

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Modernity is not complete without the rapid advancement of science and technology into the 21st century. Technology has altered how students learn, as they now need to master digital technology in order to succeed in their studies (Simpson & Obdalova, 2014). Pre-service English teachers should be proficient in technology-based learning, because the large of number of learning resource that pre-service English teachers can obtain from the internet. The Internet offers access to a wide range of subjects and educational possibilities, hence why pre-service English teachers must use their digital literacy in order to solve this issue (Miki, 2020).

Pre-service English teachers are required to have good digital literacy and to be ready to apply digital technologies in order to meet the needs of the millennial generation in the classroom. This generation grew up and lives in an era with many digital technology innovations that are constantly in contact with digital technologies (Buckingham & Willet, 2013). In order to be ready to face the digital era, planning and managing activities in the classroom are things that need to be prepared by a pre-service English teachers (Prachagool et al., 2022). The use of digital technology in learning and teaching English is required of the pre-service English teachers. Therefore, pre-service teachers must be proficient with a variety of digital tools, including computers, literacy media, and more (Anisimova, 2020).

Pre-service English teachers are required to teach the students while practicing teaching in the classroom. Teaching the students provides pre-service English language teachers with a fantastic opportunity to put the pedagogical topic information they have learned through coursework into practice (Koşar, 2021). One of the courses that will give pre-service teachers real-world and practical experience teaching in the classroom is a teaching practice (Kim, 2020).

Teaching practice is a time for pre-service teachers to put the theory, knowledge, and skills they learned in a teacher education program into practice, which is known as teaching practice (Prabjandee, 2019). In this age of digital transformation, pre-service English teachers should have digital literacy skills, and pre-service teachers should receive an education that provides these skills (Öztürk, et al., 2020). Mastering digital technology in teaching practice will increase digital literacy mastery and understanding between theory and practice. Increasing mastery and understanding of digital literacy will make pre-service English teachers able to easily and quickly obtain information, then evaluate it critically, using digital literacy (Sujana & Rachmatin, 2019).

One of the teaching practice programs from the government that provides high value is the *Kampus Mengajar*. According to Iriawan & Asep (2021), in their book entitled the Guide Book of *Kampus Mengajar*, *Kampus Mengajar* that one of the *Kampus Merdeka* programs aims to assist the teaching and learning process in schools that involve students as participants and provide opportunities for students to gain practical teaching experience. In addition to

provide teaching experience, the *Kampus Mengajar* program can also provide other benefits, such as increasing integrated literacy and numeracy are the positive impacts of the *Kampus Mengajar* program on students (Widiyono, et al., 2021). In the *Kampus Mengajar* program, it is expected that pre-service English teachers who have participated in this program can develop their digital literacy skills and understand digital literacy based on the teaching practices they have carried out during the *Kampus Mengajar* program, in order to build a stronger national character and be better prepared to face the 21st century education era (Khasanah & Herina, 2020).

Therefore, this study aimed to analyze the pre-service English teachers' perspective about digital literacy based on their practical teaching experience within the *Kampus Mengajar* program.

1.2 The Problems of the Study

Based on the explanation that was mentioned in the background above, the researcher wants to know:

1. How do pre-service English teachers understand digital literacy?
2. What are pre-service English teachers' perceptions towards digital literacy skills based on teaching experience during *Kampus Mengajar*?

1.3 The Objectives of the Study

Based on the question on the problem statement mentioned above, the objectives of this study are to find out the pre-service English teachers' understanding about digital literacy and to figure out perceptions towards digital literacy skills based on teaching experience during *Kampus Mengajar*.

1.4 The Scope of the Study

This study is limited to knowing the perceptions of the pre-service English teachers in English education department, faculty of teacher training and education, Universitas Muhammadiyah Kalimantan Timur (UMKT) had contributed to the *Kampus Mengajar*. The research focuses on the understanding and perspectives of pre-service English teachers regarding digital literacy based on teaching experiences.

1.5 The Significance of the Study

The researcher hopes that this research can be useful both theoretically and practically. The researcher hopes that this research can provide useful information, in order to elaborate pre-service English teachers. The researcher expects this study can be used as evaluation to improve the ability of pre-service English teachers and understanding about digital literacy in their teaching experiences on the *Kampus Mengajar* program

For future researchers, it is hoped that this research can be used as a reference and evaluation for future researchers on the same topic research. This research is expected to seek information, knowledge, and new perspectives that can be applied in education, particularly in English education.