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 English Language Education

By
Aji Budi Rinekso
NIM. 1907593

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
2021
DIGITAL LITERACY OF SECONDARY ENGLISH LANGUAGE TEACHERS: ITS RELATION TO TECHNOLOGY INTEGRATION AND TRAINING

Approved by

Supervisor 1
Prof. Dr. H. Didi Suherdi, M.Ed.
NIP. 196211011978121001

Supervisor 2
Dr. Rojab Siti Rodliyah, M.Ed.
NIP. 197308062002122001

The Head of English Language Education Study Program

Prof. Dr. H. Didi Suherdi, M.Ed.
NIP. 196211011978121001
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

[Signature]

Aji Budi Rinekso
ACKNOWLEDGEMENT

Firstly, I would like to deliver my greatest gratitude to Allah SWT for His blessing and opportunity to complete this thesis.

Also, I would like to thank the following people who support me undertaking this thesis.

1. My supervisors, Prof. Dr. Didi Suherdi, M.Ed. and Dr. Rojab Siti Rodliyah, M.Ed, for their valuable guidance, feedback, and motivation.

2. The headmasters of SMK and SMA Telkom Bandung, for permitting me conducting the research.

3. The research participants (Agus, Dewi, Putri, and Sari), for their willingness in participating as well as providing priceless information related to the practices of digital literacy.

4. My wife and parents, who never stop supporting me to finish my master degree.

5. And, Indonesia Endowment Fund for Education (LPDP), that fully financed both my master degree and my research.
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.
ABSTRAK


Kata Kunci: Praktik literasi digital, guru Bahasa Inggris, integrasi teknologi, pelatihan teknologi.
TABLE OF CONTENTS

APPROVAL PAGE .................................................................................................................. II
AUTHOR’S DECLARATION ...................................................................................................... III
ACKNOWLEDGEMENT ........................................................................................................... IV
ABSTRACT ................................................................................................................................. V
TABLE OF CONTENTS ........................................................................................................... VII
LIST OF TABLES ...................................................................................................................... X
LIST OF FIGURES ................................................................................................................... XI

CHAPTER I INTRODUCTION ............................................................................................... 1
  1.1 Background of the Study ................................................................................................. 1
  1.2 Statement of the Problems ............................................................................................ 3
  1.3 Research Questions ........................................................................................................ 4
  1.4 Objective of the Research ............................................................................................. 4
  1.5 Significance of the Research ........................................................................................ 5
  1.6 Organization of this Thesis ........................................................................................... 5
  1.7 Definition of Key Terms ............................................................................................... 6

CHAPTER II LITERATURE REVIEW .................................................................................. 8
  2.1 Digital Literacy and the 21st Century Learning .............................................................. 8
   2.1.1 An Overview of the 21st Century Learning Concept ................................................. 8
   2.1.2 The Importance of Digital Literacy in the 21st Century Learning ......................... 10
  2.2 Defining Digital Literacy ............................................................................................... 12
   2.2.1 Locating Digital Literacy among the Theories of Literacy ...................................... 12
   2.2.2 Concepts surrounding Digital Literacy .................................................................. 14
   2.2.3 Frameworks of Digital Literacy ............................................................................. 16
   2.2.4 Digital Media/Tools ............................................................................................... 20
      2.2.4.1 E-books and Audiobooks ............................................................................... 21
      2.2.4.2 Power Point Slides ....................................................................................... 21
      2.2.4.3 Audio-video Based Materials ....................................................................... 22
      2.2.4.4 Social Media ................................................................................................. 22
      2.2.4.5 E-Learning .................................................................................................... 23
      2.2.4.6 ESL/EFL Websites ....................................................................................... 24
      2.2.4.7 Online ESL/EFL Games ............................................................................... 24
2.3 Digital Literacy in English Language Teaching Context ........................................... 25
2.4 Digital Literacy in Secondary Education Context
(Vocational and Senior High Schools) ................................................................. 28
2.5 Digital Literacy and Teacher Professional Development .................................. 30
2.6 Previous Studies ................................................................................................. 31
2.7 Concluding Remarks ......................................................................................... 35

CHAPTER III RESEARCH METHOD ........................................................................... 37
3.1 Introduction ......................................................................................................... 37
3.2 Qualitative Case Study ....................................................................................... 38
3.3 Research Site, Participants, Ethics, and Positionality ......................................... 40
3.4 Data Collection Methods .................................................................................... 41
  3.4.1 Virtual Observation ....................................................................................... 42
  3.4.2 Virtual Interview .......................................................................................... 43
  3.4.3 Questionnaire ............................................................................................... 44
  3.4.4 Field Note ..................................................................................................... 44
  3.4.5 Documents and Artifacts Analysis ............................................................... 45
3.5 Data Analysis Procedures .................................................................................... 45
3.6 Triangulation and Trustworthiness ..................................................................... 46

CHAPTER IV FINDINGS AND DISCUSSION ............................................................... 48
4.1 Findings .............................................................................................................. 48
  4.1.1 General Information of the Research Site .................................................... 48
  4.1.2 Participants’ Profile ....................................................................................... 49
  4.1.3 The Engagement of Secondary English Language Teachers towards
Digital Literacy Practices ..................................................................................... 58
    4.1.3.1 Teachers’ Understanding about Digital Literacy .................................. 58
    4.1.3.2 Use of Digital Tools based on Academic and Non-Academic
    Purposes ............................................................................................................. 62
    4.1.3.3 Teachers’ Experiences in Practicing Digital Literacy ......................... 70
    4.1.3.4 Teachers’ Digital Literacy Competence ............................................. 114
  4.1.4 Teachers’ Perceptions of Technology Integration and Training ................. 118
    4.1.4.1 Teachers’ Perceptions of Technology Integration into English
    Curriculum and Materials. ................................................................................ 118
    4.1.4.2 Teachers’ Perceptions of Technology Trainings/Workshops ............ 130
4.2 Discussion ............................................................................................................ 143
  4.2.1 Digital Literacy Definition .......................................................................... 143
4.2.2 Digital tools for Academic and Non-Academic Purposes .................. 145
4.2.3 Digital literacy Practices .................................................................. 147
4.2.4 Digital Literacy Competence Informed by TPACK-DLT Frameworks ... 153
4.2.5 Technology Integration into English Curriculum and Materials ........ 153
4.2.6 The Expected Technology Trainings ............................................... 156

CHAPTER V CONCLUSION, IMPLICATION, AND RECOMMENDATION .... 159

5.1 Conclusion .......................................................................................... 159
5.2 Implication of the Study ...................................................................... 161
  5.2.1 For English Language Teachers .................................................... 161
  5.2.2 For School Management ............................................................... 162
  5.2.3 For Teacher Educators ................................................................. 163
  5.2.4 For Stakeholders ......................................................................... 163
  5.2.5 For Further Researchers ............................................................... 164
5.3 Recommendations for Future Research ............................................. 165
5.4 Limitation of the Study ....................................................................... 165
  5.4.1 Generalization of the Study ........................................................... 165
  5.4.2 Veracity of the Participants’ Responses ........................................ 166
  5.4.3 Bias in Digital Literacy Competence Self-Assessment Questionnaire.. 166
  5.4.4 The Selection and Number of Participants .................................... 166
  5.4.5 Limited Time of Conducting this Study ....................................... 167

REFERENCES ....................................................................................... 168

APPENDIX .............................................................................................. 182
LIST OF TABLES

Table 2.1 The summary of related literacies of digital literacy. ........................................ 14
Table 2.2 Detail descriptions of digital and media literacy essential competencies (Hobbs, 2010, p. 19) .......................................................................................................................... 17
Table 2.3 The seven sub-components of TPACK. ..................................................................... 18
Table 2.4 The DLT components .................................................................................................. 19
Table 2.5 The list of ESL/EFL websites ....................................................................................... 24
Table 2.6 The list of digital literacy practices (Tour, 2019, p. 4) .............................................. 27

Table 3.1 Matrix for the research questions.................................................................................. 37
Table 3.2 Data collection matrix .................................................................................................. 42
Table 3.3 Topics of every data collection section ......................................................................... 42

Table 4.1 Definition of digital literacy according to participants. ............................................ 62
Table 4.2 The summary of participants’ uses of digital tools ...................................................... 69
Table 4.3 List of materials for video lesson project ...................................................................... 78
Table 4.4 The assessment items of DITA. .................................................................................... 80
Table 4.5 Participants’ differences in some other aspects of utilizing technology .......... 112
Table 4.6 Participants’ competences based on TPACK framework. ........................................ 115
Table 4.7 Participants’ competences based on DLT framework. ............................................. 116
Table 4.8 The grand total mean of self-assessment of each participant .................................... 117
Table 4.9 Participants’ perceptions towards technology integration into English curriculum and materials. .................................................................................................. 128
Table 4.10 Participants’ expected technology trainings. ............................................................. 140
LIST OF FIGURES

Figure 2.1 The five competencies of digital and media literacy  (Hobbs, 2010, p. 18) ..........................................................17
Figure 2.2 TPACK framework (Koehler & Mishra, 2009) ..................18

Figure 4.1 LMS Telkom School ......................................................72
Figure 4.2 Google Classroom (Agus’s class) ....................................73
Figure 4.3 Online assessment through Google Form (Agus’s class) ........75
Figure 4.4 Student speaking practice (Agus’s class) ........................76
Figure 4.5 Student writing practice (Agus’s class) ............................76
Figure 4.6 Mid-term and final examinations conducted through LMS .......77
Figure 4.7 Agus’s video presentation .............................................78
Figure 4.8 Agus’s video lesson project ..........................................79
Figure 4.9 Agus’s DITA result .....................................................81
Figure 4.10 Dewi’s practice of evaluating video from VOA Learning English ....85
Figure 4.11 The format of exam view question bank ..........................87
Figure 4.12 Dewi’s video presentation in YouTube ............................88
Figure 4.13 Dewi’s video lesson project .........................................89
Figure 4.14 Dewi’s DITA final result ............................................90
Figure 4.15 Teaching and learning activities in Google Meet (Putri’s class) ...94
Figure 4.16 A multiple-choice question made by Google Form ..........96
Figure 4.17 Students’ writing tasks uploaded in Google Classroom (Putri’s class) .96
Figure 4.18 Students’ real-time speaking practices (Putri’s class) .........97
Figure 4.19 Online exams supported by LMS Telkom School ............98
Figure 4.20 The storyboard for Putri’s video lesson project .................99
Figure 4.21 Putri’s video lesson project .........................................100
Figure 4.22 The result of Putri’s DITA feedback ................................100
Figure 4.23 Sari’s video presentation about recount text ..................105
Figure 4.24 Speaking and writing tasks given by Sari .......................105
Figure 4.25 Sari daily video presentation in YouTube ........................107
Figure 4.26 Sari’s video storyboard .............................................108
Figure 4.27 Two video lessons created by Sari .................................108
Figure 4.28 The result of Sari’s DITA feedback ...............................109
REFERENCES


expertise to enhance online learner interaction and collaboration. *International Journal of Innovation in Language Learning and Teaching*, 3(1), 35–50.


Meurant, R. C. (2008). The key importance of L2 digital literacy to Korean EFL pedagogy: College students use L2 English to make campus video guides with their cell phone videocams, and to view and respond to their videos on an L2 English language social networking site. International Journal of Hybrid Information Technology, 1(1), 65–72.


Street, B. (2009). The future of “social literacies.” In M. Baynham & M. Prinsloo

Aji Budi Rinekso, 2021

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

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

179


