

CHAPTER I INTRODUCTION

1.1 Background of the Study

Globally, educational environments are quickly adopting the changes in global communication as significant development objectives. A certain level of English proficiency is required in the digital age, and these digital learning tools and applications open up new possibilities for English Language Teaching or ELT settings. As Hockly (2013) emphasizes, the implementation of digital tools in education requires new skills and literacies for teachers and learners. There are many platforms for students to engage in English-language activities, but it also put pressure on language teachers to update their pedagogical knowledge to meet their students' digital demands when studying English. The tremendous increase in internet users is another factor contributing to the importance of digital literacy. According to a survey, 77,2% of Indonesia's population will have access to the internet by 2022; of those, a higher-than-average percentage will be active users (APJII, 2022).

The concepts given above demonstrate that digital literacy is a dimension of identity building in society and does not only refer to computer competence in a certain environment which means this kind of literacy appears to be directly related to students' development using digital.

Technology is a major part of our society, increasingly affecting our lives. A worldwide increase in the demand for English Language Teaching and learning has stimulated interest in how technology can help meet the Pre-service English Teacher's needs. According Küçük et al. (2010), the Sloan Consortium found a significant rise in students attending online courses. As a result of the COVID 19 epidemic. The benefits of technology for language learning and teaching are increasingly being recognized around the world. In the age of digitalization, the training of modern language teachers faces major challenges in meeting the pace of technology and educational change and integrating these developments into a coherent master plan for in-class practice.

Pre-service teachers were found to benefit from digital literacy it has been successfully proven that digital technology has several benefits for developing teachers' creativity, educational tools, and motivation (Liza & Andriyanti, 2020). According to Kurniawati et al., (2018), two English instructors from various generations utilizing digital literacy in their classrooms demonstrated practicality and received excellent feedback from students. And Durriyah & Zuhdi (2018) also believe that digital technologies have a lot of promise for teaching English. It implies that teachers and pre-service teachers must infuse digital literacy into English instruction.

Therefore, it is not a coincidence that scholarly interest in issues related to digital literacy in ELT contexts is developing. Enhancing language pre-service teachers' perspectives of integrating digital resources into the teaching and learning environment is the key challenge in applying this phrase to the study of English languages. Furthermore, digital literacy is recognized as a critical component in blended learning settings, where the success of the blended learning environment is determined by the learners' digital literacy practices (Tang & Chaw, 2016). As a result, There is an increasing trend of digital and multimodal communication (Bezemer & Kress, 2015).

However, there has not been any detailed information on the perspectives of pre-service teachers on digital literacy. According to Margaryan et al., (2011), students do not understand how technology can support their learning, and their expectations of learning with technology are influenced by the teaching styles of their instructors. Therefore, pre-service teachers will require guidance to help them learn more effectively with digital tools. However, language teachers may struggle to meet their students' digital competence expectations and need due to a lack of knowledge and methodology for incorporating digital tools into their teaching (Çelik & Aytin, 2014). It is assumed that the results of the study provide insights into whether students' perceptions are accurate and have knowledge of it. Positive perceptions shared by pre-service teachers are essential for the success of the digital education program. According to Juurakko-Paavola et al. (2018), to provide a comprehensive understanding of digital literacy, data needs to be gathered from

two sources: teachers themselves and students who share the same working environment with them.

1.2 The Problem of the Study

The purpose of this study is to explore pre-service teacher English teachers' perspectives on how digital literacy is perceived. The study attempts to answer the following questions.

1. How is digital literacy perceived pre-service English teachers?
2. What are the challenges of pre-service English teachers in understanding digital material?

1.3 The Objectives of the Study

Based on the problem statement, the purpose of this study is to explore pre-service English teachers' perspectives on how digital literacy is perceived in English Education Universitas Muhammadiyah Kalimantan Timur.

1.4 The Scope of the Study

This study is limited to the perspective of pre-service teachers in the English Education Department Universitas Muhammadiyah Kalimantan Timur. It focuses on how is digital literacy perceived and the challenges of understanding digital material.

1.5 The Significance of the Study

The researcher expected this study useful in both theory and practice. The researcher hopes through the academic world can aid pre-service teachers by providing a reference of perceptions on how digital literacy is perceived. In

addition, the researcher assumed that this study could aid future researchers who seek to investigate related subjects using other methodologies.

For future researchers. This study is anticipated to be helpful to academics in investigating how digital literacy is seen. It is believed that this research will seek information, knowledge, and new viewpoints that may be used in the field of education, specifically in the area of English education.