

# CHAPTER I

## INTRODUCTION

This chapter presents: background of the study, limitation of the study, statements of the problem, purpose of the study, and definition of the key terms.

### **A. Background of the Study**

The development of the 21st century brings changes to various aspects of life. One of the most visible changes is the revolution in digital technology. The digital age has dramatically shifted the advancement of communication tools and the internet-based information landscape. The consumers of news and information have changed ways, from accessing news at a certain place and time, to accessing news at a place and time that can suit consumers' desires. It supported by Pérez-Tornero (as cited in Hidayat et al. 2021) explanation, The way people interact and access information has changed because of this digital era. The impact of this digital reform has caused people to only rely on online information and carry out literacy practices based on online digital platforms (Sary Silvhiany et al., 2021).

With these changes, teachers and students are challenged to fully participate in the world of digital society. Basically, digital media has complex components such as service bots with Artificial Intelligence, which can roles in teaching and advising. Although digital media users perceive that this can act as a 'helper', technology users are interconnected with screen-based resources and this is part of a very complex ecology that users are often not aware of (Knight et al., 2020). Therefore, the ability to access digital media needs to be reviewed considering that everything is possible will appear on digital media, both good and bad things. Moreover, in this digital era, many teachers want to provide space for students to get to know digital media better through

multimedia projects and multimodal practices (Sadaf & Johnson, 2017).

In the area of literacy, the ecology of new media and a globally interconnected world have given new definitions of what it means to be literate. Nabhan and Hidayat (2018) explained that in the traditional era, literacy was defined as the ability to read and write, however, because the 21st century brought advances in technology, literacy has a more complex meaning. Scribner and Cole (as cited in Nabhan and Hidayat 2018) emphasized that literacy competence does not only consist of the ability to read and write but includes the ability to apply knowledge to certain goals and contexts. Because of the ecology of literacy, competence that involves knowledge and skills in using digital media, as well as the ability to search, identify, evaluate and use the information obtained is called digital literacy.

The presence of digital literacy is in line with the special skills that students must have in the 21st century. Due to the massive expansion of digital media, students are required to have special skills, namely critical thinking, creativity, communication, teamwork, and ICT and information literacy (Thijs, Fisser, & Hoeven as cited in Bekker et al., 2015). Moreover, according to Pangrazio (2016), critical thinking in using digital media is one aspect of digital literacy. Although digital literacy has dimensions for critical thinking, this does not guarantee that students really have critical abilities in accessing digital media. Several skills are needed that must be trained and carried out continuously. Therefore, critical reflection and critical understanding of digital media are fundamental (Martinez, 2019).

As an intermediary for learning facilities and infrastructure, teachers need to apply critical pedagogy in the learning process, so that students can practice literacy on digital media critically. Paulo Freire is a writer who established the knowledge base understood by readers by applying critical pedagogy. Freire said that being a teacher should not provide education that is only static but must also be transformative or follow the competencies

required in changing from time to time. (Freire & Macedo, 2005) added critical thinking to the meaning of “literacy”, literacy will be an attitude, not a mere skill. They argue that critical thinking is not just a set of skills but also attitudes toward information, ways of thinking and living, which must prepare us for action and social transformation.

In the context of teaching and learning, as well as improving English language skills, the critical literacy approach focuses on students' awareness in assessing linguistics and texts through visual language texts that can help students to build perceptions of reality (Wardani, 2021). Moreover, in the EFL classroom, which allows students to understand all cultural and social issues in various countries, they need to be equipped with critical thinking in accessing digital media. Therefore, Pangrazio (2016) specialized again critical understanding of digital media as critical digital literacy. Critical digital literacy (CDL) is becoming a field of study that stems from critical literacy and critical media literacy, among other fields. Critical digital literacy is not just about developing technology or critical thinking skills but is preparing students to live in a digital world. Therefore, critical digital literacy plays a role as skills and attitudes needed to access information, analyze various multimodal texts, consider information, and create narratives and counter-narratives (Hidayat et al., 2021).

Several studies have discussed the topic of Critical Digital Literacy in the scope of education. Most studies explore the ability of EFL students to critical digital literacy in the use of digital media. Hidayat et al. (2021) conducted a study on the understanding and knowledge of EFL students towards critical digital literacy. The results of this study indicate that EFL students do not fully understand and know about critical digital literacy. The results of the same study were shown by Silvhiyani et al. (2021) in their research, that students are easily fooled by online media. Even though as Generation Z labelled as digital native,

who are very familiar with online media and sources, students cannot evaluate claims or information critically.

In this case, the teacher plays an important role in introducing students to how students can practice critical digital literacy. However, research on teacher views and how teachers promote critical digital literacy is still underexplored. Therefore, in this study, researchers will conduct a study on teachers' views on critical digital literacy and how teachers promote critical digital literacy in the EFL classroom at university level.

### **B. Limitation of the Study**

In this research, the researchers will only explore critical digital literacy in EFL classroom at university level. Specifically, it will explore teachers' views on critical digital literacy and how teachers promote critical digital literacys.

### **C. Research Question**

From the existing background, the researcher concludes several questions to be investigated, including:

1. What are EFL teachers' views toward critical digital literacy at university level?
2. How do teachers promote critical digital literacy in EFL classroom at universiy level?

### **D. Purpose of the Study**

Based on the research questions , the purpose of the study are :

1. To analyze EFL teachers' views toward critical digital literacy at university level
2. To explore teacher's practice in promoting critical digital literacy in EFL classroom at university level

### **E. Significance of the Study**

There are several benefits which are expected by this research :

1. For the teachers, this research can add insight into the importance of implementing critical digital literacy and also

- be an inspiration for teaching in practicing digital literacy critically.
2. For the students, the students will get a new way of practicing critical digital literacy and understand about the importance of critical digital literacy.
  3. For the researcher, the result of this study could be an additional reference for conducting a research related to this study.

## **F. Definition of Key Terms**

### **1. Digital Literacy**

Hague and Payton (2010) described digital literacy as skills, knowledge, and understanding allowing people to have critically, creativity, and safe practices when engaging with the digital technologies in all aspects of life.

### **2. Critical Digital Literacy**

Critical digital literacy is the skills and attitudes in finding information, analyzing multimodal texts, reflecting on information, creating narratives and counter narratives (Hidayat et al., 2021).

### **3. EFL Classroom**

According to Gebhard (2006), an EFL classroom is the educational setting where English is taught to learners whose native language is not English and they are in a country where English is not an official language

