

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

2.1.1 The General Concept of Digital Literacy

The American Library Association (2013) mentions that digital is the ability to apply information and communication technology in a critical way. According to UNESCO data, literacy is the skill to identify, understand, interpret, create, communicate, calculate, and use printed and written materials to achieve various goals in the development of one's knowledge and potential, as well as the ability to participate fully in the community environment.

According to Kementerian Pendidikan dan Kebudayaan (2017), digital literacy is seen as one of the challenging skills required by 21st-century society. This relates to the capacity for communicating, creating and exchanging meaning, analyzing and evaluating the information included in networked digital resources, and having a working knowledge of technology, media, and information (Hague & Williamson, 2010)

In short, digital literacy leads to learning to understand and use technology, starting with critically finding and evaluating information as a learning resource, processing those resources in digital media, and finally presenting and communicating with peers. Therefore, according to Ackerman (2010) grouping 3 components of digital competencies that students must have in the learning process namely information literacy, media literacy and

information and communication technology literacy. The three areas of digital competence are further described below:

A. Information Literacy

Information literacy, which is the ability of individuals to access, analyze, communicate, and evaluate the sources of information used appropriately (Hasugian, 2009). As students, information literacy requires them to access information efficiently (time) and effectively (source), evaluate information critically and competently, as well as use and manage it accurately and creatively.

B. Media Literacy

Media Literacy is the skill of digital media users in filtering information circulating in the media, critically and creatively (Rianto, 2016). Students must understand how available media resources can be used for learning. "Media literacy" is defined as a means of conveying a message. Messages can be in the form of print media, graphics, animation, audio, video, websites, etc.

C. Information and Communication Technology Literacy

ICT literacy, which is the skill of digital media users to apply, integrates and utilizes services on digital devices. Students are expected to be able to use the right tools for learning well.

2.1.2 The General Concept of Pre-Service Teacher

A pre-service teacher is a person who is preparing to become a certified teacher through an approved teacher education program, the pre-service teacher education program aims to prepare undergraduate students to become competent teachers with pedagogical practices that will serve to meet the increasing demands related to the teacher profession (Bransford et al.,2015)

Therefore, pre-service teachers are undergraduate students from universities who have carried out every material related to education to several people in the school, can be as high school or junior high school teachers and they teach for several months in the school they choose according to their study program. During the teaching experience, they must apply teaching strategies or methods, theories that they have obtained in college (Pegy et al., 2018)

According to Pegy et al. (2018) in the teaching process, they must apply the strategies that have been learned based on the conditions in the classroom to make students enjoy and more easily obtain the material, so to speak, pre-service teachers are teachers who are educated before they follow the teaching.

2.1.3 The General Concept of Perception

Perception is the idea of a person when he has seen and done something so that he can infer what he feels. According to Mullins (2005), perception is the process of a person choosing, organizing, and interpreting information. So it can be concluded that perception is something that is received through the five senses so that each individual can choose, organize, and translate information to create a meaningful picture of the world.

Perception is formed because one's mind interprets and integrates his present experiences and the experiences he already has, thus generating a better experience than something observed (Dhema et al., 2022). Through perception we can know the results we want to find by the five senses

2.2 Previous Studies

Based on research conducted by Pertiwi (2022) using qualitative methods that explore the digital literacy skills of students and their perspectives on digital literacy in EFL learning. Research using this questionnaire instrument showed aspects of digital literacy that affect students' EFL learning involving technological (ICT) and media literacy, as well as their perspectives on digital literacy. The results showed that EFL students were encouraged to apply digital literacy because almost all components of learning were integrated with digital technology. As a result, they showed a heightened awareness of keeping up with the latest issues of digital literacy in their EFL learning.

Then another study conducted by Durriyah et al. (2018) with a qualitative method that explores the perceptions of prospective teacher students about the use of digital technology for EFL teaching. This research was in the form of a course given to a group of prospective teacher students at a Jakarta state Islamic university where they learned conceptual and practical knowledge about digital technology in the teaching and learning process, then they were assigned to explore the available digital technology and must integrate the technology into the teaching unit contained in junior high school English textbooks. The most popular digital technologies chosen are Facebook blogs, Skype, and WhatsApp. Each of

the technologies offers unique potential to facilitate and enhance Language learning. The study used a qualitative paradigm, and the results suggest that digital technology seems to have great potential to teach English skills.

2.3 Conceptual Framework

Based on the theories, previous studies, and explanation above, the researcher develop the conceptual framework as below:

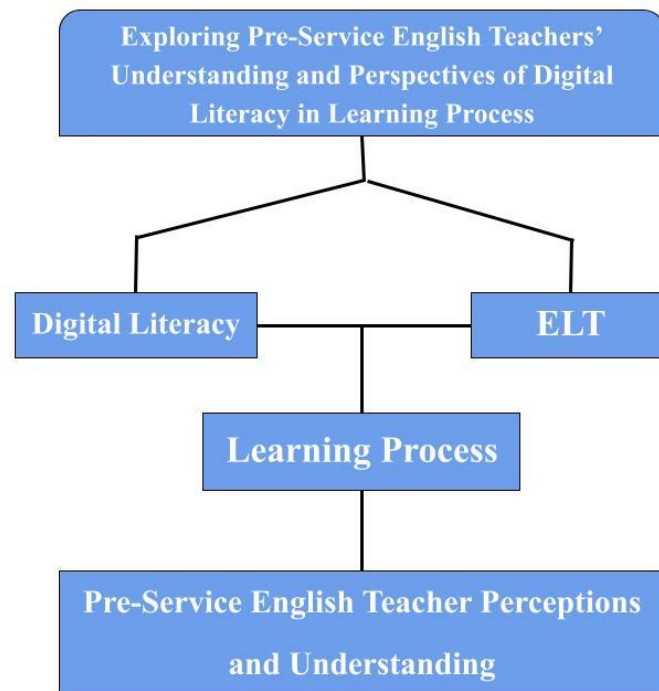


Figure 2. 1 Conceptual Framework