

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Literature Review

2.1.1 Perceptions

According to Sarwono (2009), the general perceptin is the process of obtaining interpreting, selecting, and arrangement of sensory information. Consciousness occurs when a person receives a stimulus from the outside world that is captured by the auxiliary organs which then enter the brain. Sarwono (2009) also states that consciousness is the process of seeking information to be understood by using sensing devices

According to Kotler & Armstrong (2008), it is the process by which we select, organize, and interpret, input information to create a meaningful picture of the world. What lies within the individual, thoughts, feelings, and experiences affect individuals who will participate actively in the process of perception.

Perception is a person's idea when he has seen and done something so that he can conclude what he feels. Through perceptions, we can know what is the result of something that has been captured by the five senses. According to Sarwono (2010) The factors that influence perceptions are:

- a. Attention, usually does not capture all the stimuli that are around us at once but focuses attention on one or two objects only.
- b. Differences in the focus of attention between one another will cause differences in perception.

- c. Person's mental readiness for stimuli that will arise.
- d. Needs are temporary or permanent needs in the individual that will affect the person's perception. Different needs will cause perceptions for each individual.
- e. The value system, namely the value system that applies in society also affects perception.
- f. Personality type, which is where the personality patterns possessed by individuals will produce different perceptions in connection with that, the process of forming consciousness is influenced by one's self, perception between one person and another are different or also between one group and another.

2.1.2 Pre-Service Teachers

Pre-service teachers education program aims to prepare undergraduate students to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession (Hammond et al., 2005). So, based on that, a pre-service teacher is an undergraduate student from the university that has done every material that has relation to education at some school. It can be as a teacher in senior high school or junior high school and they only teach for several months in the school that they choose. Pre-service teachers are the most challenging experience because only for several months, they have to teach the students based on their study program. During their teaching experiences, they have to implement the teaching strategies or methods, and theories that they have studied in their college. In the teaching process, they have to apply the

strategies that they have studied based on the condition in the class to make students enjoy and acquire the materials easier. In other words, the pre-service teacher is a teacher's training before they undertake the teaching.

2.1.3 Digital Literacy

Gilster (1997) first proposed the idea of "digital literacy". According to the Commission & Directorate-General for Education Sport and Culture (2019) the word "encompasses all aspects of developing the knowledge, skills, competencies, confidence, and capabilities needed to utilize, interact with, communicate via, learn from, collaborate with and create with digital technologies," in general. According to White, (2015), digital literacy is viewed as an attribute of the person in a socio-cultural environment; it is a component of that person's identity According to. Gilster (1997) Digital literacy is the ability to understand information and more important to evaluate and integrate information in multiple formats that the computer can deliver. Being able to evaluate and interpret information is critical. When I talk to teachers and librarians, I emphasize that you can't understand the information you find on the Internet without evaluating its sources and placing it in context.

2.2 Previous Study

The first article is from Pertiwi & Siti (2022) in their article, they explored digital literacy from EFL Students' perspectives, and conducted specifically in the education party, to excel their performance in digital literacy. Technology integration in EFL learning has been a common issue, yet studies in digital literacy in language learning are still scarcely being conducted. This study

explores university students' digital literacy skills and their perspectives on digital literacy in EFL learning. Two instruments were utilized through a qualitative method, including a questionnaire and an interview. The findings showed some aspects of digital literacy influencing students' EFL learning. This involves students' information literacy, ICT and media literacy, and their perspectives on digital literacy. The result indicated that EFL university students are encouraged to apply digital literacy since almost all learning components are integrated with digital technologies. As a consequence, they showed high awareness to keep up with the latest issue on digital literacy in their EFL learning.

The second study article was conducted in Ceyhunyekselir and Yivayapa (2019) and the researcher want to investigate Perceptions on how digital literacy is perceived In Turkey. The study was designed as qualitative in nature to develop a deeper interpretation of participants' understanding of the concept of Digital Literacy (DL). An open-ended questionnaire with a background information section was used as the data collection tool for both groups separately. The Findings indicate that EFL students' and instructors' understanding of DL was centered on different concepts. EFL students considered DL skills as a tool to reach and analyze information on the net whereas these skills serve as a means of social interaction and communication for EFL instructors. The Implications of the findings are also discussed for EFL students and instructors in Turkey concerning the English language teaching field.

2.3 Conceptual Framework

Based on the theories, previous studies and explanation above, the researchers develop the conceptual framework as below.

Figure 1.1 Conceptual Framework

