



## The Analysis of Students' Digital Literacy Skills Level in Instructional Practice in English Department at Universitas Negeri Padang

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### Article History

Accepted: 2023-06-12

Published: 2023-06-12

### Keywords:

*Digital literacy,*

*Instructional*

*practice*

### Abstract

This thesis presents a quantitative research study that assesses the digital literacy skills level of students in the English Department at Universitas Negeri Padang, focusing on factors influencing their proficiency. The research findings reveal that the majority of students demonstrate a high level of digital literacy skills, with a significant proportion categorized as very good or good. However, only one student falls into the poor level category, indicating an overall positive digital literacy skills landscape among the participants. The study employs a quantitative research approach, utilizing surveys to collect data on students' Knowledge of Digital Literacy and factors affecting their ability to use it. The questionnaires provide insights into various factors that students perceive as hindrances to their digital literacy development. The analysis of the survey data identifies the main factors as follows: (1) lack of budget, (2) lack of supporting resources, (3) lack of environment, (4) lack of training opportunities, (5) lack of time, (6) lack of facilities, (7) lack of interest, (8) lack of learning materials, (9) lack of skills, and (10) lack of knowledge. These findings shed light on the challenges faced by students in developing their digital literacy skills and inform potential areas of improvement in instructional practice. Educators and policymakers can utilize this information to address the identified factors and create an environment conducive to enhancing students' digital literacy competencies.

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**How to Cite:** Furqan, F. A., & Rosa, R. N. (2023). The Analysis of Students' Digital Literacy Skills Level in Instructional Practice in English Department at Universitas Negeri Padang. *Journal of English Language Teaching*, 12. (2): pp. XX-XX, DOI: [10.24036/jelt.v12i2.123271](https://doi.org/10.24036/jelt.v12i2.123271)

## INTRODUCTION

The 21st century technology has been absorbed into most areas of social work. This phenomenon has led to significant changes in the teaching and learning process. Today's teaching of English as a Second Language students differs from decades ago, in particular in terms of the technology used to teach the language. The evolution of the teaching and learning process in Indonesia can be recognized from the paper era to

the paperless era when internet access has become an everyday activity (Howard et al., 2002). Access to knowledge is unlimited and enhanced learning can be done from a variety of devices, including digital devices.

For more than 25 years, digital technology has been used to teach and learn in most advanced countries. (Passey et al., 2016). Digital technologies shall be called ICT, Information and Communication Technologies. On the other hand, it is also a new phenomenon for ICT to be used as an instrument of learning across much developing countries such as Indonesia. In particular in English learning, information and communication technologies have not yet been incorporated into the classroom. A study conducted in 2018 by Kurniawati, Maolida and Anjaniputra found that teachers of English as a Foreign Language are still adapting digital media to their teaching. They are still subject to restrictions on the use of digital media.

Although the use of ICT has been introduced in education since 2001 on the Decree of the Ministry of State Equipment Use No. 133/M. PAN/52001, It's still difficult for English Language Teachers to integrate it into their teaching. "Durriyah & Zuhdi, 2018)." The fact that the implementation of integration has become difficult due to a lack of time allocations and technical problems, as explained by Lubis (2018), was one of the reasons for this. Price, Dennis, Wiebe & Fowler Amato (2014, published in Durrkov & Zuhdi, 2018). Durriyah explain that "teachers' reluctance to integrate Digital Technology and ICT into the classroom is also influenced by a lack of availability."

Realizing that EFL educating has changed nowadays which alter includes advanced or ICT innovation, EFL instructors and/or EFL understudies, future EFL instructors must have expected changing. Even though they are digital natives, there is no guarantee that they are digitally proficient. Data from Kominfo (2014) shows that there were 82 million Internet users in Indonesia in 2014, making it the eighth largest country in the world. This number must have increased significantly each year. Despite the large number, according to Tampubolon (2017), in reality, most Indonesians do not have a clear understanding of how the digital world works. Many of them are still illiterate. They almost exclusively use digital technology as a means of communicating or sharing information.

## **METHOD**

The study will employ a descriptive quantitative approach. According to Creswell (2012), descriptive studies are design for finding fact about factual phenomena through the process of collecting data. From two of five classes in the English education study programs, the samples of this study are the students of the English education study programs for the 2020 academic year. The reason why researchers choose the 2020 academic year students to be the samples is because during the COVID-19 lockdown, 2020 academic year students have to study online at home and that makes them have more experience in using technologies to study.

The researcher will use Close-ended questionnaires as an instrument to collect the data. The researcher will give the student questionnaires and the student answer the questions. The first questionnaires are containing about questions relating to the digital literacy level of students, the second questionnaires are containing question about factors that affect students' digital literacy.

The researcher had sought to identify the level of digital literacy for students, as well as factors that have an effect on it. The researcher will use questionnaire to find out the problems of this research, and then the researcher will analyse the data using SPSS and Microsoft Excel to get the conclusion.

**RESULT AND DISCUSSION**

Participants were presented with questionnaires after class hours, where they were asked to fill in the questionnaire without being forced to do so, regarding their Digital Literacy Skills Level and the factors which affect this level. If he had no interest in doing so, they did not have a responsibility for completing it. Participants were made aware of the fact that their participation in the study had been confidential, as detailed by the Research Rules above.

The information collected from the surveys has been anonymised and based solely on research participants' responses. Based on the frequency and percentage of answers given by students, they have been described.

**Students Digital Literacy Skills Level**

**Table 1.** Students score concerning on the questionnaires.

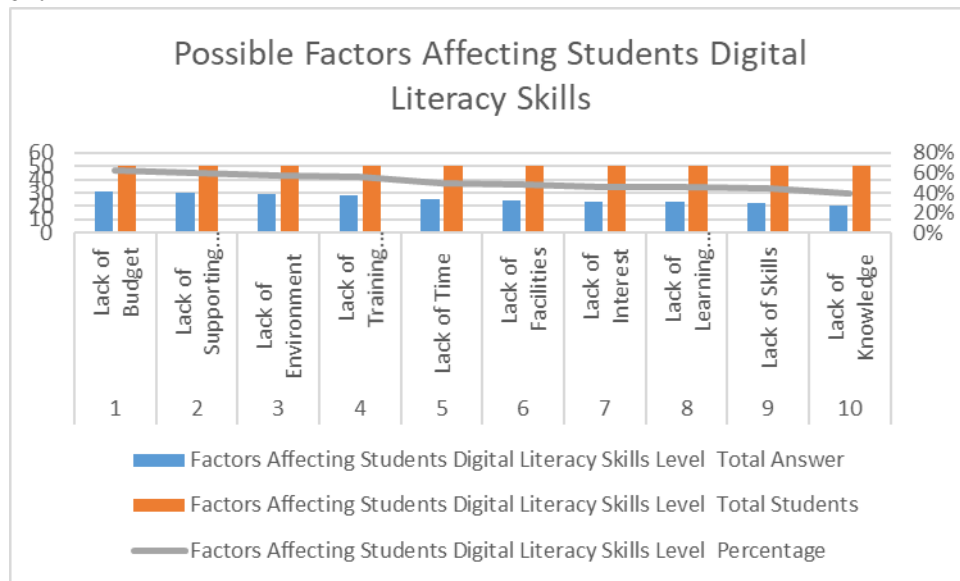
<b>Category</b>	<b>Grade</b>	<b>Students</b>
Very Good	81%-100%	18
Good	61%-80%	31
Average	41%-60%	0
Poor	21%-40%	1
Very Poor	1%-20%	0

The findings from data table 1 provide insights into the distribution of students' digital literacy skills. According to the data, 62% of the students (31 students) have been classified as having a good level of digital literacy. This indicates that they possess a solid proficiency in utilizing digital technologies and are capable of effectively navigating digital platforms and tools.

Furthermore, the data shows that 36% of the students (18 students) have demonstrated a very good level of digital literacy. This suggests that these students have surpassed the expectations for digital literacy and have displayed a high level of competence in various digital tasks, such as information retrieval, online communication, and content creation.

On the other hand, only 2% of the students (1 student) have been identified as having a poor level of digital literacy. This implies that this particular student's digital skills are significantly below the expected level, and they may encounter difficulties in effectively utilizing digital technologies for different purposes.

**1. Factors Affecting Students Digital Literacy Skills Level**  
**Table 2.**



The questionnaires should be answered correctly by students of the English Department. It can be seen that 31 students (62%) consider lack of budget as one of the factors inhibiting them to develop their digital skills level, 30 students (60%) considered lack of supporting resources, 29 students (58%) considered lack of the environment can cause the progress of learning digital literacy, 8 students (56%) considered need of preparing, 25 Understudies (50%) considered need of time, 24 understudies (48%) considered need of offices, 23 understudies (46%) considered not inquisitive about computerized education, 23 understudies (46%) considered need of learning materials, 22 Understudies (44%) considered not sufficient abilities to get it more almost computerized education, 20 understudies (40%) considered their need of information are not great.

**Discussion**

Based on the findings of this study, it is evident that a majority of students in the English Department possess very good or good levels of digital literacy. Notably, none of the students achieved an average level of digital literacy, indicating a distinct polarization of skill levels among the participants. Moreover, only one student scored within the poor level range, and no students achieved a very poor level of digital literacy. These results suggest a diverse range of proficiency levels among the students, with most demonstrating either higher or lower levels of digital literacy proficiency.

The findings from this study align with the research conducted by Eryansyah et al (2019) in their article titled "EFL Students' Needs of Digital Literacy to Meet the Demands of 21st Century Skills." In their study, Eryansyah et al (2019) also found that the majority of EFL students exhibited good levels of digital literacy, indicating a similar pattern of proficiency distribution. This consistency in findings suggests that the trend of varying digital literacy levels among language learners is not unique to the current study but reflects a broader pattern.

Moreover, the barriers identified in this study regarding students' digital skill development resonate with the challenges highlighted by Eryansyah et al (2019) in

both studies, financial limitations emerge as a significant barrier, potentially hindering access to necessary digital resources and tools. Additionally, environmental factors, such as inadequate infrastructure and limited availability of technology, were identified as obstacles to students' digital literacy progress in both studies.

The lack of training opportunities identified in this study is also a common challenge reported by Eryansyah et al (2019) students in both studies expressed a need for more comprehensive and targeted training programs to enhance their digital literacy skills. Similarly, time constraints were found to be a shared barrier, indicating that students may struggle to allocate sufficient time for engaging in digital learning activities or exploring new technologies.

Additionally, the influence of personal factors, such as interest, confidence, and knowledge gaps, on students' digital literacy development, was also highlighted in both studies. Both studies emphasize the importance of addressing these personal factors to foster motivation, self-efficacy, and a positive attitude towards digital learning.

By comparing the findings of this study with the research conducted by Eryansyah et al (2019), it is evident that there are similarities in the distribution of digital literacy levels among students and the identified barriers they face. These similarities reinforce the need for concerted efforts to address these challenges and enhance digital literacy skills among language learners.

The insights gained from both studies can inform educational institutions, including the English Department, in developing strategies to create a more supportive and effective learning environment. Strategies such as providing financial assistance, improving infrastructure and technological support, offering comprehensive training programs, and fostering a culture of digital curiosity and confidence can be implemented to enhance students' digital literacy skills.

In conclusion, the findings of this study align with the research conducted by Eryansyah et al (2019), highlighting the prevalence of varying digital literacy levels among students and the multifaceted barriers they encounter. These similarities emphasize the need for proactive measures to address these challenges and create an environment that encourages language learners to develop a knowledge of Digital Literacy.

## **CONCLUSION**

The purpose of this research was to assess the level of students' digital literacy skills and factors that had an impact on it. According to the results of the questionnaire, ICT has become a language teaching tool and students have shown an increasing interest in using their ICT for learning languages. In general, they have knowledge and skills to use computers and Internet applications as well as proficiency in information and communication technologies.

The findings from data table 4.1 reveal that 62% (31 students) digital literacy skills are on good level, 36% (18 students) digital literacy skills are on very good level, and 2% (1 student) is on poor level. there are no students achieve an average score 41%-60%, an no students get a very poor level score between 1%-20%.

Several factors affecting the ICT skills ranked from the table 4.2 are: Lack of budget, lack of supporting resources, lack of environment, lack of training

opportunities, lack of time, lack of facilities, lack of interest, lack of learning materials, lack of skills, lack of knowledge.

One potential limitation of this study is the possibility of response bias due to the self-report nature of the data collection. As the digital literacy levels and barriers were assessed through questionnaires, there is a potential for participants to provide socially desirable responses or to inaccurately self-assess their own digital literacy skills. Some respondents may overstate their proficiency levels, while others may underestimate or misunderstand their own skill levels. This could introduce measurement errors and affect the overall accuracy and reliability of the data collected. To mitigate this limitation, future research could consider incorporating objective measures such as performance-based tests or direct observation of participants' digital literacy skills. Utilizing a combination of self-report measures and objective assessments would provide a more comprehensive and reliable evaluation of participants' digital literacy levels.

Another limitation of this study is the relatively small sample size. Due to time and resource constraints, the research was conducted with a limited number of participants from the English Department. As a result, the findings may not fully represent the entire student population or accurately reflect the digital literacy levels and barriers faced by all students within the department. A larger sample size would provide a more comprehensive understanding of the digital literacy landscape in the English Department and allow for more robust generalizations of the findings. Future research should aim to include a larger and more diverse sample to enhance the external validity of the study.

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