pupils. By investigating how educators use computers and smartphones as tools for digital literacy in English lessons, the current study expands on this. It emphasizes how teachers use digital literacy to improve students' language proficiency, especially in speaking and listening. The report also highlights how important these technology tools are for helping kids acquire their digital literacy. For students aspiring to improve their digital skills, effective use of computers and smartphones is essential, as it not only fosters language proficiency but also strengthens fundamental competencies necessary for success in today's digital landscape.

In a study by Indah Safitri Padallangan (2023) entitled "Digital Literacy Implementation in Teaching English at SMKN Toraja Utara" The results of this study indicate that the use of digital literacy at the vocational level, especially at Toraja Utara Vocational School, is quite optimal. The

application of digital literacy was carried out during the Covid-19 pandemic and is still being implemented today. This research focuses on how the teacher implement the digital literacy at SMKN Toraja Utara and in implementing digital literacy, teachers Use applications such as Whatsapp, Google Classroom, Messenger, and Zoom to teach English, with this media it can help teachers quickly convey material to students who will be discussed.

In contrast to the previous related research. This research investigates the digital literacy skills of English teachers at Tsanawiyah Quranic Scientia or this research focuses on how does the teacher implement digital media in junior high school and how the skills are reflected in their teaching English. The case study design is used in this research methodology, which is qualitative in nature. The reason of this research uses case studies is that case studies can show the relationship between several factors and provide a more detailed level of explanation between rationality and objective conditions in the field, which can then be used to draw conclusions and develop existing theories regarding literacy in teachers of Madrasah Tsanawiyah Quranic Scientia. Due to the above statements, the researcher conducted the research entitled **“Implementation of Digital Literacy in Teaching English at 7th Grade Junior High School of Madrasah Tsanawiyah Quranic Scientia”**

B. Focus of the Study

Based on the background above, to avoid irregularities in this research, the researcher only focuses on the teacher way in studying the implementation of using digital literacy related to digital tools and the in-teaching English at 7th grade junior high school of Madrasah Tsanawiyah Quranic Scientia.

C. Formulation of the Problem

This study examines the implementation of digital literacy in teaching English at Madrasah Tsanawiyah Quranic Scientia. Therefore, this research problem generates a question, as follow: How is 7th grade junior high school English teacher implementing their digital literacy in teaching English?

D. Purpose of the Problem

To investigate how is 7th grade junior high school English teachers implementing their digital literacy in teaching English.

E. Significance of the Research

1. Theoretical Significance

The research on the teachers' implements the digital literacy in teaching English at Madrasah Tsanawiyah Quranic Scientia will give some beneficial information. From the result of this research, the researcher expects that this research can be used as additional reference for other researchers who are interested to conduct a

research related to implementation of digital literacy in teaching English.

2. Practical Significance

- a. For teachers, the result of this research can be used as a consideration for teachers in designing digital based teaching English material. Besides, the information about the problems and solutions of digital literacy in teaching in this research can be used by the teacher as a feedback so that the teachers can be more creative and competent to integrate digital literacy into teaching English.
- b. For the researcher, hopefully, this research can give the scientific knowledge and insight in the field of educational research which can be applied for the future as the English teacher to be so that the researcher can be more creative in designing the lesson. Beside, the researcher can also know the problems and solution given in implementing digital literacy in teaching English.

F. Definition of Key Term

1. Digital Literacy

Digital literacy is the degree to which an individual is able to use ICT to collect, create and share digital information at home, at school, at work and in society as a whole to participate effectively in society. Digital literacy can be divided into "collecting and

managing information" and "producing and exchanging information". The former category involves ICT-use and understanding, accessing and evaluating information, and managing the gathered information. The category "producing and exchanging information" focuses more on using ICT to think, create and communicate as well as to share and use information safely according to Siero (2017).

2. Teaching English

Teaching English in an integrated way in junior high school can involve teaching the four main skills (reading, writing, speaking, and listening) simultaneously. It can also mean teaching English through a content-based subject according Alaye (2019).