

**DIGITAL LITERACY SKILLS OF NOVICE EFL TEACHERS
AND THEIR INTEGRATION INTO TEACHING PRACTICE IN
PRIMARY AND SECONDARY SCHOOLS**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for a Master's Degree
in English Language Education**



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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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I hereby declare that this thesis is the result of my own work with the guidance of academic supervisors. In this thesis, some works or opinions were written or published by others as a reference in the text with the name of the author mentioned and included in the references.

Should any violations of academic ethics or elements of plagiarism be discovered in the future, I am willing to accept sanctions in accordance with the applicable regulations at Universitas Pendidikan Indonesia.

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Indah Wahyu Permata

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DIGITAL LITERACY SKILLS OF NOVICE EFL TEACHERS AND THEIR INTEGRATION INTO TEACHING PRACTICE IN PRIMARY AND SECONDARY SCHOOLS

ABSTRACT

Digital literacy has emerged as an essential skill for teachers in the 21st-century learning environment, far beyond being a mere option. Therefore, to stay competitive in 21st-century learning, teachers must have adequate digital literacy. This research explored the extent of the EFL teachers' level of digital literacy, how they integrate digital literacy into the teaching practice, and the barriers and strategies to overcome. Data were gathered from distributing questionnaires, classroom observation, and semi-structured interviews. The findings showed that the EFL novice teachers have an above-average or good level of digital literacy, which demonstrated digital literacy across four domains: information and data literacy, accessing and evaluating digital resources effectively; communication and collaboration, using tools confidently to interact and work together in teams; content creation, designing digital teaching materials and interactive games; and problem-solving, ability to use digital tools and strategies to overcome challenges. The EFL novice teachers integrate their digital literacy in classroom activities aligned with the five essential competencies of digital literacy: access, analyze and evaluate, create, reflect, and act. The teachers faced the challenges such as limited access to technology, time, technical issues, and professional development. Despite the challenges, the teachers improve their digital literacy by joining EFL workshops, self-learning, troubleshooting issues, and preparing backups. In addition, this study provided suggestions for an English language teacher to enhance their digital literacy competencies and consider various components such as access, analyze and evaluate, create, reflect, and act in practicing digital literacy, for stakeholders should prioritize the availability of technology facilities and accessible technology training, and last for further researchers to look more into technology integration into the English language curriculum by examining the perspectives and input of English language teachers, curriculum developers, and policymakers.

Keywords: Digital literacy, EFL novice teachers, technology integration, technology training.

KETERAMPILAN LITERASI DIGITAL GURU PEMULA DAN INTEGRASINYA KE DALAM PRAKTIK MENGAJAR DI SEKOLAH DASAR DAN MENENGAH

ABSTRAK

Literasi digital telah muncul sebagai keterampilan yang penting bagi guru di lingkungan pembelajaran abad ke-21, jauh lebih dari sekadar pilihan. Oleh karena itu, agar tetap kompetitif dalam pembelajaran abad ke-21, guru harus memiliki literasi digital yang memadai. Penelitian ini mengeksplorasi sejauh mana tingkat literasi digital guru EFL, bagaimana mereka mengintegrasikan literasi digital ke dalam praktik mengajar, dan hambatan serta strategi untuk mengatasinya. Data dikumpulkan melalui penyebaran kuesioner, observasi kelas, dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa guru pemula EFL memiliki tingkat literasi digital di atas rata-rata atau baik, yang menunjukkan literasi digital di empat domain: literasi informasi dan data, mengakses dan mengevaluasi sumber daya digital secara efektif; komunikasi dan kolaborasi, menggunakan alat dengan percaya diri untuk berinteraksi dan bekerja sama dalam tim; pembuatan konten, merancang bahan ajar digital dan permainan interaktif; dan pemecahan masalah, kemampuan untuk menggunakan alat dan strategi digital untuk mengatasi tantangan. Para guru pemula EFL mengintegrasikan literasi digital mereka dalam kegiatan di kelas yang selaras dengan lima kompetensi esensial literasi digital: mengakses, menganalisis dan mengevaluasi, menciptakan, merefleksikan, dan bertindak. Para guru menghadapi berbagai tantangan seperti keterbatasan akses terhadap teknologi, waktu, masalah teknis, dan pengembangan profesi. Terlepas dari tantangan yang ada, para guru meningkatkan literasi digital mereka dengan mengikuti lokakarya EFL, belajar mandiri, memecahkan masalah, dan menyiapkan cadangan. Selain itu, penelitian ini memberikan saran kepada guru bahasa Inggris untuk meningkatkan kompetensi literasi digital mereka dan mempertimbangkan berbagai komponen seperti mengakses, menganalisis dan mengevaluasi, menciptakan, merefleksikan, dan bertindak dalam mempraktekkan literasi digital, untuk pemangku kepentingan harus memprioritaskan ketersediaan fasilitas teknologi dan pelatihan teknologi yang dapat diakses, dan terakhir untuk peneliti selanjutnya untuk melihat lebih jauh ke dalam integrasi teknologi ke dalam kurikulum bahasa Inggris dengan memeriksa perspektif dan masukan dari guru bahasa Inggris, pengembang kurikulum, dan pembuat kebijakan.

Kata kunci: Literasi digital, guru pemula bahasa Inggris, integrasi teknologi, pelatihan teknologi.

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