

Students' Reading Skill In Digital Literacy Through Weblog At SMK Negeri 3 Kupang

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Abstract. Finding and characterizing Students' Reading Skill in Digital Literacy Through Weblog at SMK Negeri 3 Kupang is the goal of this study. This research was conducted from November 2022 to December 2022. This study was categorized as a quasi-experimental research project. There were 38 students from Class TKJ who were the control group, and 37 students from Class TKJ 4 who were the experimental group, totaling 75 students. Students in the experimental group were explained about the Digital Literacy Through Weblog, while those in the control group were explained lightly. The pre-test and post-test methods were used to get the data. Both groups took the pre-test before the therapy, and both groups took the post-test following the treatment. The T-test was used to assess the data from the pre-test and post-test for both groups. The result of the research shows that the difference in reading ability between the students taught digital literacy through and those taught without digital literacy through weblog is significant. It can be seen in the result of the hypothesis testing.

Keyword: Digital Literacy; Digital Skills; Student's Reading Skills



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Introduction

New technologies and developments in media are changing the way individuals, groups, and societies communicate, learn, work, and govern. This new socio-technical reality requires participants to assess not only the skills and abilities associated with the use of technological tools, but also knowledge of the norms and practices of proper use. Digital literacy also covers ways and issues of cognitive authority, security and privacy, returning to the creative, ethical and responsible use of digital media among other topics, lack of expanded literacy has effects on a person's ability to become a capable student as well.

However, some studies report that English literacy skill especially for Indonesian students still remains problems. A study conducted by Diem (2011) reveals that the mean score of students' English literacy in Palembang was still below the standard score. Specifically, English reading literacy of Indonesian students are still far from the expectation of the curriculum standard for higher education (Hamra & Syatriana, 2012).

Digital literacy is the capacity to comprehend and make use of information supplied in a variety of formats by computers, according to Gilster (1997). This ability is anticipated to enhance students' learning and to serve as the cornerstone for obtaining pertinent data about students' educational requirements. Additionally, the ability to obtain, use, evaluate, communicate, create, and develop digital knowledge through digital actions is referred to as having a talent in digital literacy. The elements of digital literacy skill, which were adapted from (Bawden & Martin 2008), include fundamental ICT skill (underpinning/technical skill), information literacy skill (background knowledge), digital competencies (central competence), and attitude and perspective toward digital usages and digital transformation.

Urquhart and Weir (2009) argued that reading is the process of obtaining and comprehending information in language from printed materials. Johnson (2008) claims that reading is the practice of infusing text with meaning. For many people, reading is a pleasurable, intense, and intimate pastime from which they can receive great pleasure and in which they can lose themselves completely. Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading, the first think that we must know is reading habits.

Digital literacy has emerged as a critical issue in this era of information, communication, and technology (ICT hereafter). Given the growing popularity of the internet and its wealth of information, internet users especially children need to be literate in the digital world. Digital literacy is the ability to effectively search for information, assess it against a number of sources, and distinguish between reliable and erroneous information. Given the prevalence of fake news in Indonesia today, the ability to pick and choose the right information is absolutely necessary to stop the spread of hoaxes and hate speech. While some experts only use the term "digital literacy" in relation to information, others use a broader definition. (Livingstone, S, 2005).

As a result, "digital literacy" in this essay refers to both having the ability to find accurate information and being aware of online safety. A substantial body of literature has been written about the definition of digital literacy. At first, the concept of

digital literacy was just concerned with the technicalities of using digital gadgets. Recently, a lot of experts have provided a broader definition of digital literacy. It includes a lot more than just a person's computer skills. It focuses on the cognitive and socioemotional aspects of how someone uses it when working in a computer setting. Digital literacy is also defined as "the knowledge and expertise to generate and communicate with digital technology," "the skills and aptitude to use digital tools apps," and "the capacity to critically interpret digital media tools and information." Gilster's original concept of digital literacy has evolved, been built upon, and transformed once again to become a more crucial aspect of cultural, civic, and economic engagement (Aabo, 2005).

Research on digital literacy frequently considers both what it means to be digitally literate and the effects on people of not being so. Concerns about not having access to the internet have given way to worries about not being "digitally literate," or possessing the knowledge, abilities, and habits needed to properly traverse the constantly-evolving digital landscape. Any definition of digital literacy must be flexible and organic in nature given the always developing and expanding possibilities of new and emerging information, instructional, and communication technologies and digital tools. Additionally, it is now recognized that all learning environments, formal and informal (including the home and the workplace), have a responsibility to ensure the reparation and ongoing updating of digital literacy habits and knowledge for all ages, from young children to the elderly. Previously, it was believed that "the school's responsibility" was to repair students to be digitally literate citizens (Buckingham, 2010).

Methodology

Quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques. The source of quantitative research is positivism paradigm that advocates for approaches embedded in statistical breakdown that involves other strategies like inferential statistics, testing of hypothesis, mathematical exposition, experimental and quasi-experimental design randomization, blinding, structured protocols, and questionnaires with restricted variety of prearranged answers (Lee, as cited in Slevitch, 2011).

This research used qualitative method quasi experimental. In this study, researcher analyzed the students' perception about how these reading skill in digital literacy through weblog in senior high school. The reseracher choosed SMK 3 Negeri Kupang as the location of the research. The reseracher choosed SMK 3 Negeri Kupang students' X grade in the year programme of 2022/2023 as the participant of the research, the researcher concludes that the population is the entire research subject under study. So, the population of this study was the students in senior high school SMK Negeri 3 Kupang grade X 2021/2022, totaling 75 students from 2 classes. The sample is a portion of the population studied that is defined as the small group that is observed. The type of sampling used in this study is to provide by quasi experiment test. This research was conducted by via online from Zoom and WhatsApp. Data analyzing is the final step in collecting data of the research, the data obtained, the following procedures were used. First, the scores obtained from the test as the data were arranged from the highest to the lowest. Second, the mean of each test was computed to get the standard deviation of each test was determined. Finally, the frequency distributions were presented in the form of statistical calculations; these procedures were processed by using the descriptive analysis.

Results and Discussion

A. Result

In this research, the researcher used multiple choice question and the weblog link as an instrument by give way some reading texts, explanation and some observations to support the instrument, multiple choice questions were those questions that posed alongside from selection of possible answers. Typically, four options are given alongside for the respondents to choose from. To help students comprehend more easily, describe in English and Indonesian what students should do using the weblog links (<https://ainahalamuda.wordpress.com/>) . The researcher instructed the students to read the text and accurately respond to the multiple-choice questions in the weblog. Researchers gathered information from student responses to questions sent via WhatsApp. Researchers process data sources from their studies, in this research, the researcher collected the data from quasi experiment test and will do a pre-test post-test design.

two classes that were chosen as a sample were given a pre-test by the researcher before beginning the learning process. The purpose of this pre-test was to ascertain the baseline knowledge of the pupils before the learning process began. The average value of the control class and experimental class was calculated using the pre-test findings. After completing the pre-test, the researcher carried out the learning process in the experimental class and control class while receiving a different treatment for the same material was presented to each group, namely reading the text and completing 20 multiple-choice questions that are promoted in the form of a link to the weblog that the researcher had provided before carrying out the research.

The researcher selected a sample of 38 students from class grade X TKJ in the control group and 37 students from TKJ 4 in the experimental class. The researcher carried out the learning process by giving students a simple explanation of how to complete the multiple-choice questions and the provided reading text from the link of weblog that given by the researcher from the class of pre-test in the control group. Specifically, through lecturing, process Students in this session are more focused on hearing explanations of how the questions function and the offered reading material.

It was evident that a good proportion of students in the control class had followed the learning process at that time. There are still those pupils, though, who are less focused on their academic work. Even though the researchers give students the chance to debate the material or ask questions, many students remain uninterested or even remain silent, which prevents them from providing feedback. Following the completion of the learning process for both classes, the researcher administered a post-test to determine how well the learning process had gone. Based on the findings of this post-test, there will be an improvement in the learning process for students using the weblog from the provided link. Based on the evident that there were few differences between the two classes' average scores on the pre-test, which were 70.26 for the control class and 69.43 for the experimental class. The minimum class value for the experiment is lower than the control class, which is 55 while the class control is 61, thus if the minimum and maximum values are taken into consideration, the class control and experiment are not significantly different.

Additionally, when viewed has been identified, then from these two classes, there were 20 students in the control class and 19 students in the experimental class who had incomplete entries. This demonstrates that there are still many pupils who have not finished the integration in the pre-test that was administered to the two classrooms. The frequency and percentage of pre-test results for the experimental class were determined using the indicators of learning outcomes and the results of the pre-test for the two classes. According to the following table, it can be seen that the average value from the two classes produced rather different results after undergoing various learning processes, with the experimental class's average value being higher than the control class. The experimental class then obtained a maximum value bigger than the control class, when the minimum and maximum values were considered. Even if the experimental class's minimum score is 70, the control class's score is at least 68 points lower. Based on the results of the post-tests for the two classes, it can be concluded that the experimental class's learning outcomes significantly increased, while those of the control class also increased, albeit

B. Discussion

Based on the study that has been done, it can be seen that each test fields a different set of data from the two classes, namely the control class and the experiment class. According to the learning outcomes attained by students, this indicates that students' knowledge between the pre-test and post-test appears different from both the control and experimental classes. This discrepancy is evident because it goes without saying that after receiving learning materials, a student's knowledge will advance (Dimitrov, D. M. and Rumrill Jr., P. D)

According to the research findings, a pre-test was conducted to gauge the starting levels of proficiency for the two courses before the learning process began. From the pre-test that has been administered, it is known that the control class and the experimental class's average pre-test results are not significantly different. Following the administration of the pre-tests for the two classes, several teaching methods are used to facilitate learning. Learning is more focused on the pupils in the control class. The experimental class has been broken into various groups, which allows for greater discussion and a more student-centered learning environment. The post-test provided after the two classes had completed the learning process using various methods revealed a considerable difference. This study aims to determine the use of digital literacy skill through weblog center approach improve the student reading skill at SMK Negeri 3 Kupang. In addition, putting this research into practice has a beneficial effect on improving students' reading skills in digital literacy, they learn how to utilize the provided weblogs and can respond to the questions provided in the weblogs. It was proven from the post-test result score after the intensive reading strategy was implemented.

Conclusion

It is possible to draw the conclusion that the employment of students' reading skill in digital literacy through weblog at Smk negeri 3 Kupang has an impact on student learning outcomes based on the examination of the data from the discussion that has been conducted: Digital literacy through weblog improves students' reading skill and the students are interested in learning English using digital literacy. Following treatments in an experimental class, the researcher concluded that reading skill in digital literacy through weblog is more beneficial and students are interested in learning English using digital literacy. It is evident from the computation in the post-test result. It shows that the average score for the controlled group (m) is greater than the average score for the experimental group (m). The findings demonstrate that the controlled class and experimental class differ significantly from one another. Digital literacy through weblog improves students' reading skill. The post-test results show that student performance was higher than on the pre-test. At the control class post-test

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