STUDENTS' READING SKILL IN DIGITAL LITERACY THROUGH WEBLOG AT SMK NEGERI 3 KUPANG

THESIS

By

AINAH BT ABDULLAH

4620107001

ENGLISH EDUCATION DEPARTEMENT

GRADUATE PROGRAM

BOSOWA UNIVERSITY

2023

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To Fulfill One of The Requirements for Obtaining Master's Degree

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STATEMENT

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Through Weblog at SMK Negeri 3 Kupang

Declare that, to the best of my knowledge, this scientific work is entirely original with the exception of a few passages that I used as a guide while adhering to the customary standards and ethics for publishing scientific articles.

If it is determined that my claim is untrue, I bear full responsibility.

Makassar, February 2023

(Ainah bt Abdullah, S.Pd)

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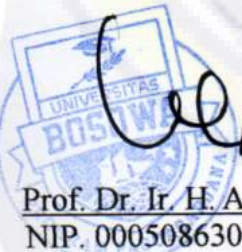M. M.Si., M.M., M.Sos. I., M.A.P   Dr. Rampeng, M.Pd.
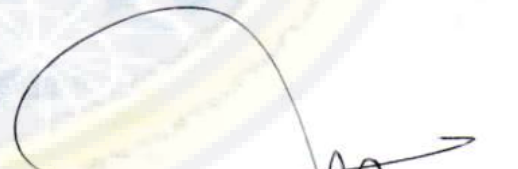NIDN. 0931108003   NIDN. 0916047806

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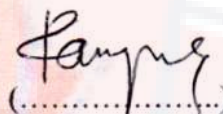
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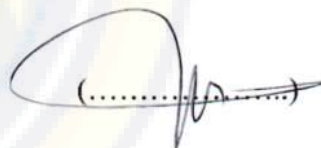
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iv

ABSTRACT

AINAH. BT ABDULLAH. *STUDENTS' READING SKILL IN DIGITAL LITERACY THROUGH WEBLOG AT SMK NEGERI 3 KUPANG.*
(Supervisor by Sukardi Weda and Rampeng)

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.

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

ABSTRAK

AINAH. BT ABDULLAH. *STUDENTS' READING SKILL IN DIGITAL LITERACY THROUGH WEBLOG AT SMK NEGERI 3 KUPANG.*
(Di bimbing oleh Sukardi Weda and Rampeng)

Menemukan dan Mengkarakterisasi Keterampilan Membaca Siswa dalam Literasi Digital Melalui Weblog di SMK Negeri 3 Kupang merupakan tujuan dari penelitian ini. Penelitian ini dilakukan pada bulan November 2022 sampai dengan Desember 2022. Penelitian ini dikategorikan sebagai proyek penelitian eksperimen semu. Siswa dari Kelas TKJ yang menjadi kelompok kontrol sebanyak 38 siswa, dan dari Kelas TKJ 4 yang merupakan kelompok eksperimen sebanyak 37 siswa, dengan total 75 siswa. Siswa pada kelompok eksperimen dijelaskan tentang Literasi Digital Melalui Weblog, sedangkan kelompok kontrol dijelaskan dengan ringan. Metode pre-test dan post-test digunakan untuk mendapatkan data. Kedua kelompok melakukan pre-test sebelum terapi, dan kedua kelompok melakukan post-test setelah treatment. T-test digunakan untuk menilai data dari pre-test dan post-test untuk kedua kelompok. Hasil penelitian menunjukkan bahwa perbedaan kemampuan membaca antara siswa yang diajarkan literasi digital dan siswa yang diajarkan tanpa literasi digital melalui weblog signifikan. Hal ini dapat dilihat dari hasil pengujian hipotesis.

Keywords: Digital Literasi; Keterampilan Digital; Keterampilan Membaca Siswa

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All glory and honor belong to Allah, the Creator of the universe, who gave upon the author His mercy, blessing, direction, and power in order for him to complete his "Thesis" on "Students' Reading Skill in Digital Literacy Through Weblog at SMK Negeri 3 Kupang."

A quasi-experimental study at the X grade of SMK Negeri 3 Kupang 2021/2022 is titled "Reading Skills." To our Prophet Muhammad SAW, his family, his companions, and his followers, peace and blessings be upon them.

The author wishes to express her sincere gratitude to her beloved parents, Mr. Abdullah bin Muhammad and Mrs. Saudah Mamang, for their endless support, love, inspiration, and guidance. The author would also like to express her appreciation to Mr. Prof. Dr. Sukardi Wed. M.Pd., M.Hum and Mrs. Dr. Rampeng, M.Pd, her advisers, for their invaluable counsel, suggestions, comments, and support throughout the completion of the "Thesis".

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CHAPTER I

INTRODUCTION

This chapter, the researcher presents background of the research, problem of the research, objectives of the research, limitation of the research, and significances of research.

A. Background of the Research

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.

Lack of progress in digital literacy has consequences for a person's capacity to succeed as a student, employee, or active citizen. Digital literacy is frequently seen as a school-based ability, but it may also be introduced and cultivated in informal learning environments like homes, libraries, museums, social gatherings, and online affinity spaces. Gilster (1997), who popularized the term "digital literacy" in the late 1990s, defined it in terms of education. He acknowledged the fundamental but revolutionary nature of the internet and described the digitally literate student as possessing a particular set of information skills (such as evaluation, searching) applied to text and

multimedia information found on the internet and situated in a formal, school-based learning context, with lightning-fascinating speed, even in its earliest conceptualization, it was clear that being digitally literate far surpassed the basic literacy skills of reading, writing, listening and speaking. With today's digital media and technologies, people now can also create, work, share, socialize, research, play, collaborate, communicate and learn.

At the very least for their own level of education, students must be responsible for their own English literacy. They are actively encouraged to improve their English because kids who do so tend to perform better academically. Wilson & Komba (2012) discover that there is a correlation between academic achievement and English language competency that is positive. EFL students must activate and improve their English literacy skills in order to deal with the constantly changing definitions of literacy and its other related sub-terms. Literacy is not just about being able to read and write; it also focuses on the growing body of knowledge, abilities, and coping mechanisms that people acquire throughout their lives in a variety of contexts, as well as via interactions with their peers and wider communities.

Additionally, one of the 21st century's new literacy skills is familiarity with technology. In other words, learning to read and write now demands technical proficiency. Act No. 14 of 2005, which deals with teachers and lecturers, makes reference to the fact that every teacher should be competent to use ICT for educational purposes. In addition, young people in Indonesia between the ages of 12 and 35 are classified as "digital natives," meaning they were raised in a computerized environment and are therefore accustomed

to information and digital data as well as being interconnected in a system or network (Asosiasi Penyelenggara Jasa Internet Indonesia / APJII, 2012). This circumstance should be viewed as a chance to motivate kids to use technology for learning.

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).

Has the nature of literacy changed as a result of the widespread adoption of digital content and information? Facer, (2009) reminds us that "print and writing will always be a significant method of communication with great cultural value" and that "learners will continue to need to learn the ideas behind reading and writing. But in today's elementary classrooms, technology is playing a growing role in how meaning is expressed and represented. The choice to use digitally enhanced mixtures of visual, audio, and text modes is available to both the learner and the teacher.

Therefore, technical advancements that enable significant on-screen writing will unavoidably change the writing process Facer, (2009). In addition to PCs, laptops, tablets, smartphones, phablets, cameras, iPods, and other devices, that screen is available in a wide range of sizes and designs. SMS, instant messages, status updates, blogs, wikis, games, websites, apps, microblogging (like tweets), music, podcasts, photographs, graphics, videos,

webinars, animations, vlogs (video logs), mashups, etc. are just a few of the formats available today. Text can be enhanced with audio, static and moving images, interactive material, and non-linear storytelling. As an instructor, you should avoid dismissing these novel ideas and instead include them alongside more conventional methods while keeping in mind the audience, impact, time, place, and goal. English language proficiency as well as knowledge of digital literacy. Gilster first proposed the idea of digital literacy in 1997.

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.

This study focuses on how digital literacy was integrated into EFL instruction and employed a strategy called "Weblog Center." This method looks at how to utilize a weblog to embed reading materials from free educational websites so that students may readily access them. By sharing and commenting, students engage in the learning process. This method uses the weblog's embedded reading resources to serve as a digital library,

additionally, the activity is carried out under the teacher's supervision to prevent the misuse of technology during the learning process.

Nevertheless, before implementing the blogging center strategy, it is important to take into account the accessibility of technology-based facilities and ICT skill. Weblogs, on the other hand, were successful in fostering English literacy development and providing chances for authorship (writing) and readership (reading) practice (Fageeh, 2011). Additionally, Huffaker (2004) argues that students can congregate on a weblog site where they can discuss ideas, ask and answer questions, and foster social cohesiveness. These exercises foster group learning among the pupils.

B. Problem of the Research

Based on the background of study the research found some statement of the problem as follows:

1. How can digital literacy through weblog improve the students' reading skill?

2. Are the students' interested in learning using digital literacy?

C. Objective of the Research

From the statement problem of research above, the researcher aims to achieve some objective through the study as follows:

1. To identify whether digital literacy through weblog improve the students' reading skill.

2. To investigate whether the students are interested in learning using digital literacy through weblog.

D. Limitation of the Research

The present study are tries to investigate the students' reading skill in digital literacy through weblog reading skill in senior high school. The method focuses on students' digital literacy skill through weblog in senior high school which it relates to the teaching strategies and material selection.

E. Significance of Research

This study is considered very important for students about the information they want to know more about reading skill in digital literacy through weblog in senior high school. Thus, the results of this study will be very useful to help students and teachers in the teaching and learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists the theoretical framework and hypothesis describes some information related to Students' Reading Skills in Digital Literacy Through weblog. The research which has been conducted by other researchers as the reference to this research.

A. Theoretical Framework

1. Definition of Reading

Urquhart and Weird (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.

Johnson (2008) argues that the ability to read well depends heavily on this talent. Reading in this context includes reading everything that contains data, including tables, charts, diagrams, and other pictures. It's crucial that you can accurately understand and provide the data and eliminate any uncertainty. Reading is often the third language skill we learn.

Reading is the process of organizing written signs so that their meaning can be deduced. Reading is a communication process that calls on a variety of skills, such as the ability to think clearly rather than simply move the eyes quickly. According to the definition given above, a reader's understanding of the world is based on their personal experiences. Various nations, areas, and civilizations have different perspectives on this. According to H. Douglas Brown (2004), teachers simply expect students to learn how to read. Perhaps the most important ability for success in all educational situations is reading. remains a competency of utmost significance as we develop broad language ability exams.

Reading is both a process and a product, according to J. Charles (2000). The process of reading entails the interaction between the reader and the text, including how the reader interprets the words on the page, what he or she is thinking about while they read, and how the reader monitors their reading.

Reading is done to gain comprehension of a text's meaning as well as to apply that understanding. A person may read a text for a variety of reasons, including education, knowledge, entertainment, reflection, or religious observance. The reason a person chooses to read is strongly related to their driving force. Additionally, it will influence how a book is read. A dictionary is read differently than a book of fiction. Teachers must be conscious of the learning requirements of their pupils in the classroom. There are few types of reading, there are different reading styles, including intensive reading, extensive reading, reading aloud, and silent reading,

according to Patel and Praveen (2008). Intensive reading is a style of reading that concentrates on the idioms and terminology that the teacher has taught in the classroom and that are present in poems, novels, and other literary works. For instance, pupils concentrate on linguistic or semantic nuances of a text while ignoring structure-related details like syntax.

Extensive reading is a sort of reading where students read literature for pleasure and to improve their reading abilities in general. For instance: The students read as many various types of literature as they can, mainly for enjoyment and only needing a general comprehension of the contents, such as journals, newspapers, and magazines. Aloud reading are reading by using loud voice and clearly. For example: Reading poetry, dialogue, and other type of text. The purpose of a silent reading activity is to teach pupils how to read silently so they can focus their attention or better understand the materials. An illustration would be students who are memorizing a text.

2. Digital Literacy

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).

Information acquisition is the primary focus of digital literacy nowadays. Another definition of digital literacy is the capacity to comprehend and make use of information in many formats from various sources obtained via computers. On the other hand, another viewpoint sees the idea of digital literacy within a larger context. The concept of digital literacy was developed within the context of internet safety. This is supported by the idea of digital literacy, which recognizes online safety or cyber safety as a component that touches both the cognitive and social-emotional components. The subject of online safety falls within the category of digital literacy, along with other broader subjects including cyberbullying, safe social networking, healthy digital habits, pornography, sexting, privacy, and online reputation. (Tumim&Couvering ,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).

Gilster's early definition of digital literacy has expanded with the introduction of Web tools, but with its expanding definition, digital literacy has increasingly become what Chase and Laufenberg (2011) call "inherently squishy," necessitating skills for expressing, creating, sharing, interacting, and engaging activities far beyond Gilster's early vision. The term is now defined in a variety of ways, from simply being influenced by technology to having the capacity to use information literacy skills in digital environments, such as finding, extracting, organizing, managing, reviewing, and evaluating information, to broader, more complex conceptual frameworks that cover a wide range of abilities, comprehensions, norms, and practices.

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).

Having access to technology does not guarantee that people will be able to attain their desired socio-economic goals because using IT effectively necessitates the development of some fundamental skills (Buckingham, 2010). The ability to participate in social networking apps and collaborative environments, to be critical and assured while using information systems, to be aware of security risks and dangers, and more, and also the ability to use IS for creative and innovative purposes, regardless of the context (social, business, etc.)" is what these digital competencies entail (Buckingham, 2010).

Digital literacy in this paper refers to the range of literacies connected to the use of new or digital technology. Professionals employ these technologies, which include software and hardware, for social and/or educational objectives at work. Mobile devices (such as smartphones, tablets, laptops, and mobile phones), desktop computers, data logging tools, interactive whiteboards, digital recording tools (such as cameras, video recorders, and voice recorders), Web 2.0 tools, and other online resources are among them. The latter include multimedia and information resources (like Wikipedia), collaborative and communication resources (like Moodle, Skype), blogs, wikis, concept-mapping tools (like Spicy Nodes), storage services (like Sky Drive and Dropbox), and educational software that is either for sale or is freely accessible on the Web Ng, W. (2012).

Since the 1980s, the phrase "digital literacy" has been used, although only in the more limited meaning of being able to utilize computers for work. The notion was expanded upon by Gilster (1997), who defined it as "the set of attitudes, understanding, and skills to handle and transmit information and knowledge effectively, in a range of media and formats". Gilster's concept was more expansive and unrestricted by a set of specific abilities, dispositions, or competences that define what it is to be digitally literate. (Gilster 1997). The ability to write, read, and work with information in a variety of technological formats makes it the modern equivalent of the traditional concept of literacy.

Cultural, cognitive, and technical resources are all considered to be part of digital literacy, according to ED. Along with technical knowledge, digital literacy also includes the social and cognitive abilities necessary in the digital world. (Sandoval-Almazan & Huerta, 2007).

The five skills listed in Eshet Alkalai's (2004) framework for digital literacy are photo-visual, reproduction, branching, informational, and socio-emotional. When combined, these five abilities give people the ability to search for relevant web-based material, navigate it, and then synthesize, comprehend, and evaluate it to produce original content. technical, cognitive, and emotional abilities. A person who is digitally literate should be able to use various computer types and access resources, search for, evaluate, and use information effectively for learning purposes, choose and develop skills in the use of technological tools to accomplish tasks, solve problems, act appropriately in online communities, and protect oneself from harm in digital environments.

3. Definition of Digital Literacy

D. Buckingham (2015) state that the definition of digital literacy has been the subject of a sizable body of literature. The idea of digital literacy was initially limited to the technical requirements of using digital devices. Recently, numerous professionals have offered a more expansive definition of digital literacy. It encompasses far more than just a person's proficiency with computers. It focuses on how a person uses it in relation to the cognitive and emotional components of working in a computer environment. A skill that comprises "the knowledge and competence to use digital media tools and information critically, the skills and attitude to use digital tools apps, and the capacity to communicate with digital technology" is also referred to as having a digital literacy. As a result, this study adopts more contemporary viewpoints that claim that digital literacy includes the cognitive, socioemotional, and technical skills necessary to use digital devices.

The elements of digital literacy are taken from the definition given above. Three crossing aspects technical, cognitive, and social-emotional make up the dimensions of digital literacy. Information literacy and critical literacy are two types of literacy that could likely be used in teaching and learning within the cognitive dimension. Cyber safety, or what will be referred to as online safety throughout this work, is another element of cognitive and social-emotional development that intersects. As a result, the phrase "digital literacy" in this essay focuses exclusively on online safety, critical literacy, and information literacy. The technical proficiency required to use digital gadgets, however, will not be the focus of this essay. The discussion on how to use

digital literacy in the classroom will follow the definition of the term Amindoni, A. (2016).

4. Discourses of Digital Literacy and the Digitally Literate

A number of scholarly and professional areas have discussed digital literacy, frequently from diverse perspectives or discourses (Bawden 2008; Lankshear and Knobel 2008; Jones and Hafner 2012; Eshet Alkalai 2004; Eshet-Alkalai and Chajut 2009). These viewpoints don't necessarily stand alone or in opposition to one another; rather, they represent three distinct approaches to digital literacy that are grounded in various scholarly traditions, a variety of conceptions of what literacy is and how it is practiced in formal and informal settings.

5. Approaches to Digital Literacy Education

Give three ways to digital literacy instruction, including an infusion, an integration, and a dispersion, as to how it will be done in the classroom setting. According to the infusion approach, modern students need digital gadgets to successfully gather knowledge, create, and learn. As a result, using ICT, the students in this approach will develop their literacy abilities, including reading and writing. The integration method places a strong emphasis on the idea that "ICT should be used to support learning whenever suitable." ICT and other topics are mixed together in this method. H. Chabibie (2017).

Consequently, the learning outcomes include both the capacity to use ICT and the ability to master the subject areas. (H. Chabibie, 2017). Students who major in languages or the arts, for instance, are given access to digital books and media as part of the dispersion strategy. As a result, the language

and media literacy curricula include elements of digital literacy. The integration technique does not achieve the writer's goal for this paper since the writer does not take into account the students' technical proficiency in using ICT equipment. Infusion and/or dispersion procedures are likely the most practical ones to use. After going over the strategies, how digital literacy will be taught is next discussed.

6. Types of Learning Activities to Promote Digital Literacy at School

Production of media, gaming, coding, and making are four main categories into which the learning activities for fostering digital literacy can be divided. Students create their own digital art as part of the media production process, and learning happens as a result. Blogging, microblogging, vlogging, podcasting, graphic novels and comic strips, and digital storytelling are a few examples of activities that produce media. Students participate in the blogging activity by posting their thoughts or ideas on blogs that are reputable, secure, and supported. Eshet-Alkalai, Youssef (2004) argue that microblogging, as the name implies, entails the dissemination of ideas through brief, straightforward sentences or even images. Microblogging results in far shorter texts than blogging does. Digital platforms like Twitter, Tumblr, Instagram, and Snapchat are examples of social media platforms that can be utilized for microblogging.

The practice of creating video blogs, or vlogs, is another example of producing media that is currently popular among young people. Students can use vlogs to offer oral talks as videos that showcase mastered skills and post them to video sharing platforms like YouTube. Another learning exercise for media production is podcasting. Students record their voices for podcasts

where they discuss ideas or viewpoints. Unlike vlog, where podcasts are exclusively available in audio format. Therefore, students' voice is the main product of this activity. In podcasting, students are also able to add some other sounds as background (Fragoulis, L, 2009).

7. Weblog

Weblogs are pages with multiple entries or bits of content on each page, typically organized in reverse chronological order (2002). Twenty definitions of a blog are provided by Weil (2003), each of which focuses on a distinct face of the medium. Taken together, these definitions offer a lighthearted explanation of what blogs are all about. Wikipedia offers a thorough explanation of blogging and the specific terms (2005). Some blogs have links to websites or other blogs, and their primary goal is to discuss the information on the linked websites or merely to alert readers that the websites or products are real. These blogs typically focus on a specific subject and convey information objectively. However, a blog is frequently a combination of personal and online news (Marketing Terms), and there are blogs that primarily focus on the personal aspect; these blogs are digital incarnations of traditional diaries. As a result, there is a continuum of blog types, from wholly topic-focused to wholly personal.

The American Library Association's (ALA) policy manual's (2005, approved in 1986) mission statement states that librarians are seen as proactive professionals charged with safeguarding the free flow of information and ideas to both current and future generations of library users. As a result, librarians and information professionals should alert users to the existence of novel,

relevant information, provide access, and facilitate the effective use of resources, technologies, and information retrieval tools by users and fellow professionals in addition to acting as intermediaries between users and the information and providing information on demand. The information professional also has a duty to uphold each user's, provider's, or employer's right to confidentiality and privacy, as well as to respect any proprietary rights that may belong to them ASIST Professional Guidelines (1992). The information professional must be constantly informed of the changes in these fields due to the increased complexity of the implementation of the principles of fair use, copyright, privacy, and intellectual property in the electronic world. Blogs are great for sharing all kinds of material that the blogger chooses, as well as for commenting, expressing ideas, and talking about consequences. They can also be used to convey information about the area (e.g., changes in opening hours, special lectures and new acquisitions).

8. Hypothesis

Based on the previous discussion on the background for this study, the hypothesis is formulated as follows:

H_0: Digital literacy skill through weblog center approach does not improve student reading skill.

H_1: Digital literacy skill through weblog center approach improve the student reading skill.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presents design of the research, research plan, setting of the research, Sample and population of the research, research instrument, research variable, data collection, technique of data collection, and data analysis.

A. Design of the Research

Quantitative Research

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).

a. Experimental and Quasi Research

    a) According to Ross and Morrison (2004), the evolution of experimental research can be traced to psychology and education, the emergence of psychology as a novel science in the 1900s structured its research methods on the conventional paradigms that are dependent on experiments to provide principals and laws. The independent and dependent variables are examined to see whether there is a causal

relationship using experimental and quasi-experimental research techniques. The dependent variable is that which is being influenced, and the independent variable is that which is being influenced, to put it simply (Loewen & Plonsky, 2016). In other words, it is anticipated that the independent variable would cause the dependent variable to vary or alter in some way. For instance, in a study looking at how oral corrective feedback affects grammatical growth, the independent variable will be corrective feedback and the dependent variable will be grammatical development. Another sort of variable that is frequently of interest in experimental and quasi-experimental research is the moderating variable. Moderating variables are those that change how an independent variable and a dependent variable relate to one another. Working memory will serve as a moderating variable in the design if the prior study of corrective feedback also explores how working memory may affect how much learners benefit from feedback (e.g., Révész, 2012a).

b) Pre-test and post-test design

Designs the most popular experimental study design is undoubtedly the pretest-posttest control group design (Cook & Wong, 2008). The experimental group in this design participates in a therapy or intervention (denoted by an X in Table 11.1), which may include a single or a series of training sessions. The experimental and control groups take part in a pretest and a posttest that are also part of the design. While the posttest enables the researchers to ascertain the

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immediate effects of the therapy on the end variable, the pretest's goal is to guarantee comparability between the two groups before the treatment (s). A delayed posttest or posttests are frequently administered in addition to the pretest and immediate posttest to investigate the impact of the treatment over the long term. Researchers can evaluate whether any differences between the experimental group's pretest and posttest results are due to the experimental treatment or can be attributable to other factors, such as testing effects or maturity, by including the control group in their analysis. Time-related confounds are reduced because the tests are administered to the experimental and control groups simultaneously (Gravetter & Forzano, 2018).

Research Plan

The complete implementation process of the research, including data collection and data processing, has been determined and is known as the research design. The research will be conducted in compliance with the goals and research issues. This study combines experimental research methods with quantitative research (Quasi Experimental). Experimental study is done to alter a subject's environment via administering a therapy, providing a stimulus, or both. tries to handle independent variables while revealing a causal relationship between variables. The observation of the difference in scores between each of these groups can be used to determine the causal relationship between the independent variable and the dependent variable.

Analyzing the acquisition of student scores across several treatment groups, along with the group that did not receive the model treatment, is another way to determine the extent to which learning model group investigations affect the learning results of digital literacy through weblog. Therefore, this researcher adopts design control group pre-test post-test in their quasi-experimental research.

Researchers then utilized two groups, namely the experimental group and control group, by utilizing the pre-test post-test control group design. The experimental group will first receive a pre-test, followed by a group investigation learning model treatment, and finally a post-test. Similar to how the experimental group would receive the pre- and post-tests, the control class did not receive any treatment using the group investigation paradigm.

Table 3.1 provides the following details about the research design:

Table 3.1
Research Design Pattern Control Group Pre-Test Post-Test

Class	Pre-test	Treatment	Post-Test
Experiment	O_1	X	O_2
Control	O_1	-	O_2

O_1: O_1 made before the experiment.
O_2: O_2 made after the experiment.
X: Treatment given

Based on the type of research above, in this study the researcher attempted tries to investigate the students' reading skill in digital literacy

through weblog in senior high school based on the indicators of each variable, then collect data that is quantitative.

B. Setting of The Research

The research tooks place at SMK Negeri 3 Kupang. The research chooses SMK Negeri 3 Kupang because the researcher found many students who did not have digital literacy that was good enough, one of which was found in one class from the school. Where students are actually required to have a good understanding of digital literacy in order to facilitate them in the learning process, especially for their academic needs. Data collection started from November 2022 until December 2022.

C. Sample and Population of The Research

In the quantitative research in a research method, samples and populations was needed in carrying out the research process. A population is a group of items, units, or subjects which was under the reference of study, Population may consist of a finite or infinite member of units (Agrawal, 2003, p.184). A finite subset of the population is called a sample and the number of individuals in a sample is called a sample size. The factors which are responsible for the size of a sample is the purpose for the size of a sample is drawn, the heterogeneity of the sampling unit in the population.

Participants are a number of objects with certain characteristics aimed at a field of investigation. Based on the above definition, 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.

D. Research Instrument

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.

The nature of the answer options, i.e., whether answers should remain single select or multi-select, largely depends on the discretion of the survey maker. The respondent then goes on to select one (or more) options from the multiple choices. Due to its simplicity, versatility, and ease of use for both the survey maker and survey taker, multiple-choice questions enjoy wide applicability and acceptance. This popular survey question type allows for a more intuitive and structured survey response leading to easy-to-analyze data.

E. Research Variable

Variables are attributes or characteristics of people who are part of a group or community, according to Sudaryanto (2000: 72). According to Arikunto (2006: 118), the variable serves as the study's object or purpose. According to Sudaryanto (2000: 74), there are two types of variables used in experimental research: independent variables and dependent variables. The

dependent variable is the variable that is impacted by the independent variable, which is in a position independent of the influence of the dependent variable. Weblog-based digital literacy is the independent variable in this study, and student reading is the dependent variable.

F. Data Collection

Instruments play an important role in collecting data. The accuracy of the results is largely determined by how accurately the instrument is used. In connection with the research problem, the researcher used a test using multiple choice as an instrument. A test is a set of stimuli that is presented to a person to get a response based on a numerical score that can be given. The test should be appropriate for our purposes, depending on the evidence provided and the particular situation. The following procedures were used to collect the data for this study:

a) The researcher brought a research permit from the English Language Education Department and requested permission from the principal of SMK Negeri Kupang to conduct the study.

b) The researcher set up a time to do the research by meeting with the English teacher at the school.

c) The research assistant created reading materials and multiple-choice tests that were posted on the weblog and copy the link that will give to the student.

d) To help students comprehend more easily, describe in English and Indonesian what students should do using the weblog links.

e) The researcher instructed the students to read the text and accurately respond to the multiple-choice questions in the weblog.

f) Researchers gathered information from student responses to questions sent via WhatsApp.

g) Researchers process data sources from their studies.

G. Technique of Data Collection

There are many kinds of technique collection data, in this research, the researcher collected the data from quasi experiment test and will do a pre-test post-test design. Technique data collection is one of the important steps in conducting research and data collection is done by taking learning outcomes through tests, namely quasi experiment tests by using the multiple-choice question that give to the students.

H. Data Analysis

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.

After data collection is complete, the complete set of data is focused upon, where analysis is a separate step following data collection. When analysis occurs simultaneously with data collection. Here, some data are collected then analyzed, then more data are collected and analyzed, and so on. The "t test" is an analysis that is frequently used in comparison analysis. In this study, the researcher utilized the "t test" to examine the data and used a comparison method that is different because it includes variables. The

researcher quantifies the data from the qualified test result before conducting the data analysis.

a) Hypothesis testing

There is an influence, according to the research hypothesis students' digital literacy skill through weblog in senior high school, and it was discovered that the two classes fell between the experimental class and the control class, using the t-test to assess the hypothesis in this study. The following procedures are used to calculate the t-test.

b) Table the frequency and percentage of pre-test and post test results for control class and experimental class,

Table 3.2

The frequency and percentage of pre-test and post test

Number	Letter	Category
80 -100	A	Very good
70 – 79	B	Well
60 – 69	C	Enough
50 – 59	D	Not enough
0 - 49	E	Fail
Total		

CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of description of the data, research results and explanations to answer problem statements and hypothesis test. The researcher divides the data based on the results of the multiple-choice question.

A. Description of the Data

1. Description of Control and Experimental

This chapter contains a description of the data that the researcher collected from SMK Negeri 3 Kupang. The 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 X 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.

After dividing the students into 5 groups of 7 and 8 students of each group, the researcher conducted an analysis of the data. After the groups are formed, give a more in-depth explanation so that students can work on multiple choice from the researcher's weblog link while also assisting those who are unsure. In addition, during this learning process, students were seen arguing and working together in their respective groups until they were able to work on questions from the weblog that had been given by the researcher.

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.

2. The Score of Pre-Test Control Class and Experiment Class

The population of this study consisted of 75 students senior high school SMK Negeri 3 Kupang in the grade X TKJ and grade X TKJ 4. The researcher used 75 students as the sample in this study 38 students from control class and 37 from the experimental class.

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 size of the control class is $77 > 75$, and 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 research, 35 of the students in both classes fall into the category of good performance. In the control class, 21 students fell into the sufficient category, compared to 18 of students in the experimental class and 18 students in the less-than-sufficient category. Thus, it can be inferred that in this pre-test, students' abilities were equally deficient in the control

class (X TKJ) and the experimental class (X TKJ 4), and there were still many students who were classified as incomplete or not in the good group.

3. **Control and Experiment Class Post-test Results**

Students in this control class pay attention to the information offered by the researcher as they learn it. Students in the control class are less engaged in the learning process since the researcher predominates in offering the learning materials. Students in the experimental class appeared more engaged and eager throughout the learning process.

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's, at 76.89 > 75.23. The experimental class then obtained a maximum value bigger than the control class, 85> 80, 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.

There are still 15 students in the control class and 9 students in the experimental class who are classified as having not reached the KKM when comparing the 75 students in each class to the KKM that has been determined. As a result, 23 students in the control class and 28 students in the experimental class finish the learning process.

The description above shows that the criteria above represent a significant change. Where the post-test results demonstrate how student learning outcomes are influenced by the learning process. This is based on the actual learning process. There will probably be more students who can understand the course material if the class has more engaged and attentive

students. Students who received very good predicates in this post-test, i.e., scores between 80 and 100, were 19 students in the experiment class compared to 9 students in the control class. This demonstrated that the experiment class had more students than the control class did.

Then there is a strong predicate, which is the range of 70<79, with 23 students in the control class and 18 in the experiment class. Even though there were more students in the control class who met the criteria for the good predicate, there were still 18 students in the control group who fit the sufficient category, whereas there were none in the experimental group.

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 not to the same extent. This is evident from the rise in student learning outcomes that have been attained.

4. **Comparison of Control Class and Post-test Pre-test Results Experiment**

   a) Control Class Pre-Test and Post-test Results

   It is possible to see a change in scores between the pre-test and post-test based on the outcomes of the pre-test and post-test that were administered to the control class, namely X TKJ. Change in outcome After the learning process is complete, this learning takes place.

   It is clear from that student learning results have changed. This is seen from the minimal score, which after learning increased from 61 to 68. The highest score for this control group then changed as well; although initially students could only achieve a score of 77, they may

now achieve up to an 85 on the post-test. Additionally, the average value was raised from $70.2 < 77.2$ from the original number.

b) Pre-Test and Post-test Results of Experimental Class

There will be variances in the learning results of the students after completing the pre-test first and the post-test following the learning process utilizing a learning model using a link from the weblog.

There was a considerable shift in the learning outcomes of the students during this trial. This is evident from the minimal score, which increased from 55 at the beginning of the learning process to 70. Then the top score for this experimental class changed as well; where as previously students could only receive a score of 75, they may now receive up to an 85 on the post-test. Additionally, the average value climbed from $69.45 < 76.89$.

B. **Hypothesis Test**

Using the t-test to assess the hypothesis in this study. The following procedures are used to calculate the t-test:

M_1 = the average score of control class

M_2 = the average score of experiment class

X_1 = Sum of the squared deviation score of control class

X_2 = sum of the squared deviation score of experimental class

N_1 = the numbers of control class

N_2 = the number of experiment class

2 = consonant number

➢ Formulate Hypothesis

H$_0$: Digital literacy skill through weblog does not improve student reading

   skill.

H$_1$: Digital literacy skill through weblog to improve the student reading

   skill.

➢ Make a H$_1$ and H$_2$ in hypothesis

➢ Count the class X TKJ and X TKJ 4 score

➢ Count the result from average and square from two samples.

1) The average score of control class

$$x^1 = \frac{\sum X1}{N1} = \frac{2859}{38} = 70,26$$

2) The average of experiment class

$$x^2 = \frac{\sum X1}{N2} = \frac{2845}{37} = 76,89$$

3) Sum of the squared deviation score of control class

$$\sum X1 = 135.120$$

4) Sum of the squared deviation score of experimental class

$$\sum X2 = 169.769$$

5) Determining t-table (t$_t$) by using formula:

Df $= X^1 + X^2 - 2 = 73 = 75 - 2 = 73$

   The value of to (t observation) is found to be 7, 38 as a result of the

calculation above. Following the discovery of the data, the researcher

compared it to a tt (t table) in terms of both degree significant (5% and

1%).

The t-test formula is used to examine and calculate the data from the pre-test and post-test. The following assumption is used to calculate the data from the experiment class and control class:

If $t_o <$ tt: the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. It means that utilizing digital literacy skill through weblog does not improve student reading skill.

If to $>$ tt, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It implies that the use of digital literacy skill through weblog improve the student reading skill.

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, with the control class's average pre-test value being 70.26 and the experimental class's average pre-test value being 69.45.

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, with the control class receiving an average score of 69.45 and the experimental class receiving an average value of 75.23.

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.

In the class TKJ, which was used as a control class for the data analysis in the previous section, the highest pre-test score was 77, while the lowest was 61. The highest post-test score is 85, while the lowest is 68. The pupils in this class scored an average of 70.26 on the pre-test and 75.23 on the post-test. The difference between the pre-test and post-test means has increased by 75 points instead of 70, which is a significant amount. In the class TKJ 4 the improvement caused by the experimental class that not yet used digital literacy skill through weblog.

The pre-test experiment class ranges from a maximum of 75 to a minimum of 55. The post-test has a maximum score of 85 and a minimum score of 70. The average of the pre- and post-tests is $75.23 < 76.89$, indicating that there has not been much development in this class. This is because the experiment class did not learn how to use a weblog to improve student reading skill. Comparing the results of the pre-tests (taken before using digital literacy through weblog) and post-tests (taken after using intensive digital literacy through weblog) in class X TKJ as the control class and class X TKJ 4 as the experiment class allowed for the identification of the method. It suggests that using digital literacy through a blog to increase student reading ability has a major impact on students' reading comprehension. Students appeared enthusiastic and content with their reading in this instance. They appeared assured in their reading and digital literacy, and their prior experience was further benefited by the latter.

The explanation given above demonstrates that there is an improvement in learning outcomes once the learning process has been completed. Additionally, it is demonstrated in this study that the learning outcomes are generated following the learning process from the increases for the two classes were different. In the experimental class, there was a more noticeable rise, from $69.45 < 75.23$, or, to put it another way, initially only 21 of students were in the good category, where there were still 18 students who had not finished, an upper limit of 85, then there no student in the experimental class were flagged as incomplete on this post-test.

With an average pre-test of 69.43 or 14 students who had not finished it, the control class also saw an increase, but not to the same extent as the experimental class. The learning process then climbs to 75.2 with a maximum value of 85, which includes 6 students who have not finished as well as the 23 students in the good group and the 9 students in the very good category. The findings of the two classes' pre- and post-tests demonstrate that there is a considerable influence on the utilization of reading skill in digital literacy through weblog.

CHAPTER V

CONCLUSION AND SUGGESTION

A. 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.

As can be observed from the pre-test computation result, the average pre-test score for the control class is 61, where the average pre-test score for the controlled class is 77. 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), which is 69.43. 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, the kids' lowest score was 68 and their highest was 85. At the experiment class, the lowest post-test score was 70, and the best was 85. The outcome of the t observation after the date was 14.41.

B. Suggestion

A variety of teaching techniques must be used by an English teacher depending on the topic they want to teach their students. Students' reading and digital literacy must be encouraged by an English teacher. Because reading is the foundation of every topic, it is best for pupils to establish a habit of reading. Learning to read is something that pupils should do. They should also improve their grasp of the English language and correct the grammar structure in addition to learning a great deal of new words.

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APPENDICES

1. Multiple Choice Question With Link

(https://ainahalamuda.wordpress.com/)

Digital Literacy

ENGLISH AND TECHNOLOGY IN MODERN ERA

Universitas Bosowa
Makassar

Read the text carefully and answers the following multiple choice!

Because it may foster academic development and teach students how to properly use digital tools in various facets of their lives, digital literacy is advantageous for both students and teachers. In this essay, we define digital literacy in the classroom and explain its value to both students and teachers. A website that serves as a source of comprehensive knowledge on a certain subject, such as science, economics, movies, etc., is known as an informational website. However, the definition might be explained somewhat differently in terms of enterprises.

The best social media and learning tool for both teachers and students is Edmodo, commonly referred to as "Facebook for school. Greek, German, and Spanish are among the six languages that are now supported by the K-12 social media network, which is growing. When the results are retrieved, the search engine results pages, or SERPs, are frequently shown. References to internet pages, a mix of images and videos, research papers, news articles, etc. are examples of these outcomes or information. While there are several search engines available, Google is the most well-known. Google Drive is a popular, free cloud storage service for transferring and storing information.

ALL OF THESE SEARCH ENGINES CAN PERFORM SEARCHES SO QUICKLY BECAUSE OF THE WEB CRAWLER. LET'S TAKE A CLOSER LOOK AT WHAT A SEARCH ENGINE IS. THE TIME MANAGEMENT AND SCHEDULING APPLICATION DEVELOPED BY GOOGLE IS CALLED GOOGLE CALENDAR. YOU CAN SCHEDULE APPOINTMENTS, PLAN YOUR DAILY SCHEDULE, AND MORE. THE USE OF THE TIME MANAGEMENT TOOL IS MOST EFFECTIVE FOR THOSE WHO NEED TO ORGANIZE AND SIMPLIFY THEIR HECTIC SCHEDULES. AT VARYING RATES, STUDENTS' PROGRESS THROUGH CONCEPTS AND LEARNING CRITERIA. STUDENTS COME TO A COURSE WITH VARYING LEVELS OF PRIOR KNOWLEDGE AND FREQUENTLY PREFER ONE LEARNING STYLE OVER ANOTHER, WHETHER IT BE VISUAL, KINESTHETIC, OR AURAL.

TEXT-ONLY COMMUNICATION IS THE PRACTICE OF USING A MOBILE DEVICE TO EXCHANGE TEXTUAL MESSAGES. IT COVERS COMMUNICATION VIA EMAIL, WHATSAPP, AND SMS. AN EMAIL IS A COMMUNICATION OF THE THOUGHTS AND SENTIMENTS OF THE PEOPLE WHO COMPOSE AND RECEIVE IT, AND SUCCESSFUL COMMUNICATION INCREASES EMPLOYEE MOTIVATION AND ENGAGEMENT. EMAIL CONVERSATION IS A FORM OF ELECTRONIC (EMAIL) MESSAGING THAT IS FREQUENTLY USED FOR INFORMATION PROCESSING. DEPENDING ON THE SUBJECT, THE SENDER, AND THE RECIPIENT, EMAIL CORRESPONDENCE CAN BE FORMAL OR INFORMAL. FIRST LINE OF SECURITY AGAINST UNWANTED ACCESS TO YOUR COMPUTER AND PERSONAL INFORMATION IS PROVIDED BY PASSWORDS. YOUR COMPUTER WILL BE MORE SECURE FROM HACKERS AND HARMFUL MALWARE THAT TARGETS DATA SECURITY THE MORE SECURE YOUR PASSWORD IS.

MULTIPLE CHOICE.
PLEASE ANSWER THE QUESTION ABOVE. CHOOSE THE ANSWERS THAT YOU THINK MOST CORRECT.

1. THE TEACHING AND LEARNING PROCESS REGARDING TECHNOLOGY AND ITS USE BY TEACHERS AND STUDENTS IS A COMPONENT OF _
   A. DIGITAL LAW
   B. DIGITAL ACCESS RIGHTS
   C. DIGITAL COMMUNICATION
   D. DIGITAL LITERACY

2. A SYSTEM ON THE INTERNET THAT ALLOWS ANYONE TO PROVIDE INFORMATION IS CALLED.
   A. PASSWORD
   B. WEB
   C. CHAT
   D. SEARCH ENGINES

3. A SOCIAL MEDIA SITES FREQUENTLY REFERRED TO AS "FACEBOOK FOR SCHOOL."
   A. EDMODO
   B. FACEBOOK
   C. GOOGLE
   D. TWITTER

4. SEARCH ENGINES ARE REFERRED TO AS.
   A. POP LETTER
   B. MAILING LIST
   C. SEARCH ENGINE
   D. GOOGLE

5. THE GOOGLE SERVICE USED FOR CLOUD STORAGE OF FILES IS _
   A. GOOGLE IMAGES
   B. GOOGLE MAP
   C. GOOGLE DRIVE
   D. GOOGLE SEARCH

6. A SOFTWARE THAT CAN SCHEDULE VARIOUS ACTIVITIES IS.
A. GOOGLE DRIVE
B. GOOGLE CALENDARS
C. GOOGLE MAPS
D. GOOGLE TALK

7. WHAT GOOGLES FACILITIES DO NOT INCLUDE ARE.
A. SPECIFIC E-MAIL IN YOUR E-MAIL REPOSITORY
B. LEAKING DATA
C. GET POP SERVICE AND POP FORWARDING
D. HAS A SEARCH FACILITY (SEARCH) TO HELP SEARCH?

8. WHICH OF THE FOLLOWING IS NOT A DIGITAL COMMUNICATION METHOD?
A. FACE TO FACE
B. E-MAIL
C. CHAT
D. FORUM

9. USING COMMUNICATION TECHNOLOGY SERVES THE FOLLOWING PURPOSES.
A. TO FACILITATE COMMUNICATION
B. AS A MEANS OF CONNECTING BETWEEN STUDENTS AND TEACHERS
C. TO SUPPORT AND IMPROVE LEARNING ACTIVITIES
D. AS A DATA MANAGER OF INCOMING INFORMATION

10. A DISCUSSION THAT EXPLAINS COMMUNICATION ACTIVITIES USING QUICK TEXT WRITTEN USING A KEYBOARD KNOWN AS IN THE ONLINE WORLD IS.
A. USERNAME
B. PASSWORD
C. CHATS
D. SEARCH ENGINES

11. EMAIL IS A TYPE OF ELECTRONIC CORRESPONDENCE BECAUSE.
A. SEND BY POSTCARD
B. COMMUNICATING USING VOICE.
C. COMMUNICATE USING VIDEO AND AUDIO
D. SEND E-MAIL.

12. PASSWORDS USED TO SECURE ONLINE ACCOUNTS ARE DESIGNED TO.
A. LOGIN
B. DATA SECURITY
C. SAVE DATA
D. AVOID VIRUSES

13. THE FOLLOWING RULES APPLY TO YOU AS A DIGITAL CITIZEN, WITH THE EXCEPTION OF.
A. HONEST
B. RESPONSIBILITY
C. POLITENESS
D. SPREAD HATE.

14. INDIVIDUALS WHO USE INFORMATION TECHNOLOGY, NOTABLY THE INTERNET, TO FOSTER CREATIVITY OR COMMUNITY ARE REFERRED TO AS.
A. DIGITAL CITIZEN
B. CITIZEN
C. CITIZENS
D. INTERNET

15. COMMUNICATING IN CYBERSPACE MUST ALSO PAY ATTENTION TO ETHICAL RULES AND NORMS, THESE RULES ARE KNOWN AS.
A. INTERNET RULES
B. DIGITAL CITIZENSHIP
C. THE NORM ON THE INTERNET
D. DIGITAL CITIZEN

16. AN ACTIVITY THAT BECOMES THE PROCESS OF BUYING AND SELLING ONLINE, IS CALLED?
A. DIGITAL LAW
B. DIGITAL HEALTH
C. DIGITAL TRANSACTIONS
D. DIGITAL RIGHTS

17. DIGITAL CITIZENSHIP IS ALSO KNOWN AS.
A. RELATIONSHIP
B. SOCIAL MEDIA
C. DIGITAL CITIZENSHIP
D. NETWORK

18. THE FOLLOWING IS HOW TO USE INFORMATION TECHNOLOGY CORRECTLY IS.
A. SHARING UNTRUSTED INFORMATION
B. WRITING WORDS THAT OFFEND OTHERS
C. USE PROPER AND POLITE WORDS
D. ACCESSING WEBSITES THAT ARE NOT RECOMMENDED

19. EXAMPLES OF CRIMES THAT ARE RAMPANT IN THE DIGITAL WORLD ARE...
A. UPLOAD A PHOTO
B. DOWNLOAD ANTIVIRUS
C. HACK WEBSITES
D. BACKUP IMPORTANT DATA

20. AN EXAMPLE OF THE THREAT OF DIGITAL TECHNOLOGY TO THE HEALTH OF THE BODY IS.
A. HANDS ARE ITCHY
B. DIFFICULTY IN LEARNING
C. HEALTHIER BODY
D. EYE HEALTH PROBLEMS

Good Luck

Table 4.1

Pre-test scores for Control Class X TKJ and Experimental Class X TKJ 4

Group	Mean Score	Standard Deviation
Control	70.26	5.25
Experimental	69.43	4.20

Mean of Pre-test

$$x^1 = \frac{\sum X1}{N1} = \frac{2670}{38} = 70{,}26$$

Table 4.3

Post-test results for the Control Class and the Experimental Class

Group	Mean Score	Standard Deviation
Control	75.23	5.20
Experimental	76.89	4.56

Mean of Post-test

$$x^1 = \frac{\sum X1}{N1} = \frac{2859}{38} = 75{,}23$$

Table 4.4

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.

Number	Letter	Predicate	X TKJ	X TKJ 4
80 -100	A	Very good	9	19
70 – 79	B	Well	23	18
60 – 69	C	Enough	6	0
50 – 59	D	Not enough	0	0
0 - 49	E	Fail	0	0
Total			38	37

Table 4.5

Frequency and Percentage of Control Class and Post-test Results

Experiments Based on Learning Outcomes Indicators

Number	Letter	Predicate	X TKJ	X TKJ 4
80 -100	A	Very good	0	0
70 – 79	B	Well	21	18
60 – 69	C	Enough	17	18
50 – 59	D	Not enough	0	1
0 - 49	E	Fail	0	0
Total			38	37

1) The researcher picked 73 as the degree of freedom in the t-table (df).

$$thitung = \frac{M1 - M2}{\sqrt{\left\{\frac{JK1+JK2}{N1+N2-2}\right\}\left\{\frac{N1+N2}{N1.N2}\right\}}}$$

$$t0 = \frac{70,26 - 76,89}{\sqrt{\left\{\frac{135.120+169.769}{38+37-2}\right\}\left\{\frac{38+37}{38.37}\right\}}}$$

$$t0 = \frac{6,63}{\sqrt{\left\{\frac{304.889}{73}\right\}\left\{\frac{75}{1,406}\right\}}}$$

$$t0 = \frac{6,63}{\sqrt{\{4,17\}\{0,053\}}}$$

$$t0 = \frac{6.63}{\sqrt{0.22}} = \frac{6.63}{0.46}$$

$$t0 = 14,41$$

Analyzing the result by using calculation of the t-test as follow:

The researcher collected data from the pre-test and post-test scores of two classes, examined it using a t-test, and then calculated the results for the experiment class and control class, which are shown in the accompanying table:

Table of Values in the T Test

DK	α for the two-tailed test					
	0.5	0.2	0.1	0.05	0.02	0.01
	α for a one-tailed test					
	0.25	0.1	0.05	0.025	0.01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.012
14	0.692	1.345	1.761	2.145	2.624	2.977
15	0.691	1.341	1.753	2.131	2.602	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.819
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
31	0.682	1.309	1.696	2.040	2.453	2.744
32	0.682	1.309	1.694	2.037	2.449	2.738
33	0.682	1.308	1.692	2.035	2.445	2.733
34	0.682	1.307	1.691	2.032	2.441	2.728
35	0.682	1.306	1.690	2.030	2.438	2.724
36	0.681	1.306	1.688	2.028	2.434	2.719
37	0.681	1.305	1.687	2.026	2.431	2.715
38	0.681	1.304	1.686	2.024	2.429	2.712
39	0.681	1.304	1.685	2.023	2.426	2.708
40	0.681	1.303	1.684	2.021	2.423	2.704
41	0.681	1.303	1.683	2.020	2.421	2.701
42	0.680	1.302	1.682	2.018	2.418	2.698
43	0.680	1.302	1.681	2.017	2.416	2.695

| 44	0.680	1.301	1.680	2.015	2.414	2.692
45	0.680	1.301	1.679	2.014	2.412	2.690
46	0.680	1.300	1.679	2.013	2.410	2.687
47	0.680	1.300	1.678	2.012	2.408	2.685
48	0.680	1.299	1.677	2.011	2.407	2.682
49	0.680	1.299	1.677	2.010	2.405	2.680
50	0.679	1.299	1.676	2.009	2.403	2.678
51	0.679	1.298	1.675	2.008	2.402	2.676
52	0.679	1.298	1.675	2.007	2.400	2.674
53	0.679	1.298	1.674	2.006	2.399	2.672
54	0.679	1.297	1.674	2.005	2.397	2.670
55	0.679	1.297	1.673	2.004	2.396	2.668
56	0.679	1.297	1.673	2.003	2.395	2.667
57	0.679	1.297	1.672	2.002	2.394	2.665
58	0.679	1.296	1.672	2.002	2.392	2.663
59	0.679	1.296	1.671	2.001	2.391	2.662
60	0.679	1.296	1.671	2.000	2.390	2.660
61	0.679	1.296	1.670	2.000	2.389	2.659
62	0.678	1.295	1.670	1.999	2.388	2.657
63	0.678	1.295	1.669	1.998	2.387	2.656
64	0.678	1.295	1.669	1.998	2.386	2.655
65	0.678	1.295	1.669	1.997	2.385	2.654
66	0.678	1.295	1.668	1.997	2.384	2.652
67	0.678	1.294	1.668	1.996	2.383	2.651
68	0.678	1.294	1.668	1.995	2.382	2.650
69	0.678	1.294	1.667	1.995	2.382	2.649
70	0.678	1.294	1.667	1.994	2.381	2.648
71	0.678	1.294	1.667	1.994	2.380	2.647
72	0.678	1.293	1.666	1.993	2.379	2.646
73	0.678	1.293	1.666	1.993	2.379	2.645
74	0.678	1.293	1.666	1.993	2.378	2.644
75	0.678	1.293	1.665	1.992	2.377	2.643
			135.120	169.769		

2. Documentation
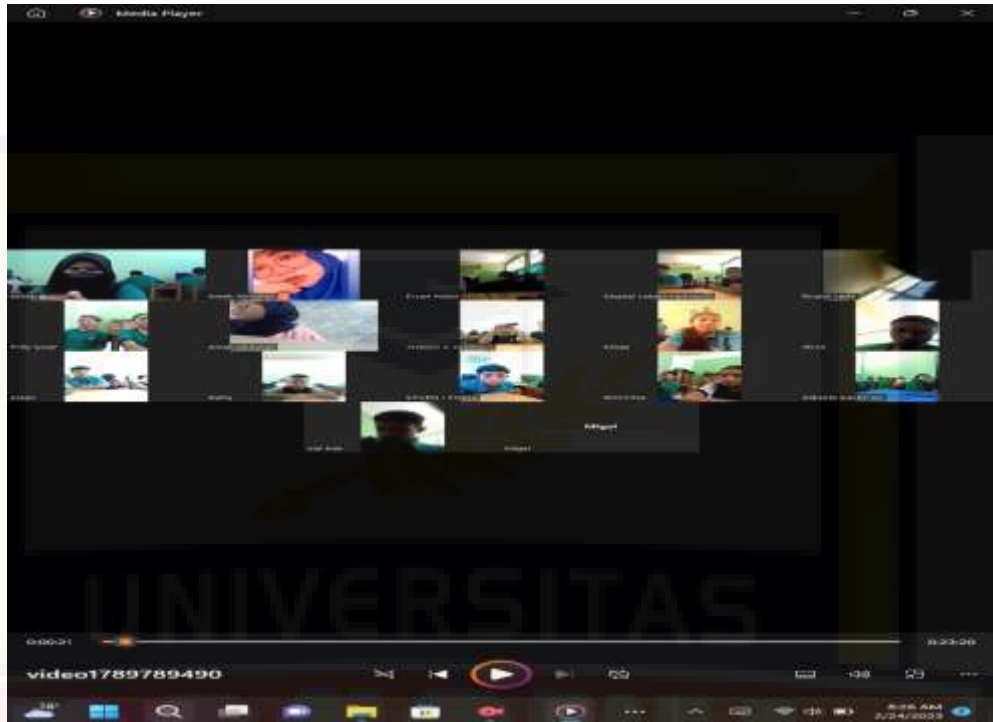
Picture 1. Introduction of digital literacy through weblog in the zoom class
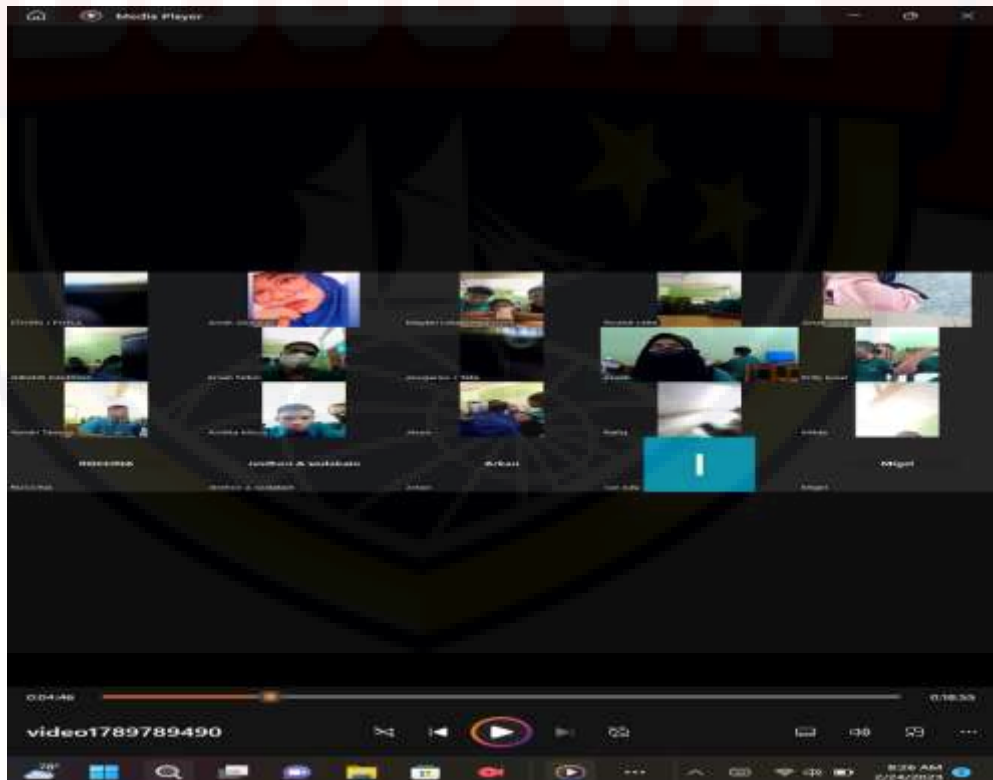
Picture 2. Learning process of digital literacy in the zoom class
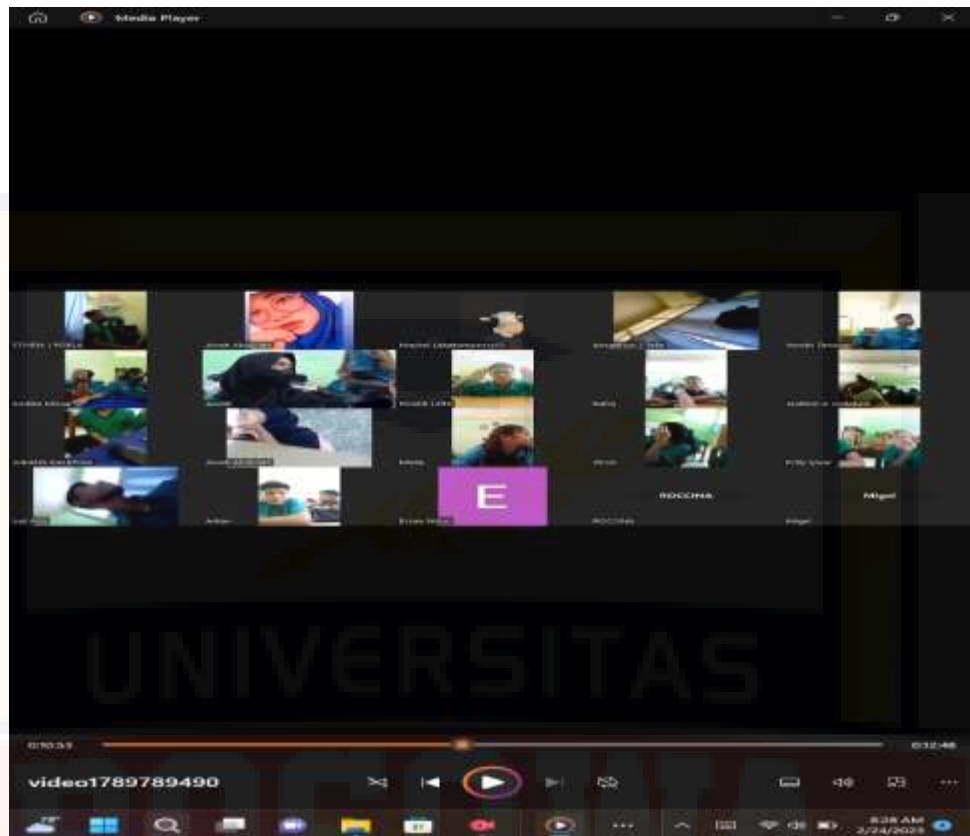
Picture 3. Learning process of digital literacy in the zoom class

Picture 4. provide a weblog link to the zoom class.

Picture 5. Student start to answers the question from weblog link from the zoom class.

Picture 6. Student answers the question from weblog link from the zoom class.

CURRICULUM VITAE

Ainah bt Abdullah was born in Keningau, Sabah (Malaysia), 08th of April 1990. He is the 5th child of Mr. Abdullah bt Muhammad and Mrs. Saudah Mamang. She studied kindergarden in Tadika Kemas Muhibbah Raya Tawau (Malaysia) and graduate in 1996. SD at KBSM Perdana Tawau (Malaysia) from 1997 until 2003 and continued to SMP at KBSM Perdana Tawau (Malaysia) 2003 until 2006. She continued to SMA at KBSM Perdana Tawau (Malaysia) and graduate in 2009. After that, she was accepted in Universitas Bosowa particularly in English Education Department in Faculty of Teacher Training and Education. After have spent 3 years there she graduated in 2013.