

The Correlation Between Digital Literacy and Students Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi

Putri Adinda Agustiani KS

English Education Study Program, Faculty of Teacher Training and Education,
Batanghari University

ABSTRACT

This research aims to find The Correlation between Digital Literacy and Students' Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi. The design of this research is Descriptive Research method with Correlation Approach. This research conducted in Senior High School 1 Jambi. There were 32 respondents as sample of this research. The data in this research were collected by test and questionnaires. The test consisted of 20 multiple choice questions and questionnaires consisted of 16 statements in close-ended questionnaires. After collecting the data, the researcher analyzed the data to find the results by using Descriptive Statistics and Pearson Product Moment Correlation Formula. The result of this research showed that there is correlation between Digital Literacy and Students' Reading Comprehension at Eleventh MIPA 5 where as significant value obtained 0,04. Therefore, in hypothesis $0.05 <$ hypothesis is accepted and $0.05 >$ hypothesis is rejected. As for the category of Digital Literacy and Students Reading Comprehension, Digital Literacy is at very high category. Meanwhile for Students' Reading Comprehension is at good category.

Key Words: *Digital Literacy, Reading Comprehension, Correlation, Quantitative.*

INTRODUCTION

Nowadays, it has become a common thing that individuals are needed to know how to use technology. We live in the era of technology where new technology is invented every day and will be improved as time being. Everyday activities in general are already using technology or done digitally.

It is a truth that we have no choice but follows technology. However, as it might sound bad, technology not only bring negative benefits. But also, many positive benefits. The impact of this era is also affected to teaching and learning process in schools. Not to forget to mention that we are also in the middle of the COVID-19 pandemic, where the teaching and learning process is conducted online. Munir (2017:1) states that information and communication of the technology that is developing rapidly affecting life and changes daily activities including in teaching and learning process in

education. By utilizing the development of information and communication technology in digital learning, education can reach all levels of society.

Where the teaching and learning process relied on technology and was conducted digitally, it is a challenge for students to learn online and a challenge for teachers too. In offline class, students can ask right away face to face if they have any questions. Meanwhile, in an online class, students must learn through materials and learn by themselves. Following the Minister of Education and Culture of the Republic of Indonesia's statement about the Implementation of Education Policies in the Emergency Period for the Spread of Coronavirus Disease (COVID-19), the online teaching and learning process has been conducted since 24 March 2020. Today, the teaching and learning process online is still done

The teaching and Learning Process in

this pandemic also involve parents to help them in their study. Online learning is the use of networks internet in the learning process. By online learning, in this case, students have the flexibility of learning at anytime and anywhere. Moreover, it is not limited by space and time. According to Wena (2009: 215) online learning is a system or process for carrying out distance learning activities through web applications and internet networks, meaning that online teaching media that are developed contain a learning and teaching system that further utilizes web applications that are supported by internet network connection. The use of technology information is expected to help the teaching and learning process and can continue to run well even though it is during a pandemic like now. Finding information and learning materials is much easier with the help of the Internet and technology. Here is come digital literacy, where it takes part. We are already familiar with digital literacy. When it comes to mind, digital literacy is when physical reading material turns into digital.

Digital Literacy makes readers access materials or information anywhere and at any time as needed, as long as it is connected to the Internet. In "Digital Literacy" (Gilster,1997), Individuals are required to use a growing variety of technical, cognitive, and sociological skills to perform tasks and solve problems in digital environments. Digital literacy involves more than the ability to use software or operate a digital device. Meanwhile (Davis & Shaw, 2011) states Digital literacy means the ability to relate to hypertextual information in the sense of computer-aided unordered reading.

The importance of Digital Literacy indeed has a significant impact in this era. We can say that Digital Literacy is a survival skill in the digital era. In this pandemic, students' needs more learning materials from books provided by the school and the Internet. The pandemic situation makes students be more active and search for learning materials from many sites. The Internet provides any information that

students need, such as blogs, websites, or even educational learning platforms. Students can access this information to help their online studies. The main issue with online learning is how far the students understand the learning materials teachers give. To understand the materials, many aspects of the individuals are affecting how well the students understand the materials. From environment, social aspect, skills, or the knowledge of the individual itself.

DIGITAL LITERACY

The concept of digital literacy began to emerge since 1990. There are also many definitions of Digital Literacy. Digital Literacy was introduced by Gilster (1997:1). Gilster explained digital literacy as an ability to understand and to use information from a variety of digital sources without concern for the different 'competence lists', often criticized for being restrictive.

Martin (2006:155) also states "Digital Literacy is the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action and to reflect upon this process."

Meanwhile according to Bawden (2008) "Digital literacy touches on and includes many things that it does not claim to own. It encompasses the presentation of information, without subsuming creative writing and visualization. It encompasses the evaluation of information, without claiming systematic reviewing and meta-analysis as its own. It includes organization of information but lays no claim to the construction and operation of terminologies, taxonomies and thesauri"

In sum, it can be concluded that digital literacy is ability of individuals using technology like smartphone, laptop, PC to obtain, identify, access, understand, evaluate, use information or even to create or construct new knowledge.

READING COMPREHENSION

Reading is one of the four language skills. Reading is a basic component of a person being able to understand a knowledge. Because by reading, a person will become richer in their knowledge. There are a lot of definition of Reading Comprehension. They say that reading is a process to understand the text or the meaning of a text. It is also a process to obtain information from the content of the reading.

According to Linse (2005:71), Reading Comprehension refers to reading for meaning, understanding, and amusing. Reading comprehension is very complex process which involves the information of the text and the background knowledge. In reading comprehension, the way to understand the text is much related to activate background knowledge.

While, Carrel in Brown (2004:185) defines that reading is likewise a skill that teachers simply learners to acquire. (Murcia 2001:188) adds that reading is taking general comprehension at the example requires that the reader draw information from a text and combine it with information and expectations that the reader already has.

In conclusion from the experts above, it can be concluded that reading comprehension is an activity to get the meaning from the text and also to understand what has been read. It is an activity of thinking process that depends not only on comprehension skill but also the students' experience and prior knowledge.

RESEARCH METHDOLOGY

This research is quantitative research and this research was using Pearson Correlation Product Moment. Pearson's Correlation Product Moment Coefficient, or Pearson's was developed by Karl Pearson (1948) from a related idea introduced by Sir Francis Galton in the late 1800's. In addition to being the first of the correlational measures to be developed, it is also the most commonly used measure of association. Simon and Goes (2011:1) elaborates that "Correlational studies display the

relationships among variables by such techniques as cross-tabulation and correlations." This is also supported by Creswell (2012:338) opinion that in correlational research design.

For correlation test, researcher use this formula and this correlation level below

$$r_{xy} = \frac{N\sum XY - (\sum X\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

Source: (Burns and Grove:157)

For Product Moment Score to determine the correlation level, table above is used. Therefore, to determine if variables has correlation, significant table is used where $0,05 >$ hypothesis is rejected, $0,05 <$ hypothesis is accepted.

FINDINGS

This research is conducted on 21 January 2022. This research analyzed the correlation between Digital Literacy and Reading Comprehension. This research used Qualitative Correlation Research, with the population in this research is the students of XI MIPA Senior High School 1 Jambi. The sample is chosen by Cluster Random Sampling. Whereas obtained the sample XI MIPA 5. The instruments are Questionnaires & Reading Comprehension Test. The Instruments are given to the sample XI MIPA 5 consist of 32 students.

To find out Students' Digital Literacy at XI MIPA 5 of Senior High School 1 Jambi in academic year 2021/2022, researcher analyze the data collected using SPSS 25 using Descriptive Statistics. Here below are the result of the Students' Digital Literacy.

Table 1.
Descriptive Statistics of Digital Literacy

Statistics		
N	Valid	32
	Missing	0
Mean		56.25
Median		56.00
Mode		61
Std. Deviation		3.759
Range		12
Minimum		49
Maximum		61
Sum		1800

Source: Data Processing using SPSS 25

From data processing above, the result of Digital Literacy is that range of students Digital Literacy is 12, median is 56.00 with the mean 56.25. While the number of the highest score is 61 and the lowest is 49. And the sum of the score is 1800.

Table 2.
Descriptive Statistics of Students' Reading Comprehension

Statistics		
N	Valid	32
	Missing	0
Mean		69.84
Median		67.50
Std. Deviation		11.323
Range		40
Minimum		50
Maximum		90
Sum		2235

Source: Data Processing using SPSS 25

From data processing above, the result of Students' Reading Comprehension is that range of Students' Reading Comprehension is 40, median is 67.50 with the mean 69.84. While the number of the highest score is 90 and the lowest is 50. And the sum of the score is 2235.

To find the correlation between variable X and variable Y, researcher use the data that are collected and analyzed it using SPSS 25, with Pearson Product Moment technique. The result as follows:

Table 6.
Result of Pearson Product Moment Correlation Research

Correlations			
		Digital_Literacy	Reading_Comprehnson
Digital_Literacy	Pearson Correlation	1	.501**
	Sig. (2-tailed)		.003
	N	32	32
Reading_Comprehnson	Pearson Correlation	.501**	1
	Sig. (2-tailed)	.003	
	N	32	32

*. Correlation is significant at the 0.01 level (2-tailed).

DISCUSSIONS

This research analyzed the correlation between Digital Literacy and Reading Comprehension. This research used Qualitative Correlation Research, with the population in this research is the students of XI MIPA Senior High School 1 Jambi. The sample is chosen by Cluster Random Sampling. Whereas obtained the sample XI MIPA 5. The instruments are Questionnaires & Reading Comprehension Test. The Instruments are given to the sample XI MIPA 5 consist of 32 students.

From the data of research, it can be concluded that Digital Literacy of students XI MIPA 5 is at very high category with 56.25 score. The highest score 61 and the lowest 49. The total score of questionnaires from XI MIPA 5 is 1801. Meanwhile from the

Reading Comprehension test, researcher found out that Reading Comprehension Skill of XI MIPA 5 at good category with 69.84 mean score. the lowest score is 50 and, the highest score is 90. The total of Students Reading Comprehension Test is 2280.

To see is there any correlation between the variables. This research used Pearson Product Moment Correlation to calculate with Pearson Product moment formula aby using SPSS 25.0 program. The result of the significant correlation between Digital Literacy and Reading Comprehension is 0.03. Whereas:

1. $0.05 <$ hypothesis is accepted
2. $0.05 >$ hypothesis is rejected

So, it can be concluded, there is a significant correlation between Digital Literacy and Students' Reading Comprehension in Eleventh MIPA 5 at Senior High School 1 Jambi. Furthermore, to know how is the category of the correlation. From the correlation category table, the result is 0.501**. can be concluded that the correlation between Digital Literacy and Students Reading Comprehension is Strong Enough.

According to the result from the questionnaire and test, researcher found there is correlation between Digital Literacy and Students Reading Comprehension. It means that the greater students know about Digital Literacy and how to use them, the greater their Reading Comprehension. But it still depends on the many learning factors too that researcher didn't search here.

CONCLUSIONS

This research is to find out is there any correlation between Digital Literacy and Students' Reading Comprehension at Eleventh Grade of Senior High School 1 Jambi. With total 32 respondents, researcher analyzed the data, and from that researcher can draws several conclusions based on the findings. First researcher found that there is correlation between Digital Literacy and Students' Reading Comprehension at Eleventh Grade MIPA 5 at Senior High School 1 Jambi. Furthermore, based on the

data result, Students Digital Literacy category is at Very High category. Last but not least, based on the data result Students' Reading Comprehension category is at Good category.

REFERENCES

- Alsagoff, & Lubna. (2008). *A Visual Grammar of English-Revised Edition*. Singapore: Pearson Education South Asia Pte Ltd.
- Arif, M. R. (2019). *The Influence of Reading Interest And Self-Efficacy on Reading Comprehension of The Tenth Grade Students At As-Shofa Islamic Senior High School Pekanbaru*. Pekanbaru.
- Arora, R., & Mahankale, N. (2013). *Marketing research*.
- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2006). *Introduction to Research in Education*. Thomson/Wadsworth.
- Azwar, S. (2012). *Penyusunan Skala Psikologi edisi 2*. Yogyakarta: Pustaka Pelajar.
- Bawden, D. (2001). *Information and Digital Literacy: a review of concept*. Tibor Koltay: Media Literacy, Information Literacy and Digital Literacy.
- Brown, D. H. (2000). *Principles of Language Learning and Teaching*. San Francisco: Longman.
- Brown, H. D. (2003). *Language Assessment Principles and Classroom Practices*. California: Longman University Press.
- Bungin, B. (2005). *Metodologi Penelitian Kuantitatif: Komunikasi, Ekonomi, dan Kebijakan Publikserta Ilmu-Ilmu Sosial Lainnya*. Surabaya: Kencana.
- Burns, N., & Grove, S. (2009). *The Practice of Nursing Research: Appraisal, Synthesis and Generation of Evidence*. St Louis: WB Saunders.
- Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approaches (2nd ed.)*.
- Creswell, J. W. (2012). *Educational*

- research: *planning, conducting, evaluating, quantitative and qualitative research (Fourth Edition)*. United State of America: Pearson Education Inc.
- Elpira, B. (2018). *Pengaruh Penerapan Literasi Digital terhadap Peningkatan Pembelajaran*. Skripsi: Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh.
- Gilster, P. (1997). *Digital Literacy*. New York: Wiley.
- Harper, C., & Marcus, R. (2003). *Research for Development: A Practical Guide*.
- Harris, J. K., & Graham, S. (2004). *Teaching Reading Comprehension to Students with Learning Difficulties*.
- Hasibuan, A. R., & Irzawati, I. (2020). *The Correlation Between Digital Literacy and English Proficiency of Unika Musi Charitas First-Year Students*. Palembang: FKIP Universitas Tridinanti.
- Hatch, E., & Brown, S. (1995). *Vocabulary, Semantics, and Language Education*. New York: Cambridge University Press.
- Johnson, B., & Christensen, L. (2014). *Educational Research Quantitative, Qualitative, and Mixed Approaches*. University of South Alabama.: .SAGE Publications, Inc.
- King, C., & Stanley, N. (2004). *Insight and Strategies for Teaching*.
- Klingner, Vaughn, Sharon, & Janette. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: Guilford Press.
- Kuontur, R. (2007). *Metode Penelitian untuk penulisan Skripsi dan Tesis*. Jakarta: PPM.
- Lind, Marchal, & Wathen. (2008). *Statistics Technique in Business and Economi Using Group Data Global*. Jakarta: Salemba Empat.
- Linse, C. (2005). *Practical English Language Teaching Young Learners*. New York.
- Martin, A. (2008). *Digital Literacy and the 'Digital Society'*.
- Moleong, J. L. (1990). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.
- Murcia, C. M. (2001). *Teaching English as a Second or foreign Language*. Boston: Heinle & Heinle.
- Noor, A. (2013). *Manajemen Event*. Bandung: Alfabeta.
- Riyanto, S. (2008). *A quick and effective strategy to prepare the TOEFL test*. Yogyakarta: Pustaka Pelajar.
- Saqr, A. K. (2021). The Effect of Digital Reading On EFL Learners' Reading Comprehension". *International Journal of Education Technology and Science*, 59-70.
- Simon, M., & Goes, J. (2011). *Correlational Research* . Seattle: Disertation Success LLC.
- Snow, C. E. (2002). *Reading for Understanding: Toward a Research and Development Program*.
- UNESCO. (2006). *Understandings of literacy. In: Education for All Global Monitoring Report*.
- Vogt, W. P. (1999). *Dictionary of Statistics and Methodology: A Non-Technical Guide for the Social Sciences*. London: Sage Publications.