

**DIGITAL LITERACY OF SECONDARY ENGLISH LANGUAGE
TEACHERS: ITS RELATION TO TECHNOLOGY
INTEGRATION AND TRAINING**

A THESIS

Submitted as a Partial Fulfillment of the Requirements for the Master's Degree in
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By
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APPROVAL PAGE

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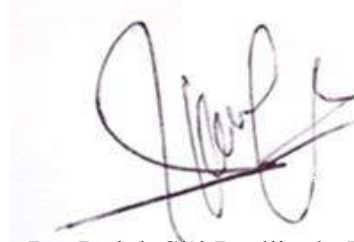
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AUTHOR'S DECLARATION

I, the undersigned, hereby declare that a thesis entitled "*Digital Literacy of Secondary English Language Teachers: Its Relation to Technology Integration and Training*" is truly my own work. I do not conduct any acts of plagiarism where all sources written in the thesis are fully acknowledged and properly quoted. Within this declaration, I am aware of the sanction if someday fraud of originality is found in my thesis.

Bandung, 30 October 2021



Aji Budi Rinekso

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Digital Literacy of Secondary English Language Teachers: Its Relation to Technology Integration and Training

ABSTRACT

Myriad studies explored digital literacy within the context of English language teaching from the side of student. On the other hand, studies which specifically focused on revealing the practices of digital literacy from the side of teacher, particularly secondary English language teachers were still limited. Thus, this study aimed at exploring Indonesian secondary English language teachers' digital literacy and their perceptions of technology integration into curriculum/materials and technology training. Employing a case study, this research was taking place at a prominent information-technology based vocational and senior high schools in Bandung, Indonesia in which four English language teachers participated in this study. Meanwhile, several data collection methods: observations, interviews, questionnaires, field notes, and documents and artifacts analysis were utilized. Data were analyzed through thematical analysis and descriptive statistic. The results raised six emerging themes: teachers' digital literacy conceptualization, purposes of using digital tools, the practices of digital literacy, digital literacy competences, technology integration into English curriculum and materials, and the expected technology training. The themes were critically discussed in chapter four of this study. Interestingly, the vocational and senior high school English language teachers were basically having the same experiences of practicing digital literacy yet they faced different situations when integrating technology into teaching materials. Moreover, this study provided implications for some parties including English language teachers, school management, teacher educators, stakeholders, and further researchers. Also, this study discovered some prospects for further research underlying the issue of technological-based curriculum and materials and needs analysis for developing technology training course design.

Keywords: Digital literacy practices, English language teachers, technology integration, technology training.

Literasi Digital Guru Bahasa Inggris SMA dan SMK: Keterkaitannya pada Integrasi dan Pelatihan Teknologi

ABSTRAK

Banyak studi yang telah mengeksplorasi literasi digital dalam konteks pengajaran Bahasa Inggris dari sisi siswa. Namun, studi yang fokus untuk mengungkap praktik literasi digital dari sisi guru, khususnya guru Bahasa Inggris SMA/SMK masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi literasi digital guru Bahasa Inggris SMA/SMK dan persepsi mereka terhadap integrasi teknologi ke dalam kurikulum maupun materi dan pelatihan teknologi. Menggunakan metode penelitian stud kasus, penelitian ini dilakukan di SMA dan SMK berbasis teknologi informasi di Bandung, Indonesia dimana empat guru Bahasa Inggris turut berpartisipasi dalam penelitian ini. Sementara itu, beberapa metode pengumpulan data seperti observasi, wawancara, kuesioner, catatan lapangan, dokumen dan artefak analisis digunakan dalam penelitian ini. Data dianalisis menggunakan analisis tematik dan statistik deskriptif. Penelitian ini menghasilkan enam tema bahasan yaitu konseptualisasi literasi digital oleh guru, tujuan menggunakan alat digital, praktik literasi digital, kompetensi literasi digital, integrasi teknologi pada kurikulum dan materi, dan ekspektasi terhadap pelatihan teknologi. Tema-tema tersebut didiskusikan secara kritis pada bab 4. Menariknya, guru Bahasa Inggris SMK dan SMA tersebut secara umum memiliki kesamaan pengalaman dalam praktik literasi digital namun mereka menghadapi situasi yang berbeda ketika mengintegrasikan teknologi ke dalam materi pembelajaran. Selanjutnya, penelitian ini memberikan implikasi pada beberapa pihak seperti guru Bahasa Inggris, manajemen sekolah, pengajar guru, pengampu kebijakan, dan peneliti penerus. Selain itu, penelitian ini juga memunculkan prospek bagi penelitian selanjutnya untuk menggali lebih dalam tentang isu kurikulum dan material berbasis teknologi serta analisis kebutuhan untuk pengembangan desain kursus pada pelatihan teknologi.

Kata Kunci: *Praktik literasi digital, guru Bahasa Inggris, integrasi teknologi, pelatihan teknologi.*

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