

**THE CORRELATION BETWEEN STUDENTS' DIGITAL LITERACY  
COMPETENCE AND THEIR READING COMPREHENSION OF THE  
NINTH GRADE AT SMPN 1 BANDAR SRIBHAWONO IN THE  
ACADEMIC YEAR 2023/2024**

**A Thesis**

Summited as Partial Fulfilment of the Requirements  
for S1 –Degree

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**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
1445 H/ 2024 M**

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## ABSTRACT

The presence of digital literacy infrastructure can enhance the effectiveness of the learning process. Traditional classroom sessions are no longer the sole means of instruction, as dynamic classrooms now prioritize interactive media and reliable internet access. The integration of digital technology in learning opens up new perspectives on the ideal learning environment. This research aimed to know the correlation between students' Digital Literacy Competence and their Reading Comprehension in the ninth grade at SMPN 1 Sribhawono during the academic year 2023/2024.

This research used *Correlation research* as the design in quantitative, in collected the data used questionnaire to measure students digital literacy competence and test to measured students reading comprehension. The instrument had been shared for all of the students sample class with the totals 54 students nine grade at SMPN 1 Sribawono.

Based on the data finding the conclusion of this research was there was correlation between students digital literacy competence and their Reading Comprehension in recount text of the nine grade students at SMPN 1 Sribawono in the academic year 2023/2024. Based on the table of hypothetical test it can be seen that the score of Sig was 0,004 . As the criteria of acceptance of hypothesis the data was accepted if the Sig was  $<0,05$ , the signification of correlation was on higher correlation.

***Keyword : Correlation Design, Digital Literacy Competence, Reading Comprehension.***

## DECLARATION

The researcher was a student with the following identity :

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Hereby states that this undergraduate thesis was definitely my own work. I am completely for the content of this undergraduate thesis. Other writers' or experts' opinions or finding included in the undergraduate thesis were quoted or cited in accordance with ethical standards.

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## MOTTO

وَلَقَدْ دَرَأْنَا لِحَبَّتِهِمْ كَثِيرًا مِّنَ الْجِنَّ وَالْإِنْسِ لَهُمْ قُلُوبٌ لَّا يَفْقَهُونَ بِهَا وَلَهُمْ  
أَعْيُنٌ لَّا يُبْصِرُونَ بِهَا وَلَهُمْ آذَانٌ لَّا يَسْمَعُونَ بِهَا أُولَئِكَ كَالْأَنْعَامِ بَلْ هُمْ  
أَضَلُّ أُولَئِكَ هُمُ الْعَقْلُونَ

And indeed, We will fill hell with hell, punishing many of the jinn and humans. They have hearts, but they do not use them to understand (the verses of Allah) and they have eyes (but) they do not use them to see (the signs of Allah), and they have ears (but) they do not use them to hear (the verses of Allah ). They are like livestock, even more perverted. They are the ones who are careless.

(Q.S Al-Araf 179)<sup>1</sup>

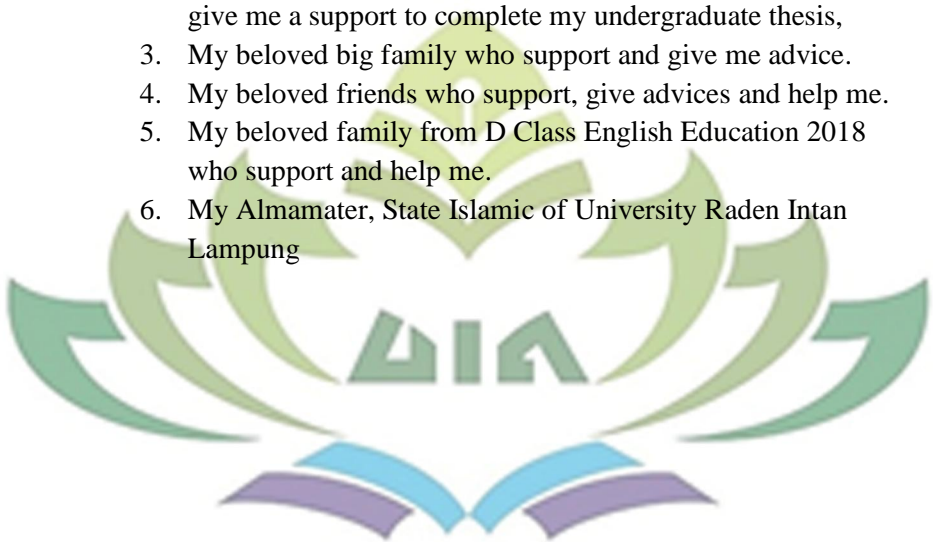
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<sup>1</sup> Departemen Agama RI Al-Quran Tajwid Dan Terjemahnya. PT Syamil Cipta Media .Qs. Al-Araf 179. Jakarta : Rineka Cipta. (2006).

## DEDICATION

I offer up my praise and gratitude to Allah SWT for always giving the abundant blessing to me. Then, I sincerely dedicate this undergraduate thesis to:

1. My beloved parents Mr. Sarjio, S.Pd and Mrs. Asri Rahayu who always pray and support me until I could finish this undergraduate thesis,
2. My beloved younger sisters Adinda Nurul Aziza who always give me a support to complete my undergraduate thesis,
3. My beloved big family who support and give me advice.
4. My beloved friends who support, give advices and help me.
5. My beloved family from D Class English Education 2018 who support and help me.
6. My Almamater, State Islamic of University Raden Intan Lampung





## CURRICULUM VITAE

Arsyta Nurul Fadila was born on October 1th, 2000 in Sri bhawono East Lampung. She famously called by his friends, Syta. Arsyta is the first son of Mr. Sarjio, S.Pd and Mrs. Asri Rahayu. She has beloved sister, her name is Adinda Nurul Aziza.

In academic background, Arsyta accomplished her formal education at MI Wajar Ma'arif 09 Sribhawono 2006 and she graduated in 2012. In the same year, she continued her studied at MTs Ma'arif 09 Sribhawono and finished in 2015. Then she continued to SMAN 1 Bandar Sribhawono and graduated in 2018. Then she was registered as student in English Education Study Program at UIN Raden Intan Lampung in 2018 and she was join in the UKM ORI.



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## ACKNOWLEDGEMENT

Bismillahirrahmanirrahim, to beginning, the researcher would like to convey her thankfulness to the almighty Allah SWT for providing her with an opportunity, guidance, and blessings. As a result, the researcher was able to arrange and complete this undergraduate thesis. Peace and salutation may always be praised to our prophet Muhammad SAW peace be upon him, who had taken us from darkness to brightness. By the grace of Allah SWT, the researcher was able to complete her undergraduate thesis, **“The Correlation Between Students Digital Literacy Competence And Their Reading Comprehension Of The Ninth Grade At SMPN 1 Bandar Sribhawono In The Academic Year 2023/2024”**. This undergraduate thesis was one of the requirements for the award of an undergraduate degree in the English Education Study Program at the State Islamic University of Raden Intan Lampung.

The researcher could not have completed this study and undergraduate thesis on her own. She had received a lot of aid, guidance, and prayers from people around her. Therefore, the researcher wanted to convey her greatest appreciation to those who have always taken care of her, and she wants to express her sincere appreciation to:

1. Prof. Dr. Hj. Nirva Diana, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung and all the staff.
2. M. Ridho Kholid, S. S. M.Pd, as the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Yulan Puspita Rini, M.A, as the secretary of English Education Study Program of UIN Raden Intan Lampung.
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5. Dr. Nur Syamsiah, M.Pd, as the Co- Advisor who had helped, guidance, support and solution until this undergraduate thesis finished.
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7. Tri Nurhayati, S.Pd, as the Validator of this thesis who had kindly and willingly spared her time to validate this undergraduate thesis.
8. My beloved friends Agneta Agustina, Nabila Rizkia Putri, Rani Amalia Damayanti, Rani Anjani, Didi Suryadi and all of my classmates (PBI Class D 2018) and my family who cannot be mentioned one by one.
9. My beloved friends since Senior High School Ninda Mei Pratiwi, Anggi Puspita Sari, Eka who support and help me.

However, the researcher realizes that this undergraduate thesis had limitations in certain way and it was far from being perfect. Thus, critique, comment, and suggestion were expected to arrange a better paper in the future. Hopefully, this research will be useful and can give the beneficial for the readers who want to get information about gender representation.



Bandar Lampung,  
The writer

**ARSYTA NURUL FADILA**  
NPM. 1811040490

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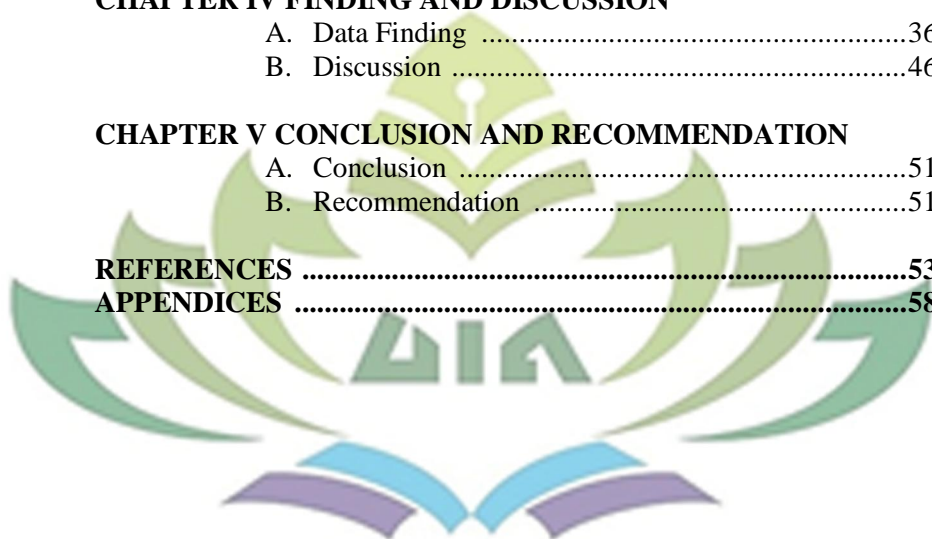
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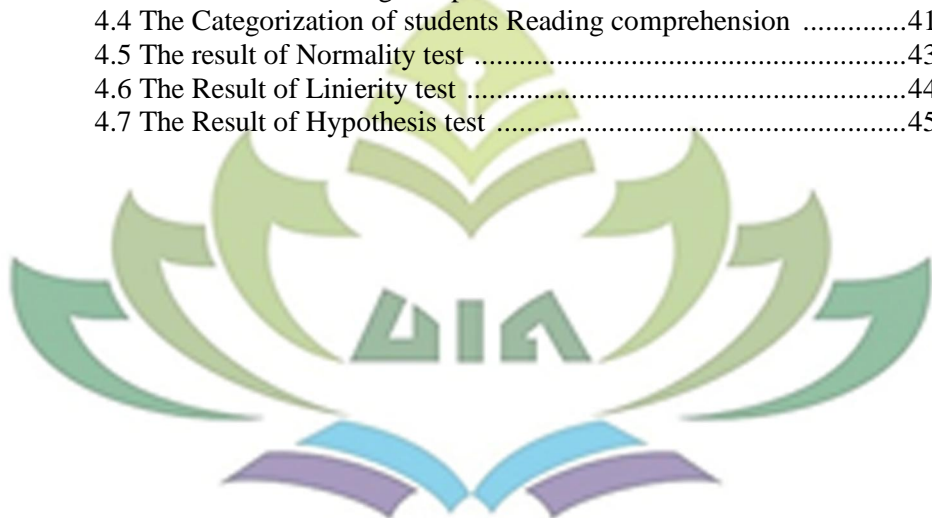
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# CHAPTER I

## INTRODUCTION

### A. Title Confirmation

As the first to understand the title of this research, the writer feels the need to explain some words which become the titles” The Correlation Between Students Digital Literacy Competence and Their Reading Comprehension of the ninth grade at SMPN 1 Bandar Sribhawono in the academic yearof 2023/2024”. The description of this title confirmation as follows:

#### 1. Correlation

Correlation is a measure of the strength of a relationship between two variables. Correlations do not indicate causality and are not used to make predictions; rather they help identify how strongly and in what direction two variables covary in an environment. In the context of nutrient criteria development, correlation analysis is a powerful tool to explore which variables may be strongly related to nutrient concentrations.<sup>1</sup> The correlation this research referred to measure between students of digital literacy competence and their reading comprehension.

#### 2. Digital literacy Competence

Digital literacy competence means being able to understand and use information from different sources, especially when it's on computers. This study looked at how well ninth-grade students could understand and use digital information in stories they read online. We used their digital literacy skills to see how well they understood the stories and got information from digital media.<sup>2</sup> This research used digital literacy competence students to know their understanding and take the information from media digital.

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<sup>1</sup>Rully. 1993. An introduction to statistical methods and data analysis. 4th edition. Duxbury Press, Belmont, CA.

<sup>2</sup>Nur Ekaningsih & Cikal Kurnia, *The Correlation between Students' Digital Literacy and English Communicative Competence*. (Journal of English Education and Teaching (JEET) vol.6.no.1.2022). p 57 URL : <file:///Users/user/Downloads/20412-Article%20Text-48581-55518-10-20220318.pdf> Accessed on 20 December 2022.

### 3. Reading comprehension

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.<sup>3</sup> It means that reading comprehension is a process in which the reader constructs meaning using material, information in the text and the reader's knowledge.

Based on the description of the title confirmations above, this research focused on The Correlation Between Students' Digital Literacy Competence And Their Reading Comprehension In The Ninth Grade Of SMPN 1 Bandar Sribhwno In Academic Year 2023/3024.

#### B. Background of the Problem

Scholars in Indonesia have discussed the level of students' digital literacy skills. A study that the 100 adolescents known as the "Z generation" in Medan was at an intermediate level of digital literacy skill and was able to recognize and combat hoax news in general yet not sufficient enough to tackle fake information on the Covid-19 pandemic.<sup>4</sup> Another study conducted in Padang showed that 421 university students' digital literacy skills who were enrolled in entrepreneurship course were still at the low to enough level, especially their skills to create entrepreneurship digital content. Other related study revealed that 100 junior and high school students in rural areas of Blitar region were at a moderate level of digital literacy skills. Meanwhile, 45 adolescents in Cibanteng had a very high level of digital literacy skills. This recent study, hence, provides information on the level of digital literacy skills that the junior high school students in Central Sulawesi possess, in order to reflect the diversity of

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<sup>3</sup>Paula J Clarke and Dean Chesher, *Developing reading comprehension*, (New York: The Guilford Press, 2014), p.5

<sup>4</sup>Inan Karagul, B., Seker, M., & Aykut, C. (2021). Investigating Students' Digital Literacy Levels during Online Education Due to COVID-19 Pandemic. *Sustainability*, 13(21), 11878. <https://doi.org/10.3390/su132111878>

research results of students' levels of digital literacy skills in Indonesia.<sup>5</sup>

Students must be proficient in digital literacy. This idea is inspired by the argument that digital literacy skills have a wide range of implications in student life. Due to the apparent advancement of digital technology, every student especially students junior high school level, as the first high school they are have a good interest in a new things Each individual must demonstrate adequate digital literacy competencies to support maximum work performance. The advancement and development of digital technology have consequences in many aspects of human life, including junior high school. The availability of digital technology infrastructure is crucial for universities since it ensures the efficiency and success of all learning processes.

The availability of digital literacy infrastructure could facilitate the implementation of the learning process. The learning process is no longer reliant on fixed classroom sessions (face-to-face instruction). However, in dynamic classroom settings, classrooms focused on interactive media with extensive and stable internet access. Learning implementation based on digital technology availability will transform and provide new viewpoints on the ideal place of learning. On the other hand, university classrooms are no longer the primary learning centers for students since students can access a variety of learning sources without being limited by time and space. Educators are also not a complete learning resource since many digital learning resources can facilitate students to learn more optimally and meaningfully.<sup>6</sup>

Everyone must carry out literacy because it has a direct impact on their lives. Person who applies the concept of literacy regularly contributes to growing a person's vocabulary,

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<sup>5</sup> Christiani, N., Tungka, N. F., & Nainggolan, R. (2022). Exploring Digital Literacy Skills of Prospective Indonesian EFL Teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*, 3(7), 1413–1422. <https://doi.org/10.11594/ijmaber.03.07.20>

<sup>6</sup> S. Menggo, "Pembelajaran abad 21," in *Seminar Nasional Linguistik dan Linguistik Terapan*, 2020, pp. 1–20.

maximizing brain performance since it is often used for reading and writing tasks, gaining new perspectives, shifting one's mindset and sharpening one's intellectual capacity, which assists students in overcoming all types of underdevelopment. As a result, literacy comprehension is a crucial factor in daily life. With adequate and accurate literacy, an individual may actively engage in various areas of life, as it benefits the general public and the growth of his or her potential.<sup>7</sup>

Digital literacy is an attraction for someone who likes to read, that is understanding and making information with digital technologies, digital literacy included all digital devices such as computer hardware, software, internet and cellphones. As a teacher, digital literacy such as infocus tools using the media in technology such as social media or another application. The methods and technologies created are partially usable and meaningful for education, especially for subsequent learning methods and effects. The manufacture of technologies such as microtechnology, biotechnology, and materials are finally used as teaching media. Technologies directly relevant to learning have been aligned with the learning objectives themselves, such as the use of gamification in learning in *curriculum of Merdeka*.<sup>8</sup>

English competence means someone are able to possess the four proficiency of English which are reading, writing, listening, and speaking. While for English communicative competence means the ability in using a language to interact and understanding a message and make ourselves understood in return. However, in order to be competence in mastering the foreign language, students need to learn frequently. According to Nishanthi requires patience and diligence to learn English. In

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<sup>7</sup> Nur Ekaningsih & Cikal Kurnia, *The Correlation between Students' Digital Literacy and English Communicative Competence*. (Journal of English Education and Teaching (JEET) vol.6.no.1.2022). p 57 URL : <file:///Users/user/Downloads/20412-Article%20Text-48581-55518-10-20220318.pdf> Accessed on 20 December 2022.

<sup>8</sup> M. Tohir, "Merdeka Belajar: Kampus Merdeka," 2020.26

line with that statement, learning new language requires.<sup>9</sup> A lot of time because when learning a language, students need to practice it every day so, they would get used to it easily. The problem about learning a foreign language frequently is, students are having many subjects in school, so it is quite hard for them to learn about the foreign language outside the school hours since they are also having some assignment to be done at home.

Based on the preliminary research that had been conducted by the researcher at ninth grade at the SMPN 1 Sribhawono by interviewing the English teacher to know the phenomenon that students faced in learning English especially for reading comprehension. In accordance the English teacher said that the digital media was used as media to teach the reading comprehension. The researcher also shared the questionnaire to know the students' digital literacy competence and their reading comprehension. Based on the result there almost all students have their own smartphones, usually they use smartphones to play social media, play games, and do school assignments, especially English assignments which usually use several platforms such as the web, google meet, google form and others. Students explained that they feel that using digital media makes it easier for them to learn English, because there are many learning resources that they can get, besides that Digital literacy competence is closely related to reading comprehension because digital literacy skills involve the ability to understand, evaluate, and use information found in digital environments. Reading comprehension is an important aspect of digital literacy because it involves a deep understanding of various digital texts, such as articles, blogs, websites, social media, and so on.<sup>10</sup>

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<sup>9</sup> Christiani, N., Tungka, N. F., & Nainggolan, R. Exploring Digital Literacy Skills of Prospective Indonesian EFL Teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*, 3(7), 1413–1422. (2022). <https://doi.org/10.11594/ijmaber.03.07.20>

<sup>10</sup> Ikaningrum, *Students digital literacy in online reading class : A Critical reflection on English language learners*. *Journal Leksema*. Vol.6.no.1.2021.

According to Klingler “Reading is an activity that has a purpose” people may read in order to get information or increase their knowledge and sometimes to critique a writer’s idea or writing style. As one of the aspect that determine students understanding, Student’s Reading Comprehension is a skill that’s individual have to understand the meaning in what they are reading, not only to understand but also to obtain information and knowledge from it. For a student it is a crucial step to understand the materials in teaching and learning process. Reading comprehension not only is used when we read physical materials like books, dictionary and more.<sup>11</sup> Futhermore, it is used in online materials, like e-book, journals, website, or to make it simple we use Reading Comprehension when we use technology that need to be read.

In line with Klingler Gilster defined that the digital literacy often involves using online recourses for learning, stuents with higher digital itarcy more likely to access a wide range of online reading materials, which can positively has good critically evaluate sources, identifying biases, and discerning creadible information , these skill are transferable to reading comprehension, as students who can critically analyze written text are better equipped to understand the authors intents, identify underlying themes, and also the digital literacy often involves the use of various digital tools, such a readers, annotation software, and online ditionaries. These toos can aid students in understanding and interacting with the texts, potentially boosing their reading comprehension.<sup>12</sup> Digital Literacy and Reading Comprehension is highly related to each other. The first principle of Digital Literacy is simply comprehension. The ability to extract implicit and explicit ideas from a media. When individuals reads materials using Digital Literacy, sometimes it is not easy. Often individuals will find

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<sup>11</sup> Hasibuan, A. R., & Irzawati, I. The Correlation Between Digital Literacy and English Proficiency of Unika Musi Charitas First-Year Students. Palembang: FKIP Universitas Tridinanti. (2020).  
<https://doi.org/10.37200/IJPR/V24I8/PR280319>

<sup>12</sup> Gilster P. *Digital Literacy*. New York: Wiley (1997)., P.27

hard word to read and comprehend. That is why Reading Comprehension is one of the essential to individuals to use Digital Literacy in all it worth.<sup>13</sup>

Based on the explanation this research aims to find out the relationship between digital literacy competence and students' reading comprehension. Besides that, this research is expected to contribute to readers and educators to be able to evaluate the learning process and design so that the learning process can adapt to technological developments. The researcher concluded the study become a title "The Correlation Between Students Digital Literacy Competence and Their Reading Comprehension in the ninth grade at SMPN 1 Sribhawono in the academic year of 2023/2024".

## **C. Identification and Limitation of the Problem**

### **1. Identification of the Problem**

Based on the background of the problem, the research identified the problems as follows:

- a. There are many students cannot manage the times in play smartphone and learning English.
- b. Most of students lack of intensity or frequency reading information from the internet.
- c. As many students use computers or their smartphone only to play but cannot operate the media to get the knowledge in English skills.

### **2. Limitation of the Problem**

Based on the identification of the problem, this research limited the problem to know the correlation between students' digital literacy competence and their Reading Comprehension in recount text of the ninth grade at SMPN 1 Bandar Sribhawono in the academic year 2023/2024.

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<sup>13</sup> Ibid., P.31

#### **D. Formulation of The Research**

Based on the limitation of the problem above, the formulation of this research as follow:

1. Is there any correlation between Students Digital Literacy Competence and Their Reading Comprehension in the ninth grade at SMPN 1 Bandar Sribhawono in the academic year of 2023/2024?

#### **E. Objective of The Reserch**

There is the objective of the research was to find out the correlation between students digital literacy competence and their reading comprehension the ninth grade at SMPN 1 Sribhawono in the academic year of 2023/2024.

#### **F. Significance of the Research**

There is some benefit that can be used for:

##### **1. Theoretically**

The findings of the present study are expected to contribute some support to the teaching of English lesson specially for reading comprehension. In other words, the findings of the present study is expected to add and complement the previous studies related to reading comprehension.

##### **2. Practically**

###### **a. The Teachers**

This research hopefully can become a benchmark in the use of media and the allocation of digital media in the process of learning to read in class, in another side These research finding may can be useful for the teacher to evaluate their strategy, method, or models in teaching English in higher education levels.

###### **b. The Students**

The students of undergraduate can take a new information about digita literacion that can be used in the process of learning English appositely they will get a new knowledge or the way in learning reading comprehension.



### c. The Next Researchers

This research hopes that this research can inspire and motivate the next researcher who have desire to conduct researcher on the same topic or more innovation based on research.

## G. Relevant Research

There are some relevant research that had been conducted as follows:

1. The First previous research by Cikal Kurnia (2021), entitled “Correlational study between students digital literacy and English communicative competence” this research aimed to know the correlation between two variables, dependent variables was English communicative competence, and the independent variables was Digital Literacy competence. This previous research used correlational research design as a method to measure the formulation. Based on the data finding it can be concluded that there is weak correlation between student’s digital literacy and English communicative competence. It was proven that the correlational coefficient value was smaller than the score of  $r$  table or  $0.350 < 0.432$  it is between 0.20 until 0.3999 of the interpretation of the correlation coefficient.<sup>14</sup>
2. The second previous research by Untari & Musthafa (2020) entitled “University Students’ Digital Literacy Competence: A Case Study with Learning Management System” this study aimed to know the students digital literacy competence in undergraduate students of UPI university. This study is conducted under a case study framework. The collected data was analysed using DigCom 2.1 DL framework and the result of this study shows that Schoology builds the participants’ DL competences particularly information and data literacy and communication using technologies. This system helps the

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<sup>14</sup> Cikal Kurnia, “ *Correlational study between students digital literacy and English communicative competence* ( undergraduate thesis of UNISULA, 2021) Accessed on 20 December 2022. <https://doi.org/10.37200/IJPR/V24I8/PR280319>

teacher as well as the students to exploit the DL competences. However, it requires teachers' capability in handling the system. Moreover, this study recommends an intensive teacher training on the mediated ICT instruction and further research on other competence areas as this study merely focuses on certain competence areas.<sup>15</sup>

3. The third relevant research by Muthmainnah (2019) entitled "A Correlational Study of Digital Literacy Comprehension Toward Students' Writing Originality" This research was aimed to know how far the students' understanding of digital literacy, to know how high the students' writing originality, and to know the correlation between students' understanding of digital literacy and students' writing originality. Digital literacy is someone's capability to use the digital device, receive, communicate the process, evaluate, and share the information cognitively and technically. Originality is emphasized in writing because it is used as the measurement of the writers' idea and creativity in writing. This research used a correlational study to check the correlation between variable. The population of this research was the eighth-semester students of English Education Department Students of IAIN Salatiga. It used cluster random sampling to decide the sample of this research. Class A was used as the sample of the research that consisted of 32 students. The data that was collected was analyzed using SPSS 20. Based on the data analysis, it resulted that  $r$  (count)  $0.83 > r$  (table)  $0.349$ . From the result, it can be concluded that there was a positive perfect correlation between digital literacy understandings with student's writing originality.<sup>16</sup>

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<sup>15</sup> Untari Gunta Pertiwi & Bachrudin Musthafa, *University Students' Digital Literacy Competence: A Case Study with Learning Management System* (Journal of Advances in Social Science, Education and Humanities Research, volume 546, 2020) URL : <file:///Users/user/Downloads/125956041.pdf> Accessed on 20 December 2022. <https://doi.org/10.37200/IJPR/V24I8/PR28032193>

<sup>16</sup> Nur Muthmainnah, *A Correlational Study of Digital Literacy Comprehension Toward Students' Writing Originality* (Journal of the Association for Arabic and English Vol.5.No.1.2019). URL :

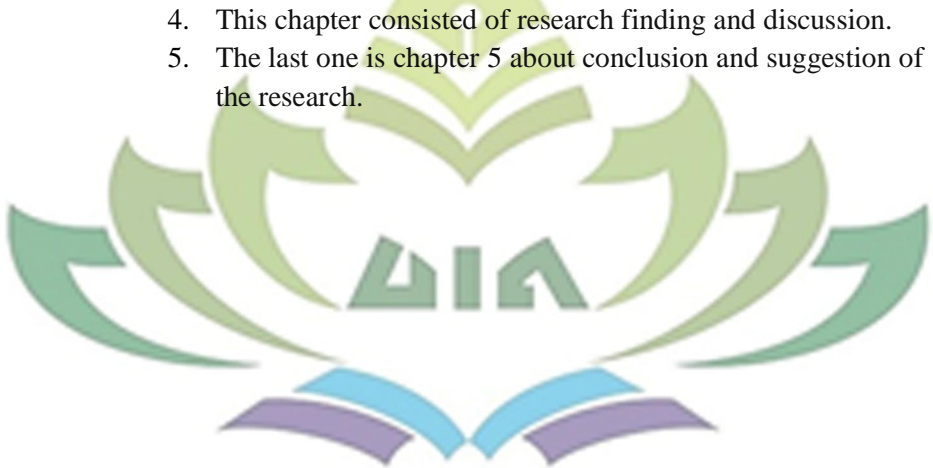
Based on the relevant research above, there are some similarities between this research and previous research, such as the first relevant research had the same independent variables and used the same method in measured the formulation, for the second relevant research used the same topic such as digital literacy competences and the last relevant research also used the same independent variables such as digital literacy competence. Based on some points of similarities there are some differentiated, such as the first previous research focus on the student's communicative skills, but this study will be focused on the reading comprehension, in another side the second relevant research used the qualitative method but this study will be used correlational research design. The novelty of this research is will to know the correlation between digital literacy competence and students reading comprehension of ninth grade at SMPN 1 Bandar Sribhawono. Why this research will use the ninth grade as the subject, because there were know and mostly used the technology in their activity and learning improvement.

## **H. Systematics of the Research**

In this research entitle "The Correlation Between Students Digital Literacy Competence and Their Reading comprehension of ninth grade at SMPN 1 Bandar Sribhawono" this research describe several systematic that will arrange in five chapters as follows:

1. In the first chapter, the researcher explains the title conffirmation, background of the problem in this session explains about problems faced by students in English lesson, identification and limitation of the problem, formulation of the problem, objective of the research, significance of this research for the readers in the future, relevancy of the research, and systematic of the research.

2. To achieve the objectives of the research, in this chapter to know the concepts and theories of the variables to be studied. So the researchers describes in detail each variable from the title of this study in chapter 2. That is about parts of digital literacy competence and reading comprehension.
3. After knowing the concepts and theories behind each variable, the research explained about research method. Which includes the place and time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis testing.
4. This chapter consisted of research finding and discussion.
5. The last one is chapter 5 about conclusion and suggestion of the research.



## CHAPTER II

### REVIEW OF LITERATURE AND HYPOTHESIS

#### A. Digital Literacy Competence

##### 1. Definition of Digital Literacy Competence

Digital literacy derives from literacy development in this digital era in responding to the development of technology and internet that causes people utilize digital devices to access, share, create information is in digital form. This condition emerges new shape of literacy that is Digital literacy (DL). According to Mcloghlin Digital Literacy is the skill to comprehend and use information with various form and sources which are presented using computer or smartphone.<sup>1</sup>

In the another side, according to Hosseini, literacy is the activity involving reading, writing, and spoken language to take out, set up, combine, and analyzing meaning through interconnection and participation ith multimoda passage in the context of social situated practices. The students facing the globalization era where technology are taking over the civilation of the humen being in almost every aspects of it. Reliabel with this statement by Ayhan digital literacy is a process that resposes on knowledge literacy, internet comprehension, web comprehension, and digital comprehension.<sup>2</sup>

According to Martin Digital literacy is described as creating social mores within individuals' private lives and the ability to reflect on this process using digital tools appropriately. Further, digital literacy involves identifying digital resources and content, reaching, managing, combining, evaluating, and making analysis/synthesis,

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<sup>1</sup> Catherine McLoughlin, "What ICT-Related Skills and Capabilities Should Be Considered Central to the Definition of Digital Literacy?," Europe, 2011, 472 <https://doi.org/10.37200/IJPR/V24I8/PR28031933>

<sup>2</sup> Delnaz Hosseini, "Digital Literacy in Early Elementary School : Barriers and Support Systems in the Era of the Common Core," 2018, 12.

forming new data, creating new ways of media expressions and making it possible to communicate with others.<sup>3</sup>

In line with the Mcloghlin statement Digital literacy is knowing how to select and use the digital technologies where, when, and in a purposeful way. Digital literacy is also related to critical thinking about the opportunities and benefits of digital technologies used frequently such as Web 2.0, social networks, and mobile applications.

Digital literacy involves students identifying, reaching, managing, combining, evaluating and analyzing digital sources. Gilster has mentioned that digital literacy relates to students' skills in finding and choosing reliable of relevant information within complex network.<sup>4</sup> However, in implementing digital literacy, students can become active participants in their educational, social, cultural and intellectual life. Students who are digital literate in technologies can access, critically evaluate, innovatively utilize and successfully manage information from purposes in any source.

It can be concluded students have a similar or certain level of digital literacy that can prompt the issues in online learning. Digital literacy has been classified into three levels; digital competence such as digital know, how the usage of digital and applications of digital competence and information digital– the creation of the knowledge as a result of digital usage.

## 2. The Aspects of Digital Literacy

Gilster groups it into four core competencies that a person needs to have, so that it can be said that person is literate includes<sup>5</sup>:

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<sup>3</sup> Martin, A. Digital literacy and the digital society. In C. Lankshear and M. Knobel (Eds.), *Digital literacies: Concepts, policies and practices* (pp. 151-177). New York: Peter Lang Publishing. (2008).p.54

<sup>4</sup> Gilster, P. *Digital Literacy*. New York: Wiley (1997) p, 20

<sup>5</sup> Gilster, P Op. Cit. 20

a. Searching the Internet (Internet Searching)

Competence is a person's ability to use the internet and carry out various activities in it. This competency includes several components, the ability to search for information on the internet using search engines, as well as perform various activities in it.

b. Hypertext Direction Guide (Hypertextual Navigation)

This competency is a skill for dynamic reading and understanding of the hypertext environment. So someone is required to understand the navigation (guidance) of a hypertext in a web browser which is certainly very different from the text found in textbooks. This competency includes several components including: knowledge of hypertext and hyperlinks and how they work, knowledge of the difference between reading a text book and browsing via the internet, knowledge of how the web works including knowledge of bandwidth, http, html, and url, as well as the ability to understand web page characteristics.

c. Evaluation of Information Content (Content Evaluation)

This competency is a person's ability to think critically and provide an assessment of what is found online accompanied by the ability to identify the validity and completeness of information referenced by hypertext links. This competency includes several components, including: the ability to distinguish between display and information content, namely the user's perception of understanding the appearance of a visited web page, the ability to analyze background information on the internet, namely the awareness to explore further about sources and creators of information, the ability to evaluate a web address by understanding the various domains for each particular institution or country, the ability to analyze a web page, and knowledge of FAQs in a newsgroup/discussion group

d. Knowledge Assembly

This competence is an ability to organize knowledge, build a collection of information obtained from various sources with the ability to collect and evaluate facts and opinions properly and without prejudice. This is done for certain purposes, both education and work. This competency includes several components, namely: the ability to search for information through the internet, the ability to create a personal newsfeed or notification of the latest news that will be obtained by joining and subscribing to discuss or discuss a particular topic according to the needs or topic of a particular problem, the ability to conduct crosscheck or recheck the information obtained, the ability to use all types of media to prove the truth of the information, as well as the ability to compile the sources of information obtained on the internet with real life that is not connected to the network.

**3. The Factors of the Challenges of digital literacy**

In the implementation of online learning, students' advancement in technology is needed to access the information. Students face some barriers that are related to their digital literacy skill. According to Pratolo and Solikhati in their research, there are several factors of the challenges digital literacy skills such as lack of technology sources, low students skill in utilizing digital technology, incapability to afford technology and poor budgeting to purchase technology. In the digital era, the development of digital technologies is also followed by the challenges of implementing the digital literacy skills that include students learning and innovation skills, information and technology.<sup>6</sup>

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<sup>6</sup> W. Techataweewan and U. Prasertsin, "Development of digital literacy indicators for Thai undergraduate students using mixed method research," *Kasetsart J. Soc. Sci.*, vol. 39, no. 2, pp. 215–221, 2020. <https://doi.org/10.37200/IJPR/V24I8/PR280319231>



This reveals that students need to provide digital technology to support their digital literacy skills, especially in implementing of online learning.

#### **4. The importance of Digital Literacy**

The importance of digital literacy will develop students' ability in digital technologies, especially for educational purposes. Digital literacy skills can potentially impact students' performance in online class. According to Trilling and Fadel, Students have asked to think critically, creatively solve problems, collaborate effectively and share digital content.<sup>7</sup>

Nevertheless, students use digital technology not only for entertaining purposes but also for understanding technology and using it appropriately. Embracing digital literacy is key to encouraging students learning. It is essential to students' long-life learning improvement. Additionally, the importance of harnessing digital literacy influence to find work and advance in the implementation of online learning.

#### **5. Digital literacy for English language learning**

In a digital age, Digital literacy has an important role for students in English language learning. As stated by Tarihoran in his research, the practice of learning a foreign language enables students actively to communicate in a foreign language, who take students developing their English competencies within and outside the classroom especially in online learning.<sup>8</sup>

However, students in 21st century are using digital technology to improve their learning especially in their English language learning.<sup>9</sup>The role of digital literacy in

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<sup>7</sup> Bernie Trilling, 21st Century Skills: Learning for Life in Our Time,40.San Fransisco: John Wiler and Sons. (2009).p. 54

<sup>8</sup> Naf'an Tarihoran, Bayi Syafuri, and Atika Rahmania Elbarusi, "The Role of Positive Psychology in English Foreign Language Classroom," no. January (2020), 285<https://doi.org/10.37200/IJPR/V24I8/PR28031966>

<sup>9</sup> Nafan Tarihoran, Alaa Q Alhourani, and Joel Alanya-beltran, ""CALLING the Process of Writing ": Facebook as Language Support Learning Tool

language learning influence students to be active in communicate using English. The process of teaching and learning English will be centered and students' ability to connect with English skills will improve.<sup>10</sup>

Students are forcing to know how to create, apply, analyze, understand and evaluate the information that students find on the internet. In the lesson plan that teachers design which relates to online learning, Students must be able to use digital technologies to support their proficiency towards English learning. For example, students can use digital media such as zoom to practice their speaking skill with others during online classes. Students should be literate in using digital media for applying English language learning.<sup>11</sup> Moreover, students can access information on the websites or e-book to improve their reading and writing skills. In using and accessing both aspects, ICT skills are needed. In the learning process, students are engaged to develop important learning skill such as critical thinking, problem solving and effective communication.

## **B. Reading Comprehension**

### **1. Definition of Reading comprehension**

Comprehension is the center reading.<sup>12</sup> According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension starts from move the words on the page to the meaning in the mind, recognize individual words

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in Enhancing the EFL Learners ' Online Writing Performance" 18, no. 1 (2022): 496–510, 497

<sup>10</sup> Nafan Tarihoran, "Teacher Candidates' View on Using Technology in Developing English Language Teaching Materials," *International Journal of Psychosocial Rehabilitation* 24, no. 8 (2020): 3005–13, <https://doi.org/10.37200/IJPR/V24I8/PR28031998>

<sup>11</sup> *Ibid.*, 23

<sup>12</sup> Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.23

using memory and knowledge of letter and sound patterns, match the resulting pronunciations with meanings, and finally connect these words into idea units.<sup>13</sup> It means a person's ability to understand context based on what is read or heard.

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.<sup>14</sup> It means that reading comprehension is a process in which the reader constructs meaning using material, information in the text and the reader's knowledge.

According to Woolley, reading comprehension is the process of making meaning from text. Therefore, the aim is to gain an overall understanding of what is described in the book rather than getting meaning from isolated words or sentences.<sup>15</sup> In line Pardo defined reading comprehension is a process in which readers construct meaning by interacting with though the combination of prior knowledge and previous experience, information in a text and stance the reader takes in relationship to the text.<sup>16</sup>

According to Pang reading comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text of background knowledge, vocabulary, grammatical knowledge, experience with a text and other

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<sup>13</sup> Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: The Guild Press, 2008), p.5

<sup>14</sup> Paula J Clarke and Dean Cheshier, *Developing reading comprehension*, (New York: The Guilford Press, 2014), p.5

<sup>15</sup> Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

<sup>16</sup> Pardo. *The role of context in learning to teach writing*, (2006).  
[/http://jte.sagepub.com/content/57/4/378.full.pdf+html](http://jte.sagepub.com/content/57/4/378.full.pdf+html), 57(4), hlm.379-394 .  
<https://doi.org/10.37200/IJPR/V24I8/PR280e319>

strategies to help them understand the written texts.<sup>17</sup> Moreover Woolley adds that reading comprehension is the process of making meaning from the text. The goals, therefore I to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.<sup>18</sup>

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text

## 2. Aspect of Reading Comprehension

Brown classifies sixth aspects of reading comprehension, namely:

a. Main idea

This reading activities aimed at finding what the main topic of reading passage is

b. Expression/idiom/phrases in context

This reading activities aimed to knowing the sequence the expression idiom and phrases in context.

c. Inferences (implied detail)

This reading activities aimed a concluding the contents contained in the reading passage.

d. Grammatical features

This reading activities aimed to the students in know grammatical features in the text.

e. Detail (scanning for a specifically stated detail)

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<sup>17</sup> Pang,S.E.(2003). Teaching reading. New York: The International Academy of Education, IAE.

<sup>18</sup> Woolley, G. 2011. Reading comprehension: Assisting children with learning difficulties. New York: Springer.

This reading activity is aimed at knowing at the discoveries that have been done by a character or to solve the problems creates.

- f. Excluding fact not written (unstated details)

This reading activity for the tudents in classifying the fact in the text.<sup>19</sup>

Based on the explanation above it can be concluded that the students knows about main idea, expression/idiom/phrases in context, inferences (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting ideas, ad vocabulary in context.

## 2. Advantages and disadvantages of Reading Comprehension

There are some advantages of reading comprehension as follows :<sup>20</sup>

- a. Development of high academic self confidence
- b. Improve writing skills
- c. Mastering their vocabulary
- d. Improving the overall reading ability
- e. Developing critical thinking and analytical skills
- f. Promoting mental stimulation and growth

In another side the disadvantages of reading comprehension as follows :<sup>21</sup>

- a. Consume time
- b. Require will power
- c. Burn money fast
- d. Eat up stroge

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<sup>19</sup>H Douglas Brown, Language Assessment Principle and Classroom Practices, (New York: Longman Person, 2014). p.206

<sup>20</sup>GOODFELLOW, R., 2011. Literacy, literacies and the digital in higher education. Teaching in Higher Education, 16 (1), pp. 131 – 144.

<sup>21</sup>Ibid, p.131 – 144.

### C. The Correlation between Digital Literacy Competence and Reading Comprehension

In learning skills, there are four kinds of competencies to fulfill 21st century skills, well-known as 4C: critical thinking, creativity, communication, and collaboration skills. They also states that critical thinking skills are deep thinking abilities from different angles, so that a useful alternative can be found. Creative skills produce solutions, innovative strategies to solve the problem, and practical progress to do innovative things that improve the workplace, while communication skills are an attempt on the part of learners to explain information (in English) to others, and teamwork is the way they work as a team.<sup>22</sup>

Literacy skills are also divided into three points, i.e. information literacy, media literacy, and technology literacy. Information literacy is a crucial skill. It lets students to understand the reality, including the data points that they are going to experience online. Media literacy is the practice of recognizing reporting processes, media, and sources, while at the same time distinguishing between those that are reliable and those that are not, whereas technology literacy is another step toward teaching students about devices involved in the information age. Literacy skills are very mandatory to be mastered because they will be useful in daily life and career achievement.<sup>23</sup>

Essential aspect of career advancement or achievement can be a solid foundation of literacy. A prerequisite of the application process is to write a cover letter along with submitting a resume for many corporate or office positions. A solid foundation for literacy would play a vital role in composing and presenting such materials successfully.

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<sup>22</sup> Polona Legvart, Metka Kordigel Aberšek, and Maja Kerneža, "Primary School Students' Natural Science Digital Literacy Competence in Digital Learning Environments," *Journal of Technology Education* 2, no. 1 (2021): 105–114. <https://doi.org/10.37200/IJPR/V24I8/PR2803196652>

<sup>23</sup> Rila Setyaningsih et al., "Model Penguatan Literasi Digital Melalui Pemanfaatan E-Learning," *Jurnal ASPIKOM* 3, no. 6 (2019): 1200. <https://doi.org/10.37200/IJPR/V24I8/PR2803214119>

For nonverbal communication, successful use of digital literacy skills also plays a major role. Long-distance communication through social media can often result in distorted messages, as definitions may not be apparent. Digital literacy has a part to play in promoting contextual awareness, using both cognitive and technical skills.

Sometimes, students tend to look for their learning materials on the web or e-books rather than in traditional books. According to Rainie and Duggan the number of readers of e-books is increasing. In the past year, the number of readers of e-books increased from 16% of all Americans ages 16 and older to 23%. At the same time, the number of readers of printed books in the previous 12 months decreased from 72% of the population aged 16 and older to 67%. It means that students tend to read e-books rather than traditional books.

This phenomenon is that English pre-service teachers are required to develop digital literacy abilities and language learning strategies technology-enhanced language learning (TELL) settings. They need to be able to achieve accomplishment in remote environments. Specifically, it is important to describe the degree of digital literacy of target language students and to recognize factors that affect their usage of digital technology in local circumstances for the better use of digital language education for learners.

In addition, the need for a paradigm shift in teacher education programs to digitally train the next generation of teachers and become digital technology leaders. Meanwhile, even individuals often have access to ICT, it is not enough to ensure that they use content and sources in a productive manner. Therefore, they need digital literacy competence to use digital content for finding relevant information in English, especially for academic purposes. Sometimes, people utilize technology to read e-books or articles online for their academic purposes.

Based on the explanation it can be concluded that digital literacy and reading comprehension were has

correlation, because understanding how to navigate digital platforms and tools enhances one's ability to comprehend information presented in various digital formats. When someone is digitally literate, they know how to use devices like computers, tablets, and smartphones, as well as different software and internet browsers. This familiarity helps them access a wide range of online resources, such as articles, e-books, and educational videos. By engaging with digital content regularly, individuals develop skills in skimming, scanning, and analyzing information quickly, which are essential for effective reading comprehension.

#### **D. Frame of thinking**

The importance of digital literacy will develop students' ability in digital technologies, especially for educational purposes. Digital literacy skills can potentially impact students' performance in online class. According to Trilling and Fadel, Students have asked to think critically, creatively solve problems, collaborate effectively and share digital content.<sup>24</sup> Nevertheless, students use digital technology not only for entertaining purposes but also for understanding technology and using it appropriately. Embracing digital literacy is key to encouraging students learning. It is essential to students' long-life learning improvement. Additionally, the importance of harnessing digital literacy influence to find work and advance in the implementation of online learning.

In a digital age, Digital literacy has an important role for students in English language learning. The practice of learning a foreign language enables students actively to communicate in a foreign language, who take students developing English competencies within and outside the classroom especially in online learning. However, students in 21st century are using digital technology to improve their learning especially in their English language learning. The role of digital literacy in language learning influence students

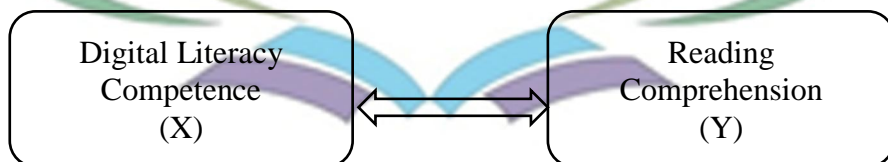
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<sup>24</sup> Ibid., 40



to be active in communicate using English. The process of teaching and learning English will be centered and students' ability to connect with English skills will improve. Students are forcing to know how to create, apply, analyze, understand and evaluate the information that students find on the internet. In the lesson plan that teachers design which relates to online learning, Students must be able to use digital technologies to support their proficiency towards English learning especially in reading comprehension.

For example, students can use digital media such as zoom to practice their reading comprehension with others during online classes. Students should be literate in using digital media for applying English language learning. Moreover, students can access information on the websites or e-book to improve their reading and writing skills. In using and accessing both aspects, ICT skills are needed. In the learning process, students are engaged to develop important learning skill such as critical thinking, problem solving and effective communication Based on the explanation above, this is the frame of thinking of this research :



**Figure 1. Frame of Thinking**

**E. Hypothesis**

Based on the explanation above, this research suggest some hypothesis as follows :

$H_a$  = There is correlation between Students Digital Literacy Competence and Their Reading Comprehension of ninth grade at SMPN 1 Bandar Sribhawono.

$H_0$  = There is no correlation between Students Digital Literacy Competence and Their students Reading Comprehension of ninth grade at SMPN 1 Bandar Sribhawono.



## CHAPTER V CONCLUSION AND RECOMMENDATION

### A. Conclusion

This research had been analyzed the data from students nine grade at SMPN 1 Sribawono in the academic year of 2023/2024. Based on the data finding the conclusion of this research there was positive correlation between student's digital literacy competence and their reading comprehension of the ninth-grade students at SMPN 1 Sribawono in the academic year 2023/2024 in high correlation obtained 0.610. Based on the table of hypothetical test it can be seen that the score of Sig for each variable digital literacy competence was Sig 0,004. In line with that the reading comprehension was sig 0,004. As the criteria of acceptance of hypothesis, the data was accepted if the Sig was  $<0,05$ .

### B. Recommendation

Based on the conclusion above, the researcher add some recommendation for :

#### 1. For English Teachers'

The researcher recommends incorporating diverse reading materials that align with students' digital interests to enhance reading comprehension by using the read theory website, storynory website, and class jodo as media to teaching and learning reading comprehension.

#### 2. For Students

The researcher suggested cultivating a reading habit that includes both printed and digital content to enhance their reading comprehension and digital literacy skills by used *website*, *social media* such as storynory website, and class jodo as media to learn and improved their reading comprehension.

#### 3. For Future Researchers

It is advisable to explore the evolving dynamics between digital literacy, reading comprehension, and the impact of digital tools on education. The researcher recommended for future researchers to explore about the

students' digital literacy in critical skills in obtaining information from digital media.



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