

## **Chapter One**

### **Introduction**

The researcher explains several points that are discussed in this chapter. First, the research background explains the general information related to the topic of this study, the research context and problems in the research site, a review of previous studies as well as the gap between previous studies, the research's importance, and the research's aims. Subsequently, in the identification of the problem, the problems occurring in the research site will be discussed. Following this, the delimitation of the research presents the scope and focus of this study. The research questions that guide the analysis are presented in the next section. This is followed by the research objectives, which identify specific goals or objectives of the study. Next, the importance of the study for several parties will be highlighted. Finally, chapter organization presents a description of each chapter.

### **Background of The Research**

Digital literacy is crucial in today's rapidly changing education landscape, especially for aspiring teachers. According to Tohara et al. (2021), understanding and using digital tools, known as digital literacy, is an essential learning requirement. It involves the ability to use and apply technology in various situations effectively. Akayoğlu et al. (2020) suggest that digital literacy

encompasses different levels, including knowledge, practical application, critical thinking, creativity, and collaboration. Technology's integration into education has recently garnered global attention, as it plays a vital role in effective teaching and learning. Pre-service teachers hold a significant responsibility in shaping the future of education, underscoring the importance of their digital literacy. In an era where technology continues to transform how teachers teach and learn, it is crucial to assess future educators' readiness to incorporate these tools into their classrooms. According to Peled (2021), digital competence presents educators with changes and challenges concerning the required skills, learning methods, and the educational environment.

Digital literacy is a multidimensional concept transcending fundamental technical competencies. It encompasses proficiency in accessing, assessing, and adeptly employing digital information. Recent scholarly investigations underscore its pivotal role in navigating the intricacies of the digital era. Martínez-Bravo et al. (2022) state that digital literacy frameworks identify several dimensions, including cognitive, critical, operational, and social competencies. These dimensions emphasize the functional use of technology and the vital and responsible engagement with digital tools and media. The frameworks further suggest that mastering these competencies is essential to thriving in today's interconnected digital environment, promoting personal growth and social innovation. Fraillon et al. (2014) research accentuates its significance in augmenting pedagogical methodologies. Digital literacy enables educators to integrate technology into instructional practices, fostering interactive and

stimulating learning environments. Furthermore, it nurtures critical thinking and problem-solving acumen among students, equipping them for active involvement in the digitalized societal milieu. As education becomes increasingly entangled with technology, a robust grounding in digital literacy becomes imperative. The dynamic landscape of digital tools and information demands educators who exhibit technological adeptness and possess the competencies to guide students in effectively traversing the digital realm.

This research was conducted in Yogyakarta, Indonesia, investigating the digital literacy of pre-service English teachers, shedding light on the complex educational landscape in the region. Yogyakarta's unique blend of cultural richness and educational diversity was an intriguing backdrop for this investigation. However, the study revealed several challenges that demand attention. Limited access to technology in some areas, coupled with disparities in educational quality, hampers the development of digital literacy among pre-service teachers. Furthermore, infrastructure gaps, inconsistent training in technology integration, and cultural factors all shape these teachers' readiness to embrace technology in their classrooms. Aligning educational policies and curricula with the imperative of enhancing digital literacy is crucial. By addressing these issues, this research contributes to bridging the gap between technology and education, ensuring that pre-service teachers in Yogyakarta are well-equipped to navigate the demands of modern teaching environments.

Research related to digital literacy has been done. For example, research conducted by Liza and Andriyanti (2020) focused on the level of digital literacy

among English education majors and their perceived readiness for integrating digital tools and resources. This research explains the scale of student digital literacy and their readiness to apply digital technology in the teaching and learning context.

Another study conducted by Nur et al. (2023) focused on examining the prevalent use of digital literacy skills and their role in supporting the performances of pre-service English teachers. The study discovered that pre-service 4.0 English teachers extensively utilized various digital literacy skills, with information literacy being the most prevalent at 54% in the Often category and 0% in the Never category. Moreover, applying digital literacy skills significantly enhanced teaching performances, facilitating improved access to teaching models and media, refining teaching skills, and fostering the creation of innovative teaching content. Further research was conducted by Anggeraini et al. (2020) which discussed investigating the views of pre-service English teachers regarding digital literacy competencies in language teaching. The results show that pre-service English teachers still need professional training to improve their digital literacy competencies and deal with digital teaching.

In this study, the researcher explored digital literacy among pre-service English teachers in Yogyakarta, which has a unique context, and challenges compared to previous research conducted elsewhere. Next, the researcher will examine contextual factors such as limited access to technology in several areas of Yogyakarta, inequalities in the quality of education, and educational policy issues that may influence their digital literacy. Next, the researcher plans to detail

concrete steps that educational institutions can take to increase digital literacy among pre-service English teachers. In doing so, the researcher seeks to provide deeper insight into the specific challenges and solutions for increasing digital literacy in Yogyakarta, which can be a valuable reference for efforts to improve education among pre-service English teachers in Yogyakarta.

There are several reasons why this research was conducted. First, in today's world of education, where technology plays an increasingly important role, understanding the digital literacy of pre-service English teachers is very important. As this study highlights, digital literacy includes the ability to use technology and critical thinking, creativity, and collaboration. Pre-service teachers are the future of education, and their readiness to incorporate technology into their teaching methods is critical. As part of a global society, Indonesian people need to prepare themselves well for digital literacy, especially in relation to education (Eryansyah et al., 2020). Therefore, this research underlines the importance of assessing their digital proficiency, as this has a direct impact on the quality of education they will receive.

Second, this study was conducted in Yogyakarta, Indonesia, a region with unique challenges and disparities in access to technology and quality of education. This research highlights these contextual factors and offers insight into the specific challenges that pre-service English teachers face in Yogyakarta. Further, Eryansyah et al. (2020), affirmed that the primary impediments to the development of digital literacy among pre-service English teachers were the absence of freely accessible digital

devices, insufficient supporting resources, and a lack of training in utilizing digital devices for academic purposes. Understanding these challenges is critical in designing targeted interventions and policies to bridge the digital literacy gap in the region. Therefore, this research aims to investigate the digital literacy of pre-service English teachers in Yogyakarta.

### **Identification of Problems**

Identifying problems in research on the digital literacy of pre-service English teachers in Yogyakarta revealed several significant problems and challenges in the research location. These problems have been identified through initial observations:

First, the main problem in Yogyakarta is limited access to digital technology in certain areas. Not all pre-service English teachers have the same access to digital devices, the Internet, or other important technology resources. This limitation can hinder their ability to develop digital literacy, a basic requirement for mastering this field.

Second, the research location has a gap in educational quality. Some pre-service English teachers may receive a more comprehensive and digital-integrated education, while others may not have access to the same level of resources and training. This gap in the quality of education can directly impact their level of digital literacy, thereby creating a gap among future educators.

Third, Infrastructure gaps, such as unreliable internet connectivity or inadequate computer facilities in educational institutions, pose significant

challenges. These issues can hinder the effective integration of technology into teaching and learning, as technology tools may not be available or function optimally.

Therefore, the problems identified at the research location in Yogyakarta include limited access to technology, education, and infrastructure gaps. These issues collectively contribute to the complexity of the digital literacy landscape among pre-service English teachers in Yogyakarta. Addressing these issues is critical to improving the quality of education and ensuring that future educators are well-equipped to harness the potential of technology in their teaching practices. This research can help pre-service English teachers understand the importance of digital literacy.

### **Delimitation of The Research**

Research related to digital literacy has a broad scope. To maintain focus, this research was limited to investigating digital literacy among pre-service English teachers. It specifically analyzed questionnaire data and the perceptions of these teachers and researchers. The study concentrated on pre-service English teachers in Yogyakarta. This region presents unique contexts and challenges, distinguishing it from previous research conducted in other areas. This research occurred in the English Language Education department at a private Islamic university in Yogyakarta. The research participants were English language education students. The findings of this research were in the form of questionnaire data and

perceptions specifically from students at Islamic private universities in Yogyakarta. This study did not include students from other departments or universities.

### **Research questions**

Based on the background above, this research formulates two research questions, namely:

1. What is the level of digital literacy of the students at a private university in Yogyakarta?
2. What are the dominant components of digital literacy for the students at a private university in Yogyakarta?

### **The Objectives of the Research**

Based on the research questions above, this research has several objectives, namely:

1. To find out the level of digital literacy of pre-service English teachers at a private university in Yogyakarta.
2. To investigate the dominant component of digital literacy of pre-service English teachers at a private university in Yogyakarta

### **The Significance of the Research**

The research is expected to provide more benefits and knowledge for students or pre-service English teachers, lecturers, university management, and future researchers.



Pre-service English teachers. This research determines the importance of digital literacy for pre-service English teachers. It may inspire pre-service teachers to seek opportunities to improve their technology skills. Additionally, the findings of this study can serve as a guide, pinpointing specific areas where pre-service English teachers in Yogyakarta may need to focus on improving their digital literacy.

Lecturers. This research helps lecturers understand where pre-service English teachers need more support with digital skills. It can guide them in using digital tools and improving their teaching strategies to better prepare students for the digital age.

University management. The findings can help university management improve programs and policies on digital literacy. This research provides useful information for making decisions about curriculum changes, faculty training, and resources to support students' digital skills.

Future research. By understanding the results of this study, future researchers who are interested and have the same problem with this research are expected to be a source of reference from a different point of view for those who will conduct research in the same field.

### **Organization of the Chapters**

This research contains five chapters. The first chapter is the introduction. The introduction explains the research background, identification of the problem,

delimitation, research questions, research objectives, research significance, and research organization.

The second chapter is a literature review. It discusses the literature related to conceptual framework research and hypothesis. This chapter also describes several references to experts who have researched related topics.

The third chapter is about research methodology. It describes and presents the research design, research setting, research population and sample instruments, validity and reliability, data collection procedures, and data analysis.

The fourth chapter discusses the results and discussion. In chapter four, findings and discussions are presented. The research findings will be the level of digital literacy of students at private universities in Yogyakarta. In addition, the discussion also explains detailed findings supported by various theories from experts and related research.

The last chapter is chapter five, which contains conclusions and suggestions. In this chapter, the researcher presents the conclusions of the research results related to the research problem. In addition, this chapter also contains suggestions for several parties related to this research.

