

**DIGITAL LITERACY IMPLEMENTATION IN TEACHING ENGLISH AT
SMKN TORAJA UTARA**

Carli Baka¹, Indah Safitri Padallingan²
Corresponding email: indahpadallingan47@gmail.com

^{1,2}English Language Education Program, Graduate Program, Christian
University of Indonesia Toraja

ABSTRACT

The purpose of this study is to find out how digital literacy is implemented by English teachers at North Toraja Vocational High School. Researchers use qualitative methods in this study. Data were taken from 3 (three) English teachers who were collected using a purposive sampling technique. To obtain data, researchers used interviews and analyzed using the theory of Miles and Huberman. The results of this study indicate that the use of digital literacy at the vocational level, especially at Toraja Utara Vocational School, is quite optimal. The application of digital literacy was carried out during the Covid-19 pandemic and is still being implemented today. In implementing digital literacy, teachers use applications such as Whatsapp, Google Classroom, Messenger, and Zoom to teach English, with this media it can help teachers quickly convey material to students who will be discussed. However, in general, teachers more often use messengers to teach and give assignments through this media, because messengers are applications that can still be used and easily accessed by students even in offline mode (without internet). Based on the results of the research above, the researchers concluded that the application of digital literacy at North Toraja Vocational High School is quite optimal, and in general teachers are more dominant in using messenger applications because they can be accessed by both teachers and students even though they are in offline mode (without internet).

Keywords : *Digital Literacy Implementation, Teaching English*

INTRODUCTION

All technology-based with the existence of technology can help us become a modern world, so that in the field of learning also requires technology to be used for education. With the existence of this technology students can explore this time based on digital technology in the hope that it can help students better master the educational process well. Digital literacy is the skill to master technology, data, and communication. Digital literacy can also help a person in thinking critically, dismantling problems and speaking easily. Examples of digital literacy are youtube, instagram, facebook, whatsapp, zoom, google meet, email, LCD, google classroom, tik tok, with the implementation of digital literacy. (Purmadi et al., 2022) Improving M- Learning Applications to Support Digital Literacy of Vocational High School Students, Sujana and Rachmatin (2019) suggest that at this time all technology-based with the existence of technology so that it can help us become a modern world. So that in the field of learning also requires technology to be used for education, with the existence of this technology students can explore this time based on digital technology in the hope that it can help students better master the educational process well. Digital literacy is very important for students to understand, including data literacy, data literacy is not just receiving data but how people filter the data obtained so as not to harm others, and also used to improve the quality of education, media literacy, the use of educational media can help students to explore an event that cannot be experienced directly, because it takes a long time or very fast, very risky and so on so that by using the media students can explore their ability to observe and analyze existing cases, and ICT literacy. The problem that the researcher encountered at Vocational Schools while teaching PLP 2 was that the implementation of digital literacy was not fully optimal, that students were very lazy and bored learning if the teacher only explained the material continuously without any applications used while studying. Therefore the researcher wanted to research how the implementation of digital literacy in schools.

METHOD

The researcher employed qualitative research methods in this study. Creswell defines a qualitative case study as the investigator focusing on one or more cases over time through detailed, in-depth data collection involving multiple sources of information (Creswell 2013). To learn more about the phenomenon, researchers interviewed of english teacher. The data provided by participants is then collected and analyzed. The analysis results can be presented in the form of a description. This study employs qualitative methods to discover, identify, analyze, and describe how digital literacy is implemented in the classroom by the teacher.

RESULT AND DISCUSSION

In this chapter the researcher describes and explains the data and results of research on cases that have been formulated in Chapter 1. The results of this study were obtained by using semi-structured interviews directly to informants as form of searching and direct documentation in the field. This study focuses on the

Digital literacy implementation in teaching english at SMKN Toraja Utara. Information gathering has been carried out for 2 days, namely on 30-31 January 2023. Researcher also used a qualitative approach to see the natural condition of a phenomenon. This strategy seeks to elicit and depict environmental reality. Qualitative research is a method of collecting descriptive data in the form of written or spoken words about the people or attitudes observed (Nasution, 2003).

EXTRACT 1 : Defenition of digital literacy

As the teacher said that definition of digital literacy, this data was supported by data interviews as follows;

I : *What is digital literacy ? (Apa pengertian digital literacy ?)*

T1 : *Digital literacy is very good when applied in teaching*, for example, when we are dealing with Covid-19 which we went through after this is very helpful for digital literacy in implementing education. Digital literacy is a medium used in the learning process for students. (Digital literasi itu sangat bagus ketika diterapkan dalam mengajar, contohnya seperti ketika kita menghadapi covid-19 yang kita lewati setelah ini sangat membantu sekali digital literasi dalam penerapan pendidikan. Digital literasi adalah suatu media yang digunakan dalam proses pembelajaran bagi siswa maupun mahasiswa) *Moreover , that answer was supported by teacher 2*

T2 : *Digital literacy is a way to get information via social media*, be it through the Goog Classroom, WhatsApp, or Messenger applications which were widely used during the Covid-19 pandemic. (Digital literasi adalah cara mendapatkan informasi lewat media sosial baik itu melalui aplikasi google classroom, whatsapp, ataupun messenger yang adalah banyak digunakan di masa pandemi covid-19 kemarin) *Furthermore it was supported also by teacher 3*

T3 : *Digital literacy is our ability to use technology*. (Digital literasi adalah kemampuan kitadalam menggunakan tekhnologi)

EXTRACT 2 : Types of digital literacy to teaching englis

After know defenition about digital literacy, here are the types of digital literacy to teaching english

I : *What types of digital literacy do you use when teaching english? (Apa bentuk digital literasi yang ibu gunakan saat mengajar bahasa inggris?)*

T1 : *we usually use the zoom, messenger or whatsapp* application. But most of the students are currently constrained by the signal because their homes are still quite far away and have not been reached by such a good signal. (Biasanya kami menggunakan aplikasi zoom, messenger, atau whatsapp. Tetapi kebanyakan siswa – siswi di saat ini terkendala pada sinyal karena tempat tinggal mereka masih ada yang lumayan jauh belum terjangkau oleh sinyal yang begitu bagus) *Moreover, that answer was supported by teacher 2*

T2 : In connection with the learning process during the Covid-19 period yesterday, *we especially at the tagari christian vocational school used digital literacy applications, google classroom, whatsapp, and messenger.* There are many considerations that make us have to choose several applications because many things become obstacles that we will encounter in this regard. (Sekaitan dengan proses pembelajaran di masa covid-19 kemarin, kami khususnya di SMK Kristen Tagari menggunakan digital literasi aplikasi google classroom, whatsapp, dan messenger. Banyak pertimbangan yang membuat kami harus memilih beberapa aplikasi karena banyak hal menjadi kendala yang akan kami temui dalam hal ini.) *Furthermore it was supported also by teacher 3*

T3 : The forms of digital literacy that I use when teaching english are through **google classroom, zoom, whatsapp, and messenger.** (Bentuk digital literasi yang saya gunakan saat mengajar bahasa inggris yaitu melalui google classroom, zoom, whatsapp, dan messenger)

EXTRACT 3 : The reason to choosing digital literacy

I : *Why did you choose to use this form of digital literacy?* (Mengapa ibu memilih menggunakan bentuk digital literasi tersebut ?

T1 : When we want to visit the homes of so many students one by one, it is not possible because the homes of some students are far away. *So the effective way is to use digital literacy such as messenger, whatsapp, or zoom which clocks are more effective, doesn't take longer, and is simpler to connect one student to other students and also the teacher.* (Ketika kita ingin berkunjung ke rumah siswa/siswi satu persatu yang begitu banyaknya , tidak memungkinkan karena rumah siswa/siswi ada yang jauh. Jadi cara yang efektif yaitu, menggunakan digital literasi seperti messenger, whatsapp, atau zoom yang jamnya lebih efektif , tidak menyita waktu lebih lama, dan lebih simple menghubungkan antara siswa yang satu dengan siswa lainnya dan juga guru) *Moreover, that answer was supported by teacher 2*

T2 : *Because through whatsapp students usually prefer the application, then we do use the Google Classroom application but sometimes students are a bit difficult to use because it is usually more constrained by the network. Then there is also media that is not paid for (offline mode) without quota, for example messenger,* in this case we choose an application that students can easily access, so we mostly use the messenger application. (Karena melalui whatsapp biasanya siswa lebih suka aplikasi tersebut, kemudian aplikasi google classroom memang kami gunakan tetapi terkadang siswa agak susah menggunakan karena biasanya lebih terkendala ke jaringan. Kemudian ada juga media yang tidak berbayar (mode offline) tanpa kuota , misalnya messenger dalam hal ini kami memilih aplikasi yang mudah di akses oleh siswa, jadi kami kebanyakan menggunakan aplikasi messenger) *Furthermore it was supported by teacher 3*

T3 : *I chose to use this form because I think it's easy for students to access, then for example also messenger can use the free mode so that students also often use the media.* (Saya memilih menggunakan bentuk tersebut karena saya rasa itu yang mudah untuk siswa bisa akses, kemudian contohnya juga messenger bisa menggunakan mode gratis sehingga siswa juga sering menggunakan media tersebut.)

EXTRACT 4: The implementation of digital literacy

I : *How do you apply it in teaching?* (Bagaimana ibu mengaplikasikannya dalam mengajar?)

T1 : The first is that students are overwhelmed when using digital literacy, especially when using zoom because they are constrained by the signal, most of the students in their homes have not been reached by a good signal, because many of them still live in remote villages. *Meanwhile whatsapp and messenger are familiar to them, so we usually use messenger and whatsapp more often.* (Yang pertama siswa/siswi kewalahan saat menggunakan digital literasi terutama dalam penggunaan zoom karena terkendala pada sinyal kebanyakan siswa/siswi rumah mereka belum terjangkau oleh sinyal yang bagus, karena mereka masih banyak tinggal di pelosok desa. Sedangkan whatsapp dan messenger sudah familiar bagi mereka, sehingga kami biasanya lebih sering menggunakan messenger dan whatsapp. *That answers was supported by teacher 2*

T2 : *Each learning process and delivery of material is usually sent via the Google Classroom, WhatsApp, and messenger applications* so that students can access this information through their social media. (Setiap proses pembelajaran dan pemberian materi itu biasanya dikirimkan lewat aplikasi google classroom, whatsapp, dan messenger sehingga siswa/siswi bisa mengakses informasi tersebut lewat media sosial mereka.) *Furthermore, it was supported also by teacher 3*

T3 : *I apply it by first giving the material to be taught to students, after that I ask students whether the material can be understood or not. If the students understand, then I will provide feedback in the form of questions through the application that I use for teaching which will then be worked on by students.* (saya mengaplikasikannya dengan memberikan terlebih dulu materi yang akan di ajarkan kepada siswa, setelah itu saya menanyakan kepada siswa apakah kira-kira materi tersebut bisa dipahami. Jika siswa sudah mengerti kemudian saya baru memberikan feedback (umpan balik) berupa pertanyaan melalui aplikasi yang saya gunakan untuk mengajar yang kemudian akan di kerjakan oleh siswa.) *Interviews were held from 30 January to 31 January 2023*

EXTRACT 5 : Strategy of implementation digital literacy

I : *What strategy do you use if there are problems in applying digital literacy?* (Bagaimana strategi yang ibu gunakan apabila ada kendala dalam pengaplikasian digital literacy tersebut?)

T1: *The problem is when they are at home really have no signal, usually*

the strategy I use to overcome these obstacles, I tell students to come pick up assignments and then they return home to work on it if there are problems with the network via zoom, whatsapp or messenger . But if possible the messenger can still be used even though it is in offline mode (without quota), compared to WhatsApp and Zoom which still need quota to study. Then I took a photo of the material and I sent the assignment to be done via the messenger application. (Kendala yang saya hadapi ketika di rumah mereka betul betul tidak ada sinyal, biasanya strategi yang saya gunakan untuk mengatasi kendala tersebut , saya menyuruh siswa/siswi untuk datang mengambil tugas lalu mereka kembali ke rumah mengerjakan jika memang terkendala pada jaringan melalui zoom, whatsapp ataupun messenger. Tetapi jika memungkinkan messenger masih tetap bisa digunakan meskipun dalam keadaan mode offline (tanpa kuota), dibanding dengan whatsapp dan zoom yang masih membutuhkan kuota untuk belajar. Kemudian saya fotokan materinya dan saya kirimkan tugas untuk di kerjakan lewat aplikasi messenger.) Moreover, that answer was supported by teacher 2

T2 : The obstacle we encountered during the covid-19 pandemic was the network, especially students who were in remote areas of the city, so we usually inform students if for example getting a network try to take all the material that has been sent, or if for example there are problems because there is no data, then access the materials that have been sent via the application *our strategy is usually for them to be in groups looking for friends who have enough data credit (quota) so they can then access the materials that have been sent via the application.* (kendala yang kami temui pada saat masa pandemi covid-19 itu adalah jaringan, khususnya siswa-siswi yang berada di pelosok jauh dari kota , sehingga kami biasanya menginformasikan kepada siswa jika misalnya mendapatkan jaringan usahakan untuk mengambil semua materi yang sudah dikirim , atau jika misalnya terkendalanya karena tidak ada data , maka strategi biasanya kami buat mereka berkelompok mencari teman yang kira-kira pulsa data(kuotanya) cukup untuk kemudian bisa mengakses materi-materi yang telah dikirimkan lewat aplikasi.) *Furthermore, it was supported also by teacher 3*

T3 : *The strategy I use when facing obstacles in applying digital literacy is, I give printouts to students, where sometimes there are some students who don't have an internet quota or an unstable network and are hampered because of that, so I give 1 printout materials distributed to students for study.* (Strategi yang saya gunakan saat menghadapi kendala dalam mengaplikasikan digital literasi tersebut yaitu, saya memberikan print out kepada siswa, yang kadang-kadang ada beberapa siswa yang tidak mempunyai kuota internet atau jaringan yang tidak stabil dan terhambat karena hal itu, sehingga saya memberikan 1 print out materials di bagikan kepada siswa untuk dipelajari.)

EXTRACT 6 : The advantages of digital literacy

I : What are the advantages of digital literacy used when teaching English?
(Apa keuntungan digital literasi yang digunakan saat mengajar bahasa

inggris?)

T1 : *The advantages are of course very well, even though at home we can learn remotely by using digital literacy media. Another advantage is that when students don't understand the material being taught they can use digital literacy, one of which is Google to find material they don't understand themselves.* (Keuntungannya tentu sangat banyak, meskipun di rumah kita bisa belajar jarak jauh dengan menggunakan media digital literasi. Keuntungan lainnya adalah ketika siswa belum paham materi yang diajarkan mereka bisa menggunakan digital literasi salah satunya adalah google untuk mencari sendiri materi yang belum dipahami.) *Moreover, that answer was supported by teacher 2*

T2 : *The advantages of using digital literacy in the world of education is that information can arrive so quickly, then it can be done anytime, anywhere and of course allows us to do not just one thing, but maybe there are 2-3 jobs that we can complete at almost the same time because assisted by the media or the application.* (keuntungan penggunaan digital literasi dalam dunia pendidikan yaitu informasi bisa sampai begitu cepat, kemudian bisa dilakukan kapan saja , dimana saja dan tentunya membuat kita bisa mengerjakan tidak hanya satu saja, tetapi mungkin ada 2-3 pekerjaan yang bisa kita selesaikan di waktu yang hampir bersamaan karena di bantu oleh media atau aplikasi tersebut.) *Furthermore, it was supported also by teacher 3*

T3 : *The advantages is that in an age of advanced technology like this, it is easier to access and can make it easier for teachers to convey material to students or make learning easier.* (keuntungannya yaitu di zaman teknologi yang sudah maju seperti ini, lebih mudah di akses kemudian dapat memudahkan guru untuk menyampaikan materi kepadasiswa ataupun dalam melakukan pembelajaran lebih mudah.)

Based on the data above , it is found that the digital literacy implementation in teaching english are definition of digital literacy, types of digital literacy to teaching english, the reason to choosing digital literacy, the implementation of digital literacy, strategy of implementation digital literacy, and the advantages of digital literacy. Then data has been obtained above will then be displayed in the data display.

NO	DIGITAL LITERACY	COMMENT
1.	DEFENITION OF DIGITAL LITERACY	<p><i>T1 : Digital literacy is very good when applied in teaching, digital literacy is a medium used in the learning process for students.</i></p> <p><i>T2 : Digital literacy is a way to get information via social media</i></p> <p><i>T3 : Digital literacy is our ability to use</i></p>

		<i>technology.</i>
2.	TYPES OF DIGITAL LITERACY OTEACHING	<p><i>T1 : Usually we use the zoom, messenger or whatsapp application.</i></p> <p><i>T2 : we especially at the tagari christian vocational school used digital literacy applications, google classroom, whatsapp, and messenger.</i></p> <p><i>T3 : The forms of digital literacy that I use when teaching english are through google classroom, zoom, whatsapp, and messenger.</i></p>

<p>3.</p>	<p>THE REASON TO CHOOSING DIGITAL LITERACY</p>	<p><i>T1 : The effective way is to use digital literacy such as messenger, whatsapp, or zoom which clocks are more effective, doesn't take longer, and is simpler to connect one student to other students and also the teacher.</i></p> <p><i>T2 : : Because through whatsapp students usually prefer the application, then we do use the Google Classroom application but sometimes students are a bit difficult to use because it is usually more constrained by the network. Then there is also media that is not paid for (offline mode) without quota, for example messenger</i></p> <p><i>T3 : I chose to use this form because I think it's easy for students to access, then for example also messenger can use the free mode so that students also often use the media.</i></p>
<p>4.</p>	<p>The implementation of digital literacy</p>	<p><i>T1 :The first is that students are overwhelmed when using digital literacy especially when using zoom because they are students in their homes have not been reached by a good signal, because many of them still live in remote villages. Meanwhile whatsapp and messenger are familiar to them, so we usually use messenger and whatsapp more often.</i></p> <p><i>T2 : Each learning process and delivery of material is usually sent via the Google Classroom, WhatsApp, and messenger applications.</i></p> <p><i>T3 : I apply it by first giving the material to be taught to students, after that I ask students whether the material can be understood or not. If the students understand, then I will provide feedback in the form of questions through the application that I use for teaching which will then be worked on by students.</i></p>

<p>5.</p>	<p>Strategy of implementation digital literacy</p>	<p><i>T1 : The problem is when they are at home really have no signal, usually the strategy I use to overcome these obstacles, I tell students to come pick up assignments and then they return home to work on it if there are problems with the network via zoom, whatsapp or messenger . But if possible the messenger can still be used even though it is in offline mode (without quota)</i></p> <p><i>T2 : our strategy is usually for them to be in groups looking for friends who have enough data credit (quota) so they can then access the materials that have been sent via the application.</i></p> <p><i>T3 : The strategy I use when facing obstacles in applying digital literacy is, I give printouts to students, where sometimes there are some students who don't have an internet quota or an unstable network and are hampered because of that, so I give I printout materials distributed to students for study</i></p>
<p>6.</p>	<p>The advantages of digital literacy</p>	<p><i>T1 : The advantages are of course very well, even though at home we can learn remotely by using digital literacy media. Another advantage is that when students don't understand the material being taught they can use digital literacy, one of which is Google to find material they don't understand themselves.</i></p> <p><i>T2 : The advantages of using digital literacy in the world of education is that information can arrive so quickly, then it can be done anytime, anywhere and of course allows us to do not just one thing, but maybe there are 2-3 jobs that we can complete at almost the same time because assisted by the media or the application.</i></p> <p><i>T3 : The advantages is that in an age of advanced technology like this, it is easier to access and can make it easier for teachers to convey material to students or make learning easier.</i></p>

CONCLUSION

Based on the results of interview with participants, the following is a description of the research questions : “ How the implementation of digital literacy by the english teachers at SMKN Toraja Utara ”? According to the researcher’s findings, there are results from participants interviews. Interviews findings can assist researchers in completing this research. The results of the interview can provide answers to the research questions that have been attached previously. In particular how the implementation of digital literacy by the english teachers at SMKN Toraja Utara .

REFERENCES

- Alfia, N., Sumardi, S., & Kristina, D. (2020). Survival Skills in Digital Era: An Integration of Digital Literacy into EFL Classroom. *Indonesian Journal of EFL and Linguistics*, 5(2), 435. <https://doi.org/10.21462/ijefl.v5i2.307>
- Apriyanti, S. N., & Rahman, R. (2021). Gadget-Based Digital Literacy in Learning Writing Skills for Elementary School Students. *International Conference on Elementary Education*, 3(1), Article 1.
- Bayrakci, S., & Narmanlioğlu, H. (2021). Digital Literacy as Whole of Digital Competences: Scale Development Study. *Düşünce ve Toplum Sosyal Bilimler Dergisi*, 4, Article 4.
- Cutcliffe, J. R., & McKenna, H. P. (2004). Expert qualitative researchers and the use of audit trails. *Journal of Advanced Nursing*, 45(2), 126–133. <https://doi.org/10.1046/j.1365-2648.2003.02874.x>
- Damayanti, G. A., Rahmawati, D., Milenda, S. S., Erawahyuni, E. R., Sari, A. M., & Hidayat,
- M. T. (2021). *Improving Digital Literacy of Elementary School Students with Matriks*. <http://publikasiilmiah.ums.ac.id/handle/11617/12538>
- De León, L., Corbeil, R., & Corbeil, M. E. (2021). The development and validation of a teacher education digital literacy and digital pedagogy evaluation. *Journal of Research on Technology in Education*, 0(0), 1–13. <https://doi.org/10.1080/15391523.2021.1974988> *Digital Literacy Teaching Strategies—General*. (n.d.).
- Durriyah, T. L., & Zuhdi, M. (2018). Digital Literacy with EFL Student Teachers: Exploring Indonesian Student Teachers’ Initial Perception about Integrating Digital Technologies into a Teaching Unit. *International Journal of Education and Literacy Studies*, 6(3), 53–60.
- Hamidah, N. (2021). DIGITAL LITERACY IN EFL TEACHING. *ELTALL: English Language Teaching, Applied Linguistic and Literature*, 2(2) Article 2. <https://doi.org/10.21154/eltall.v2i2.3213>
- Izzicupo, P., Baldassarre, A. D., Ghinassi, B., Abelkals, I., Bisenieks, U., Sánchez-Pato, A., Cánovas-Alvarez, F. J., Figueiredo, A. J., García-Roca, J. A., Leiva-Arcas, A., Meroño, L., Paegle, A., Radu, L.-E., Rus, C.-M., Rusu, O.-M., Sarmiento, H., Stonis, J., Vaquero-Cristóbal, R., Vaz, V., ... Consortium, on behalf of the M. T. G. (2022). Exploring dual career quality implementation at European higher education institutions: Insights from university experts. *PLOS ONE*, 17(11) e0277485.

<https://doi.org/10.1371/journal.pone.0277485>

Kallio, H., Pietilä, A.-M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>