THE EFFECT OF STUDENTS' DIGITAL LITERACY TOWARDS STUDENTS' ENGLISH LEARNING OUTCOMES AT XI CLASS MIPA OF SMAN 1 PRAYA TIMUR IN ACADEMIC YEAR 2022/2023

By :

MOH. ZAINI

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAININGSTATE

ISLAMIC UNIVERSITY OF MATARAM

2023

THE EFFECT OF STUDENTS' DIGITAL LITERACY TOWARDS STUDENTS' ENGLISH LEARNING OUTCOMES AT XI CLASS MIPA OF SMAN 1 PRAYA TIMUR IN ACADEMIC YEAR 2022/2023

A Thesis

Presented a partial requirement at the State Islamic University of Mataram for the attainment of the Sarjana Degree in English language education program

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ADVISORS' APPROVAL

Thesis by: Moh.Zaini, NIM: 190107081 entitled "The Effect Of Students' Digital Literacy Towards Students' English Learning Outcomes At XI Class MIPA of SMAN 1 Praya Timur" has fulfilled the requirement and has been approved by the thesis advisors to be examined.
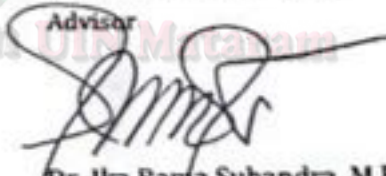
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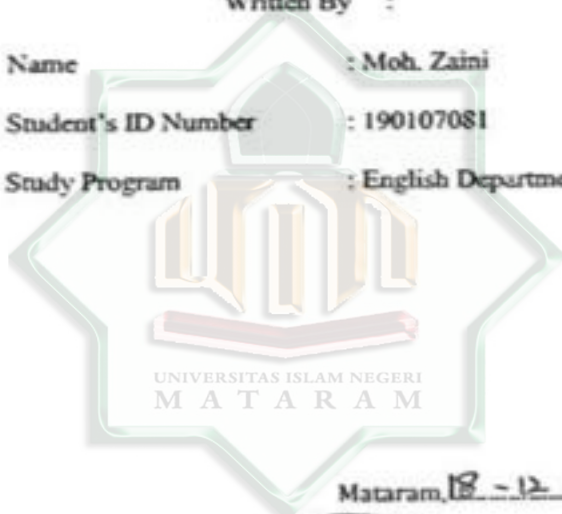
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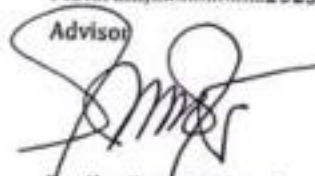
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Wassalamu'alikum. Wr. Wb.

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STATEMENT OF THESIS AUTHENTICITY

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MOTTO

"It does not matter how slowly you go as
long as you do not stop, that will be fine"

DEDICATION

This dissertation is truly dedicated to:

"My beloved parents, my father (Kati) and my mother (karah) who always love, pray, guide, support, motivate, and always give me some advice to keep me spirit to study hard and big thanks for the effort in making my education run smoothly and successfully." I will always love them. My dear friends who always guide, motivate, and support me, as well as give me counsel while I'm in the red zone. I will always love them. In addition, I adore my adored big family in my hometown, which is always praying for and encouraging me to complete my thesis."
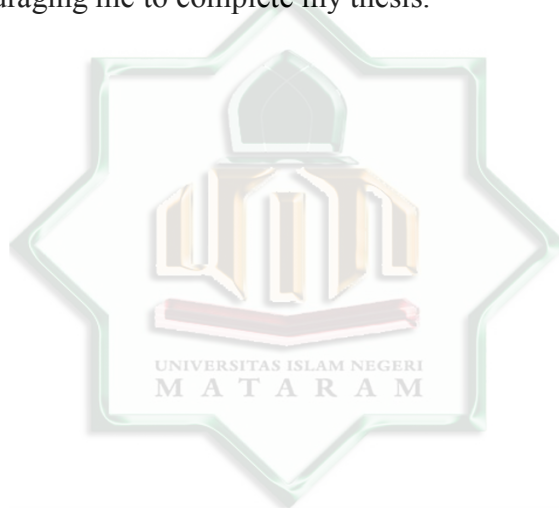
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Bismillahirrohmanirrohim

Firstly, I would like to express deepest gratitude to God for blessing and kindness that given to me in completing this thesis. Secondly, the peace is upon to our prophet Muhammad SAW, as well as his families and followers.

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I hope that the good deeds of these various parties will receive multiple rewards from Allah SWT and I hope this scientific work will benefit the universe, Amen.

Mataram, 18, Desember 2023
Researcher,

Moh.Zaini

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THE EFFECT OF STUDENTS' DIGITAL LITERACY TOWARDS STUDENTS' ENGLISH LEARNING OUTCOMES AT XI CLASS MIPA OF SMAN 1 PRAYA TIMUR IN ACADEMIC YEAR 2022/2023

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ABSTRACT

This research aims to examine the influence of digital literacy on the English learning outcomes of class XI MIPA students at SMAN 1 Praya Timur. This study uses a quantitative approach. This research is quantitative research. This type of research is ex post facto with a quantitative approach. The population in this study were all students of class XI MIPA 1. The sample in this study was 32 respondents. The data collection techniques are by questionnaire and documentation. The data analysis technique uses the SPSS V.25 program. Based on the results of a simple linear regression analysis carried out using the SPSS V.25 program, the results obtained were that from 32 respondents, in the table the F value was 49,361 with a significance level of 0.000 less than 0.05 (0.000 < 0.05) so that Ha was accepted and H0 is rejected. So, it can be concluded that digital literacy influences the English learning outcomes of class XI MIPA students at SMAN 1 Praya Timur. To find out the magnitude of the influence of digital literacy on the English learning outcomes of class XI MIPA students at SMAN 1 Praya Timur, it can be seen in the Model Summary table by looking at the R Square of 0.622 or 62.2%. The influence of digital literacy on students' English learning outcomes is that students have the ability to manage information technology, students are able to read and build insight via the internet so they can correlate digital technology in supporting the learning process. Based on the testing category, it was found that digital literacy had an influence on students' English learning outcomes with a large influence of 62.2%

Keywords: Digital Literacy, students' English learning outcomes.

PENGARUH LITERASI DIGITAL SISWA TERHADAP HASIL BELAJAR BAHASA INGGRIS SISWA DI KELAS XI MIPA SMAN 1 PRAYA TIMUR TAHUN PELAJARAN 2022/2023

Oleh:
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ABSTRAK

Penelitian ini bertujuan untuk menguji pengaruh literasi digital terhadap hasil belajar bahasa Inggris siswa kelas XI MIPA di SMAN 1 PrayaTimur. Penelitian ini menggunakan pendekatan kuantitatif. Penelitian ini merupakan penelitian kuantitatif. Jenis penelitian ini adalah ex post facto dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah seluruh siswa kelas XI MIPA 1. Sampel dalam penelitian ini berjumlah 32 responden. Teknik pengumpulan data dilakukan dengan angket dan dokumentasi. Teknik analisis data menggunakan program SPSS V.25. Berdasarkan hasil analisis regresi linier sederhana yang dilakukan dengan menggunakan program SPSS V.25 diperoleh hasil bahwa dari 32 responden, pada tabel diperoleh nilai F sebesar 49,361 dengan tingkat signifikansi 0,000 kurang dari 0,05 (0,000 < 0,05) sehingga Ha diterima dan H0 ditolak. Jadi, dapat disimpulkan bahwa literasi digital berpengaruh terhadap hasil belajar bahasa Inggris siswa kelas XI MIPA SMAN 1 PrayaTimur. Untuk mengetahui besarnya pengaruh literasi digital terhadap hasil belajar bahasa Inggris siswa kelas XI MIPA SMAN 1 PrayaTimur dapat dilihat pada tabel Model Summary dengan melihat R Square sebesar 0,622 atau 62,2%. Pengaruh literasi digital terhadap hasil belajar bahasa Inggris siswa adalah siswa mempunyai kemampuan dalam mengelola teknologi informasi, siswa mampu membaca dan membangun wawasan melalui internet sehingga dapat mengkorelasikan teknologi digital dalam menunjang proses pembelajaran. Berdasarkan kategori pengujian ditemukan bahwa literasi digital memberikan pengaruh terhadap hasil belajar bahasa Inggris siswa dengan besar pengaruh sebesar 62,2%

Kata Kunci: Literasi Digital, Hasil Belajar Bahasa Inggris Siswa.

تأثير المعرفة الرقمية للطلاب في نتائج تعلم اللغة الإنجليزية للطلاب في الصف الحادي عشر في SMAN 1 ميبا في برايا تيمور في العام الدراسي 2022/2023

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خلاصة

يهدف هذا البحث إلى دراسة تأثير المعرفة الرقمية على نتائج تعلم اللغة الإنجليزية لطلاب الصف الحادي عشر في MIPA في SMAN 1 Praya Timur. هذا تستخدم هذه الدراسة النهج الكمي. هذا النوع من البحث هو بأثر رجعي مع نهج كمي. كان مجتمع الدراسة البحث هو البحث الكمي. في هذه الدراسة جميع طلاب الصف الحادي عشر وكانت العينة في هذه الدراسة 32 MIPA 1. في هذه الدراسة جميع طلاب الصف الحادي عشر مشاركًا. تقنيات جمع البيانات هي عن طريق الاستبيان والوثائق. تستخدم تقنية تحليل البيانات بناءً على نتائج تحليل الانحدار الخطي البسيط الذي تم إجراؤه باستخدام برنامج SPSS V.25. ، كانت النتائج التي تم الحصول عليها من 32 مشاركًا، في الجدول كانت SPSS V.25 برنامج Ha بمستوى دلالة 0.000 أقل من 0.05 (0.000) (0.05>)) بحيث تم قبول F 49,361 قيمة لذلك، يمكن أن نستنتج أن المعرفة الرقمية تؤثر على نتائج تعلم اللغة الإنجليزية. H0. ورفض لمعرفة حجم تأثير SMAN 1 Praya Timur. في MIPA لطلاب الصف الحادي عشر في MIPA المعرفة الرقمية على نتائج تعلم اللغة الإنجليزية لطلاب الصف الحادي عشر ، يمكن رؤيته في جدول ملخص النموذج من خلال النظر إلى مربع SMAN 1 Praya Timur بقيمة 0.622 أو 62.2%. تأثير المعرفة الرقمية على نتائج تعلم اللغة الإنجليزية للطلاب هو R أن الطلاب لديهم القدرة على إدارة تكنولوجيا المعلومات، والطلاب قادرون على القراءة وبناء المعرفة عبر الإنترنت حتى يتمكنوا من ربط التكنولوجيا الرقمية في دعم عملية التعلم. بناءً على فئة الاختبار ، وجد أن المعرفة الرقمية كان لها تأثير على نتائج تعلم اللغة الإنجليزية للطلاب بتأثير كبير قدره 62.2 %.

الكلمات المفتاحية: المعرفة الرقمية، نتائج تعلم اللغة الإنجليزية لدى الطلاب

CHAPTER I
INTRODUCTION

A. Background of The Study

Based on a number carried out by a number of national and international institutions, the numeracy literacy index of our students is still ranked low in the world. The low literacy rating also has an impact on the Human Development Index (HDI), which is a measure of the quality of human resources (HR) in a country. Judging from the HDI score, Indonesia also still occupies a level that is not encouraging, especially when compared with the ranking of a number of neighboring countries in the Southeast Asia region such as Singapore, Malaysia, Thailand and Vietnam

Based on existing data and facts, strengthening basic literacy skills is a necessity and is something that cannot be negotiated. The World Economic Forum in 2015 emphasized that mastering six basic literacies, namely reading and writing literacy, numeracy, scientific literacy, digital literacy, financial literacy and civic cultural literacy, is one of the 21st century competencies needed by all citizens of the world, especially learners. Ministry of Education and Culture Research and strives to increase the capacity and competence of school residents with the aim of increasing the basic literacy skills of school residents, especially students[1]

In this modern era, literacy has become a very important component in human life. In the times that are constantly changing and advancing, especially in transportation infrastructure and information technology, literacy is a key element in facing the challenges of globalization which encourage interdependence in the economic and cultural fields. Therefore, the ability to think critically and creatively is very important for humans to be able to produce solutive ideas in dealing with rapid changes in this era of globalization. This is known as literacy skills[2]

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[1] Fitri,D.I. (2021), literasi digital dalam dunia pendidikan abad ke-21. Media nusa creative

[2] Hidayat, Aat .Aat. *Rekonstruksi Peran Pustakawan di Era Globalisasi* LIBRARIA: Library Journal, 4(2), (2016). 467-480.

In simple terms, literacy is often interpreted as a culture of reading and writing. Initially, the term literacy only referred to the ability to read, write, and understand texts. However, over time, the notion of literacy began to expand and cover various things. The term literacy is even used in various disciplines, adapted to the relevant knowledge areas. For example, in the digital world, the term digital literacy is used to describe the ability to relate to digital information and technology. This literacy concept was introduced since the early 1990s.[3]

Digital literacy is one of the six basic literacy that is the main focus in learning activities. The other five basic literacies include reading and writing literacy, numeracy literacy, science literacy, financial literacy, as well as cultural and citizenship literacy. Digital literacy has a wide application in the family, school, and society in general.[4]

The term digital literacy was first introduced by Paul Gilster quoted by Lankshear and Knobel . According to their explanation, digital literacy includes the ability to use technology to search for, access, and select information from various digital sources. This ability does not only involve reading skills, but also involves the ability to think critically and evaluate information found through digital media.[5]

Digital literacy is a concept that is closely related to the use of digital media, especially the internet. In the current era, the internet has become an important requirement in various aspects of life, including in the teaching and learning process. In both urban and rural areas, rapid technological developments provide opportunities for students to access reference sources through digital media. In this context, learning presented through digital media tends to be more interesting than conventional media.

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[3]Erlianti, G., danArdoni. *UrgensiLiterasi Digital untukGenerasi Z*: StudiKasus SMPN 4 Palembayan Kabupaten Agam. Nusantara-Journal of Information and Library Studies, 2(2), (2019). 189-204.

[4]Pratama, Wahyu A. Analisis*Literasi Digital SiswamelaluiPenerapan E-Learning Berbasis Schoology*. Jurnal Inovasidan Pembelajaran Fisika, 6(1). (2019). 9-13.

[5]Farleynia, G., danNeneng, K. *HubunganAntaraLiterasi Digital dengan Prestas iBelaja rSiswa SMA Negeri 6 Bogor*. Jurnal Libraria, 7(1). (2019). 147- 162.

Digital literacy functions to improve students' cognitive abilities, so that Students' skills are not limited to operating gadgets. Apart from that, digital literacy is one solution to help students obtain valid and accurate information according to Students' needs. The way to increase student's literacy is by socialize how to access information and official websites that can support learning process at school.

One of the advantages of digital literacy is the ability of students to save time in completing assignments, looking for reading material, and getting information quickly and easily. Therefore, the use of digital media is a practical choice for finding, identifying, evaluating, and combining information in the teaching and learning process. In this case, digital literacy plays an important role in supporting the efficiency and effectiveness of the teaching and learning process for students.[6]

Since 2016, the Ministry of Education and Culture in Indonesia has activated the National Literacy Movement (GLN) as a form of realization of the Minister of Education and Culture Regulation No. 23 of 2015 which aims to instill moral values. This GLN aims to promote and develop a culture of digital literacy in society.[7]

The government's efforts to develop a culture of digital literacy in society, especially in the education sector, don't stop there. In 2020, when the Covid-19 pandemic hit, the government took special action in the education sector by implementing distance learning. At that time, students were required to take part in online learning through digital media as part of government policy in the world of education.

In this regard, the Minister of Education and Culture, NadiemMakarim, has issued Circular Letter (SE) Number 1 of 2020 regarding the Freedom to Learn policy. The Merdeka Learning program aims to improve the education system in Indonesia,

[6]Amin, Ilham M., Rosichin M., dan M. Sulistiono. *PeranLiterasi Digital dalamMeningkatkanPembelajaranPendidikan Agama Islam di Kelas XI IPS 1 SMA Islam Al-MaarifSingosari Malang.* JurnalPendidikan Islam, 6(1). (2020). 58-67.

[7]Febliza, A., and Oktariani.*PengembanganInstrumenLiterasi Digital Sekolah, SiswadanGuru.*Journal of Chemistry Education, University of Riau, 5(1). (2020). 1-10.

especially in facing the digital era or industrial era 4.0. The essence of the MerdekaBelajar policy is to empower the greatest potential of teachers and students to innovate and improve the quality of learning independently.

Freedom Learning actually encourages innovation in the world of education. That is, students have the freedom to learn with an approach that suits their individual learning styles. They are also given the freedom to look for sources of reference and information needed according to their wishes.[8]

The results of Nielsen Consumer & Media View research 2016 stated that participants Current students who are generation Z in Indonesia use television more, internet, and radio as the main media for obtaining information. For generations of the nation born in the digital era, internet access has become an important need today. If Previously, students looked for information by visiting internet cafes, now around 97% of teenagers are able to access the internet at home via mobile devices such as via smartphone or iPhone. Educators can create opportunities great to utilize and develop a learning technology based on trends in students' needs for mobile devices. Through that device owned, students will try to explore their abilities by accessing various information available based on interests, talents and creativity at the same time makes it possible to open a window of knowledge as a way out in dealing with various challenges in the development of science and technology.

Education in the current era is facing significant demands for change, given the presence of the millennial and Gen Z generations who grow and develop amid advances in digital technology. This has changed all aspects of life to be more sophisticated and easy. Education is an important foundation for preparing individuals to have competent and better quality human resources.[9]

According to the results of a survey conducted by KEMINFO in collaboration with UNICEF on children and adolescents aged 10-

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[8]Kemendikbud. MerdekaBelajar. KementerianPendidikandanKebudayaan, 1-9. (2020).

[9] Miller, C.5*Benefits of Digital Literacy: Adobe Gen Z Creativity Study*. USC Annenberg School for Communication and Journalism. 2(1). (2017). 1-4.

19 years, with a total of 400 respondents coming from various regions in Indonesia, including urban and rural areas, it was found that 98% of them had knowledge of the internet. Of these, around 79.5% are active users of the internet and digital media. This fact causes a transition, in which school children and adolescents prefer to seek information through the internet and digital media. They are also more interested in lessons that are interesting and can be applied directly with the various applications available. In addition, they tend to have an interest in virtual worlds.[10] Not only are there positive and entertaining aspects of using digital media, but there are also negative aspects associated with its use, including information that is spread on the internet. Therefore, it is important for every individual to have the ability and knowledge about digital media so that they can make a selection and assessment of good and bad information. Keep in mind that not all information on the internet has the same truth or goodness value.[11]

Efforts to overcome the problem of the digital divide can be made through the development of new forms of mass media literacy. Digital literacy is a new form of mass media literacy which is very important in managing information that is easily found via the internet or other digital media. Especially in this modern era, where various information can quickly spread without a clear source. With strong digital literacy skills, it is hoped that students will have survival skills in dealing with an abundance of information.

The rapid development of technology in our lives has an impact on the growth and development of language as a means of supporting the development of culture, science and technology. In this era of globalization, language plays a key role in mastering communication, both in technology and in direct interaction.

In this era of globalization, language plays a central role in mastering communication, both in the context of technology and

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[10]Reporter.*Peran Guru dalamPembelajaran Era Digital. ProsidingTemuIlmiahNasional Guru (Ting) VIII, Universitas Terbuka Yogyakarta..* (2016). 265-275.

[11]Rasywir, E., and Purwarianti, A.*Experiment on Machine Learning Based Indonesian Hoax News Classification System*. Journal Cybermatika, 3(2). (2016). 1-11.

direct interaction. The use of international languages, especially English, is very important to adapt and keep up with increasingly advanced global developments. English has mastered all aspects of life in this global era, especially in the development of science, where the language has a very important role in the field of technology.

English is the language of instruction for programming in many aspects of information technology (IT). It is rare to find the use of the national language as the language of communication in the application of this information technology. This is done to ensure that the world community can understand each other, because English is an international language that is commonly used throughout the world.

In order to be able to adapt to the increasingly rapid progress of life, increasing human resources is the main focus of a nation, especially in the field of Education. Thus, education is considered a form of long-term investment and is at the forefront of efforts to build a nation that is faced with major challenges. Therefore, the field of education has an important role in improving the quality of human resources (HR) who are ready to compete and face the challenges of globalization and one of the signs of educational success can be measured from student achievement.

In this study researchers will conduct research at SMAN 1 PrayaTimur, this is one of the leading high schools in Central Lombok district, this high school has participated in various competitions in various fields both academic and non-academic. This cannot be separated from the role of schools such as teachers, principals, and their staff and the latest facilities and infrastructure that support the activities of students in pursuing their respective fields. The thing that made researchers interested in conducting research at this school is because this school is also quite active in using social media both for school promotion and updating positive student activities carried out by students. Based on the description above, it encouraged researchers to conduct research with the title "The Effect Of Students' Digital Literacy Toward Students' English Learning Outcomes at XI MIPA of SMAN 1 PrayaTimur"

This is because English is one of the subjects that is quite complex and requires practice to understand the concept of the material as a whole, so that students can master English material more deeply. What's more, at SMAN 1 PrayaTimur, students also experienced an online learning period at the start of the Covid-19 pandemic. They are required to study online or online through digital media, which of course is faced with various obstacles that must be overcome by students independently.

Therefore, students need knowledge, creativity, and critical thinking skills in using digital media wisely. This ability is needed to find, sort, and understand relevant information through digital literacy, so that students' learning processes and their learning outcomes in English subjects can be optimized. By entering the new normal era as it is now, students are used to using digital media, and at SMAN 1 PrayaTimur, digital literacy has been implemented quite well. This is proven by the existence of various digital facilities provided by the school, such as e-learning or digital learning, digital library services, social media, data collection systems, and complaints. All of this aims to increase students' digital literacy and support the learning process in schools.

B. Problem Formulation and Limitation

1. Problem Formulation

Based on the background that has been described, the formulation of the problem in this research is ;How is the effect of students' digital literacy toward students'senglish learning outcomes at XI MIPA of SMAN 1 PrayaTimur?

2. Limitation Problem

Based on the identification of the problem and the extent of the learning material and the limitations of the researcher, the limitations of the problem in this study are that the research subjects used by the researcher are students of XI MIPA at SMAN 1 PrayaTimur.

C. Objectives and benefits

1. Research Purposes

Based on the problem formulation above, the aim of this research is ;To find out the impact of students' digital literacy toward english learning outcomes at XI MIPA students of SMAN 1 PrayaTimur.

2. Benefits of Research

a. Theoretical Benefits

It is hoped that with the application of digital literacy and a maximum independent learning approach, students will achieve the expected learning achievements in the English learning process. This has the potential to improve the quality of English education in schools. In addition, this research is also expected to be able to increase insight in the field of research and the creation of scientific work, as well as make a valuable contribution in thinking for educational institutions.

b. Practical Benefits

1) For students, this study aims to support students in improving their English learning achievement by using digital literacy and independent learning approaches that can be done flexibly, anytime, and anywhere. Thus, it is hoped that this research will contribute to increasing the competencies desired by students in English lessons.

2) For teachers, the results of this study can be used as valuable input for teachers in utilizing digital literacy and independent learning approaches to improve student achievement, especially in English subjects.

3) For schools, this research will provide support to schools in improving the quality of student learning and optimizing learning English through the application of an active learning model, according to the material being taught.

4) For Researchers, Through this research, researchers will gain valuable experience that will prepare them to enter the world of education more readily. Researchers will be able to carry out learning inside and outside the classroom, as well as integrate digital technology in the learning process.

5) For students, the results of this study can be used as a valuable reference in measuring the impact of digital literacy and independent learning approaches on students' interest in learning English in the 21st century.

D. Operational Definition

The variables in this research are students' digital literacy (X), students' learning outcomes (Y). By operational definition, digital literacy skills are skills used in the learning process that build the habit of reading, accessing and forming students' knowledge by utilizing digital technology and the internet so that it can make it easier to obtain various information on students' learning resources, which is measured through indicators, namely : functional skills and beyond, creativity, collaboration, communication, ability to find and select information, critical thinking and evaluation, cultural and social understanding, and e-safety and English Learning Outcomes are the level of success of students in mastering English subjects after gaining learning experience within a certain period of time.

CHAPTER II
LITERATURE REVIEW AND RESEARCH HYPOTHESIS

A. Literature Review
1. Previous Research

Based on the title of the researcher's research, namely The Effect Of Students' Digital Literacy Toward Students' English Learning Outcomes at XI MIPA of SMAN 1 PrayaTimur, then here is some good relevant research from aspects of similarities or differences with the author's title, including:

a. ZethRodoLanda, in his research title: PengaruhLiterasi Digital Guru dan Manajemen Pembelajaran Terhadap Minat Belajar Peserta Didik di SMA Pelita Rantepao.[12] This research aims to analyze the influence of teachers' digital literacy on students' interest in learning at SMA PelitaRantepao. This type of research is ex post facto research. The sampling technique used saturated sampling, namely all teachers at SMA PelitaRantepao. The research model consists of digital literacy (X1), learning management (X2) as the independent variable, and students' learning interest (Y) as the dependent variable. Data collection techniques were carried out using questionnaires that were distributed directly. The method used to analyze the data is correlation and multiple regression analysis with the help of the SPSS version 25 application. The research results show that: 1) Teacher digital literacy (X1) influences students' interest in learning (Y at PelitaRantepao High School, North TorajaRegency. The big influence of literacy digital teacher (X1) affects students' learning interest by 60.4%; 2) Learning management (X2) influences students' learning interest (Y). The influence of learning management on students' learning interest is 55.6%; 3) The model (digital literacy (X1) and learning management (X2)) can explain variations in students' learning interest (Y) by 66.1%.

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[12]ZethRodoLanda, *PengaruhLiterasi Digital Guru danManajemen Pembelajaran TerhadapMinatBelajarPesertaDidik di SMA PelitaRantepao* (skripsiserjana; 2021)

The relevance of this research to my research is the similarity of the variables of the same research type. Meanwhile, the difference in this research is the multiple regression test and also the variables, where in my research there were only 2 variables while in this research there were 3 variables.

b. Edi Slamet, in his research title: Pengaruh literasi digital dan motivasi kepala sekolah terhadap keberhasilan belajar dirumah.[13] The aim of the research is to find out whether digital literacy and the motivation of school principals influence the success of learning at home. This research was conducted at a state elementary school in TungkalIlir, Banyu Asin District. There are 24 public elementary schools in TungkalIlir 29 District, Banyu Asin Regency and there are 100 teachers who teach at these schools. This research was conducted using quantitative methods. In this research, data is collected and analyzed statistically using numbers. Although the research results show that based on the results of statistical analysis, it shows that the motivation of school principals and the success of BDR are in the good category. To obtain good performance, schools need highly motivated principals. This analysis test is based on the significance test of the principal's motivation variable on the success of BDR in State Elementary Schools in TungkalIlir, Banyuasin District, obtained t-count values of 4.593, 2.006, where the t-count value is greater than the t-table, so Ho is rejected, so there is a significant influence between school principals' motivation for the success of BDR in public elementary schools in TungkalIlirBanyuasin sub-district.

The similarity in relevance in this research is that they both examine the influence variables of digital literacy. Meanwhile, the difference with this research is at school level and other variables, where this research discusses the influence of digital literacy on the success of learning from home, whereas my

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[13]Edi Slamet, *PengaruhLiterasi Digital danMotivasi Kepala Sekolah Terhadap Keberhasilan Belaja rDirumah* (skripsiserjana; 2021)

research is the influence of digital literacy on the success of learning in the classroom.

c. ArinaUlinNiama, in the research title, Pengaruh Keterampilan Literasi Digital terhadap Hasil Belajar Biologi Berorientasi HOTS di MAN Se-Kota Makassar.[14] This research is an ex post facto research which aims to determine the influence of digital literacy skills on HOTS-oriented biology learning outcomes in MAN throughout -Makassar city. The population in this study were all class X MIPA students in MAN throughout Makassar City. The sample was 230 students. Data was obtained through a HOTS-oriented learning outcomes test in the form of multiple choice totaling 30 numbers and a digital literacy skills questionnaire and then analyzed using descriptive analysis and simple linear regression analysis. The research results show that digital literacy skills have a positive and significant effect on HOTS-oriented biology learning outcomes with a coefficient of determination of 28.4% while the remaining 71.6% is influenced by other variables not studied.

The similarity in relevance in this research is that they both examine the influence variables of digital literacy and student learning outcomes. Meanwhile, the difference with this research is in the subjects and papulation and samples taken.

d. Nurhamdani, in the research title; Pengaruh Literasi Digital Terhadap Kompetensi Pedagogik Guru Dalam Proses Pembelajaran Di Ma An-Nur Nusa.[15] This type of research is ex post facto with a quantitative approach. The population in this study were all PAI teachers at MA An-Nur Nusa. The sample in this study was 23 respondents. The data collection techniques are by questionnaire and documentation. The data analysis technique uses the SPSS V.25 program. Based on the results of a simple linear regression analysis that has been carried out using the

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[14]Arina Ulin Niama, *Pengaruh Keterampilan Literasi Digital terhadap Hasil Belajar Biologi Berorientasi HOTS di MAN Se-Kota Makassar*, (Makasar; 2022)

[15]Nurhamdani, *PengaruhLiterasi Digital TerhadapKompetensiPedagogik Guru Dalam Proses Pembelajaran Di Ma An-Nur Nusa*, (skripsiserjana; 2021)

SPSS V.25 program, the results obtained are that from 23 respondents, in the table the F value is 30,965 with a significance level of 0.000 less than 0.05 (0.000 < 0.05) so that Ha is accepted and H0 is rejected. So, it can be concluded that digital literacy influences teachers' pedagogical competence in the learning process at MA An-Nur Nusa. To find out the magnitude of the influence of digital literacy on teachers' pedagogical competence in the learning process at MA An-Nur Nusa, it can be seen in the Model Summary table by looking at the R Square of 0.596 or 59.6%. The influence of digital literacy on teacher pedagogical competence is that teachers have the ability to manage information technology, teachers are able to read and build insight via the internet so they can correlate digital technology in supporting the learning process. Based on the testing category, it was found that digital literacy had an influence on teacher pedagogical competence with an influence of 59.6%.

The similarity in relevance in this research is that they both use an ex post facto type of research. Meanwhile, the difference with this research is the variables, place and sample studied.

Based on four studies that are relevant to this research, on average the studies both discuss digital literacy but with different objects, from these four studies almost all researchers found a significant influence on digital literacy. The novelty of previous research with this research is in the subject that is the focus, namely English. It is hoped that this research can be a reflection for everyone who is involved in the field of language, especially English.

2. Digital Literacy
a. Defination Of Digital Literacy

Etymologically Digital Literacy is composed of two words namely "Literacy" and "Digital". Literacy comes from the Latin word Litera which means the writing system that accompanies it. In addition, literacy is a symbol, system and sound system that contains meaning. Literacy is a basic competency that includes four aspects of language skills, namely listening, speaking, reading and writing. The

first two abilities are abilities included in oration skills. While the second two abilities are abilities included in literacy skills. Orational ability is an ability related to spoken language, while literacy ability is related to written language ability.[16]

While the word digital comes from the word Digitus which in Greek means fingers. If someone's fingers are counted, they will total 10. This suggests that digital means related to fingers. With regards to fingers in practice, all things digital are executed with fingers, from using mouse clicks, hovering over the cursor, tabs, touch, internet access and others all using fingers in operation.[17]

Associated with the term "Digital", in this case the ability to read and write is in the context of using digital technology. In other words, digital literacy acquires a new meaning which implies an expansion of meaning towards a new literacy related to the importance of networking, collaboration, interaction and creativity supported by technology.[18]

Digital literacy in this context does not only mean the ability to use a computer to write and read as in the context of general literacy, but rather a set of basic skills in the use and production of digital media, information processing and utilization, participation in social networks for creativity, knowledge sharing and various computing skills. professional.[19]

Based on this understanding, digital media literacy or digital literacy can be interpreted in accordance with the views of Paul Gilster in his book entitled "Digital Literacy," as the ability to understand and use information technology in various forms from a very wide variety of sources, which are accessed through computer devices.[20]

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[16]Anggraini, Siti.*BudayaLiterasidalamKomunikasi*. Jurnal WACANA, 15(3). (2016). 181-279.

[17]Anggraini, *BudayaLiterasidalamKomunikasi*. Jurnal WACANA, 15(3). (2016). 181-279.

[18]Lankshear, C., danKnobel, K. Literacies: *Social, Cultural and Historical Perspectives*. New York: Peter Lang, 2011.

[19] Tour, Ekaterina. Digital Mindsets: *Teachers" Technology use in Personal Life and Teaching*. Journal Language Learning and Technology, 19(3). (2015). 124-139.

[20]Gilster, P., dan Watson, T. *Digital Literacy*. New York: Wiley Computer Pub, 1999.

In a more complex formulation than Potter, Zacchetti stated media literacy as the integration of technical skills in accessing the media used, with critical, creative and analytical abilities when interacting with digital media content.[21]

In accordance with this view, Hauge and Payton explain that digital literacy is an individual's ability to apply functional skills to digital devices. This enables a person to access, find, and select information, as well as use critical thinking skills, creativity, and the ability to collaborate with others, communicate effectively, and pay attention to aspects of electronic security and the evolving socio-cultural context.[22]

Hauge and Payton grouped into some cores that a person needs to have, so that it can be said to be digitally literate, namely:[23]

1) Functional skills, which are the technical abilities and competencies required to proficiently operate various digital tools. An important part of developing functional skills is being able to adapt these skills to learn how to use new technologies. The focus is on what can be done with digital tools and what needs to be understood to use them effectively.

2) Communication and collaboration skills are working well with others to create meaning and knowledge together.

3) Critical thinking skills, namely the ability to use reasoning skills to engage with digital media and their content and to question, analyze and evaluate.

4) Ability to Find and Select Information This component focuses on the ability to find and select information. This ability is related to how to think carefully about how to process information search and use sources selectively.

5) Critical Thinking Skills and Evaluation This component emphasizes that you shouldn't just receive information and interpret information passively, but you should also contribute,

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[21]Iriantara, Yosal.*Media Literacy*: What, Why, How. (2017).

[22] Hague, C., and S. Payton.*Digital Literacy Across the Curriculum. Futurelab Handbook*. 1-63. (2010).

[23] Hague, S., dan Payton, S. *Digital Literacy Across the Curriculum*. Curriculum & Leadership Journal, 9(10). (2011). 1-10.

analyze and sharpen your critical thinking when dealing with information.

6) Social and Cultural Understanding Digital literacy practices should be in line with the context of social and cultural understanding.

7) Electronic Security This component emphasizes choices that ensure security when users explore, create, collaborate with digital technology.[24]

Furthermore, regarding the definition of literacy, UNESCO also stated in its publication regarding the literacy society at the Paris Meeting which indicated that there was an expansion of the meaning of literacy. In this context, literacy is not only related to the ability to read and write, but all the abilities to identify, understand, interpret, create, communicate, and use printed and written materials related to various contexts. Literacy involves a learning continuum that enables individuals to achieve goals, develop their knowledge and potential, and participate fully in society and the wider community.[25]

Associated with the term "Digital", in this case the ability to read and write is in the context of using digital technology. In other words, digital literacy acquires a new meaning which implies an expansion of meaning towards a new literacy related to the importance of networking, collaboration, interaction and creativity supported by technology. [26]

Digital literacy in this context does not only mean the ability to use computers to write and read as in the context of general literacy, but a set of basic skills in the use and production of digital media, information processing and utilization, participation in social networks for creation, knowledge sharing and various computing skills.[27]

Thus, in terms of mastering digital literacy, it does not only require mastery of the ability to operate digital devices and software,

[24] Hague, S., dan Payton, S. *Digital Literacy Across the Curriculum*. Curriculum & Leadership Journal, 9(10). (2011). 1-10.

[25]UNESCO. *The Plurality of Literacy and its Implications for Policies*. UNESCO Education Sector Position Paper. (p. 13). (2004).

[26]Lankshear, C., danKnobel, K. Literacies: *Social, Cultural and Historical Perspectives*. New York: Peter Lang, 2011.

[27] Tour, Ekaterina. Digital Mindsets: Teachers" *Technology use in Personal Life and Teaching*. Journal Language Learning and Technology, 19(3). (2015). 124-139.

but also requires complex skills, which include aspects of cognitive, affective, psychomotor, sociological and emotional skills that must be owned by someone in order to be able to utilize digital devices effectively and efficiently.[28]

Base on the difination of digtal literacy above, digital literacy is a very important competency for students to master today because it can support students to be confident in using technology and develop knowledge by encouraging curiosity, creativity, critical thinking, thus enabling them to use technology intelligently through various available digital resources. The development of digital literacy in learning can support students to be more effective, competent, and critical in learning so that it has a good impact on learning outcomes.

b.   Digital Literacy Components

In Digital Literacy Across the Curriculum Hague and Payton explain that there are 8 components in digital literacy, namely:[29]

1) Functional Skills

This component is related to technology operations. Related to a person's ICT-Skills ability and its relationship with content from various media. Then the operational use of technology is also related to familiarity with technology, affordability of technological tools, use of technology and generating data, awareness of copyright and being able to produce the final product from technology.

2) Creativity

This component relates to how we think and build and share knowledge in various kinds of ideas by utilizing digital technology. In this case creativity includes: Creation of products or output in various formats and models by utilizing digital technology and the ability to think creatively and imaginatively including planning, knitting content, exploring ideas and controlling creativity.

3) Collaboration

The collaboration component is based on the nature of digital technology itself. Digital technology provides opportunities to work

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[28] Alkali, Y. E., dan Hamburger, Y. A. *Experiments in Digital Literacy*. Cyber Psychology and Behavior, 7(4). (2004). 421-429.

[29]Hague, S., dan Payton, S. *Digital Literacy Across the Curriculum*. Curriculum & Leadership Journal, 9(10). (2011). 1-10.

together in teams. And digital technology also opens the process of participation which in turn opens up support for collaboration. This component emphasizes individual participation in the process of dialogue, discussion and building other ideas to create understanding.

4) Communication

Being someone who is digitally literate means being someone who is able to communicate through digital technology media. Effective communication and digital literacy are closely related to the ability to share thoughts, ideas and understandings. In addition, have the ability to understand and understand the audience (so that when creating content they estimate the needs of the audience and their impact)

5) Ability to Find and Select Information

This component focuses on the ability to search for and select information. This ability is related to how to think carefully about how to process information search and use sources selectively.

6) Social and Cultural Understanding

Digital literacy practices should be in line with the context of social and cultural understanding.

7) Electronic Security

This component emphasizes choices that ensure security when users explore, create, collaborate with digital technology.

Belshaw explains that there are 8 essential elements for developing digital literacy, which are as follows:[30]

1) Cultural, namely understanding the various contexts of users of the digital world.

2) Cognitive, namely the ability to think in assessing content

3) Constructive, namely creating something expert and actual 4) Communicative, namely understanding the performance of networking and communication in the digital world

4) Communicative, namely understanding the performance networking and communication in the digital world

5) Responsible self-confidence responsibility

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[30]Belshaw, Douglas A.J. *What is Digital Literacy*? A Pragmatic Investigation. Thesis: Durham University. (2011). 1-274.

6) Creative, namely doing new things in new ways

7) Socially responsible

Bawden also developed the concept of digital literacy. He mentioned that digital literacy is related to the following aspects[31]

1) Assembling knowledge, namely the ability to construct information from various reliable sources.

2) The ability to present information including critical thinking in understanding information with awareness of the validity and completeness of sources from the internet.

3) Ability to read and understand non-sequential and dynamic information material.

4) Awareness of the importance of conventional media and connecting it with internet networked media.

5) Awareness of accessing a network of people who can be used as a source of referrals and help.

6) Feel comfortable and have access to communicate

c.   Important Elements in Digital Literacy

Lankshear and Knobel explain several important elements that must be possessed by every individual to be able to master the world of digital literacy, including the following[32]:

1) Literacy Basic Skills

Basic literacy skills include the ability to read, write, understand symbols and calculate numbers. This ability can be in the form of the ability to understand the terms and symbols (icons) used in the software, create a file containing text and images, as well as the ability to share the file through digital platforms.

2) Information Knowledge Background

Background information knowledge is the ability to use existing knowledge to explore new information in order to enrich existing knowledge. Background knowledge of information can also be interpreted as the ability to find information online through search

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[31]Bawden, D. Information and Digital Literacy: *A Review of Concepts*. Journal of
Documentation, 12(2). (2001). 218-259.

[32]Lankshear, C., danKnobel, M. *Digital Literacies: Concepts, Politicies and Practices*. New York: Peter Lang, 2008.

engines and select search results to match the learning context that is being followed.

3) ICT Field Skills

ICT skills are skills in creating or compiling digital content. This skill is a key competency in the field of digital literacy and involves the ability to assemble information or knowledge. For example, this ability can be applied in making or compiling a document or article that is scientific in nature as the output of the learning that is followed.

4) Attitudes and Perspectives of Information Users

Attitudes and perspectives of information users are behaviors related to procedures for using digital information and how to communicate content that contains information from other sources. In the context of learning, this aspect can be in the form of the ability to include quotations from other sources of information through citation rules and compiling a bibliography.

d. Benefits of Digital Literacy

Some of the benefits of literacy digital are as follows:[33]

1) Increasing one's vocabulary
2) Optimizing brain performance because it is often used for reading and writing activities
3) Gaining new insights and information
4) One's interpersonal skills will improve
5) The ability to understand information will increase
6) Improve one's abilities one's verbal
7) Improves one's analytical and thinking skills
8) Helps improve one's focus and concentration ability
9) Improves one's ability to compose meaningful words and write.

3. Learning Outcomes

Learning outcomes come from two words, namely results and learning. According to the Big Indonesian Dictionary, "results are something that is held (made, made, etc.) by effort (mind)", and "learning is a process of changing individual behavior through

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[33]Sumiati, E., danWijonarko. *Manfaat Literasi Digital bagi Masyarakat dan Sektor Pendidikan pada Saat Pandemi Covid-19*. Buletin Perpustakaan Universitas Indonesia, 3(2). (2020). 65-80.

interaction with the environment". Learning outcomes are changes in behavior obtained from learning efforts.[34]

According to MulyonoAbdurahman, learning outcomes are abilities acquired by students through learning activities.[35]In line with MulyonoAbdurahman's opinion, Nana Sudjana argued that learning outcomes are abilities possessed by students after receiving their learning experience.[36]

So learning outcomes are changes in behavior obtained in learning after experiencing learning activities. Learning outcomes are evidence of the success that has been achieved by students, where each learning activity can cause a distinctive change.

Learning outcomes can be explained by dividing the two words that make up it, namely "results" and "learning". The definition of result (product) itself refers to an acquisition as a result of carrying out an activity or process that results in a functional change in input. In the explanation above, learning outcomes are the acquisition of student learning processes in accordance with teaching objectives.[37]

Mastery of a person's learning outcomes can be seen from his behavior, both his behavior in mastering knowledge, thinking skills, and motor skills. Judging from the school's learning outcomes can be seen from the mastery of students in the subjects they take.[38]

Learning outcomes are to measure the objectives of the lesson that has been taught or to measure the ability of students after getting experience in certain subjects. Based on the understanding of learning outcomes, it can be concluded that learning outcomes are a value that is obtained by students after gaining experience in the lessons that have been obtained at the school level

In measuring and evaluating the level of success of learning can be done with a learning achievement test. This learning

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[34]OemarHamalik,*Curriculum and Learning*,matter. 37

[35]MulyonoAbdulrahman,*PendidikanbagianakberkesulitanBelajar*, (Jakarta: RinekaCipta, 2003), p. 37.

[36] Nana Sudjana,*PenilaianHasil Proses BelajarMengajar,*, (Bandung: PT RemajaRosdakarya , 2006), Cet. II, p. 22.

[37]Purwanto, *EvaluasiHasilBelajar,* (Yogyakarta: Student Library, 2009), p.44

[38]Sukmadinata,*LandasanPsikologi*, (Bandung: PT. Juvenile Rosdakarya, 2009), p. 102

achievement test can be classified into the following types of assessment:[39]

a. Formative Test

This assessment is used to measure one or more specific subjects and aims to obtain an overview of students' absorption of these subjects. The results of this test are used to improve the teaching and learning process of certain materials at a certain time. More precisely, formative tests are carried out at the end of a topic or subject matter.

b. Submative Test

This submative test covers a number of certain learning materials that have been taught, to improve the teaching and learning process and is counted in determining the report.

c. Summative Test

This test is held to measure students' absorption of the material that has been taught within one semester and to determine the level or level of student learning success in a certain learning period. The results of this test are used for class promotion, ranking or as a measure of school quality

The factors that influence student achievement are classified into two, namely:[40]

a. Internal factors, namely factors originating from within students that affect their learning abilities. Internal factors include: intelligence, interest and concern, motivation to learn, and physical and health conditions.

b. External factors, namely factors that come from outside the students themselves that affect learning outcomes, namely family, school and community. Family circumstances affect the learning outcomes of students.

Based on the results of the elaboration above, it can be concluded that the measurement of English learning achievement is a process of measuring the level of subject mastery possessed by

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[39]Pannen, P., dkk.*KonstruktivismedalamPembelajaran*. Jakarta: PPAI Open University, 2001.

[40]Abu Ahmadi and WidodoSupriyanto, *PsikologiBelajar* ,(Jakarta: RinekaCipta, 1991), p. 140

students by using a test measuring instrument whose results can be in the form of numbers or letters within a certain period of time and it can be concluded that student achievement can also be influenced by several things, namely influences from within (internal) and influences from outside (external). In this study, researchers used the results of the odd PAS (End of Semester Assessment) scores for the 2022/2023 school year in the English subject.

4. Digital Literacy in Schools

The rapid development of science in the digital era demands renewal and addition of new knowledge in the school environment, one of which is the digital literacy movement in schools. According to Nasrullah there are several things that school institutions can do in an effort to move digital literacy in schools, namely as follows:[41]

a. Adding Digital Literacy Reading Materials to Libraries. Libraries are one of the hearts of school knowledge. The addition of literacy reading materials in various forms of learning resources needs to be improved. For example, providing digital themed reading materials, providing reading materials in the form of soft copies or providing teaching aids as learning resources related to digital literacy

b. Provision of Educational Sites as Learning Resources for School Members. Educational sites can be used by all school members. For example, teachers can use the sites ruangguru.com or learn.indonesiamengajar.org or other sites to develop self-knowledge related to learning. Principals can also use the website best friends of the family.kemendikbud.go.id or schoolaman.kemendikbud.go.id as learning resources for school development.

c. Use of Educational Applications as a Learning Resource for School Members Educational applications that can be used by school members, for example in English subjects, applications that can be used are offline biology learning dictionaries, English smart tricks, English questions exercises and so on. Principals and

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[41]Nasrullah, dkk. MateriPendukungLiterasi Digital: *GerakanLiterasiNasional*. Jakarta: KementerianPendidikandanKebudayaan, 2017.

teachers can direct students to use these applications to increase knowledge and creativity. Teachers can also associate these applications in learning.

d. Provision of Computers and Internet Access in Schools Provision of computers and internet access is one of the important efforts in the development of science in this digital era. The required learning resources can be obtained using internet access very quickly and efficiently. The needs of the school community, especially students in studying information and communication technology, must be supported by the availability of computers and the internet at school.

e. Provision of Information through Digital Media Provision of digital information screens and boards at several strategic points in the school environment can help school members in obtaining new information and knowledge. Content on the development of world science, simple science facts, the latest news, challenging educational games and so on can be displayed and provided as an additional insight for the school community.

Digital literacy has been implemented at SMAN 1 PrayaTimur.[42]

a. Communicate with teachers or friends using social media, for example: WA, IG, FB, and email.

b. Send school assignments via email or other online learning applications.

c. Online learning, namely through applications or the web.

d. Looking for teaching materials from trusted sources on the internet.

e. Making the application a means of creating learning content, for example: Youtube, IG, TikTok etc.

B. Theoretical framework

Digital literacy is a form of ability to obtain, understand and use information that comes from various sources in digital form. Literacy itself in the context of education plays a role in developing

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[42]Agussupardan,S,Pd. *Wawancara* , Guru BahasaInggris SMAN 1 PrayaTimur.

one's knowledge of certain subject matter and encourages curiosity and develops one's creativity. This is what requires students to have literacy or the ability to process and understand information that is good to learn and understand so that the rapid development of technology allows students to more easily access information.

Digital literacy skills are an important aspect that can encourage someone to be more scientifically insightful and in accordance with the nature of education. Therefore, literacy acts as a benchmark in the perspective of information and knowledge in the era of globalization. So in this modern era it cannot be denied that digital literacy can be a standard of success. Literacy is very important for the progress of a nation, but there is very little interest and quality in reading among students. The application of digital literacy in learning according to research conducted by Yusuf in 2019, digital literacy can build students' creativity, increase students' abilities in technology and information. As well as having communication and technical skills, critical understanding, and participating in learning.

This study aims to see that digital literacy influences and is able to develop student achievement in the learning process. The students' digital literacy skills will show how much influence they have on their English learning achievement.

C. Research Hypothesis

A hypothesis is defined as a temporary allegation put forward by a researcher in the form of questions to be tested for truth. The research hypothesis is a temporary answer to the research problem that is considered the most probable and has the highest level of truth. Therefore the hypothesis is a statement that is still weak because the truth still needs to be tested and tested with the original data in the field. There are two types of hypotheses used in research, namely: alternative hypothesis (H_a), which states that there is a relationship between variables X and Y, and the null hypothesis (H_0), which states that there is no relationship between variables.

Based on the research title above, a conclusion can be drawn as follows:

a. Alternative Hypothesis (H_a)

There is a positive and significant influence between students' digital literacy (X) toward students' english learning outcomes (Y) at XI MIPA SMAN 1 PrayaTimur.

b. The Nothing Hypothesis (H_0)

There is no positive and significant influence between students' digital literacy (X) toward students' english learning outcomes (Y) at XI MIPA SMAN 1 PrayaTimur.
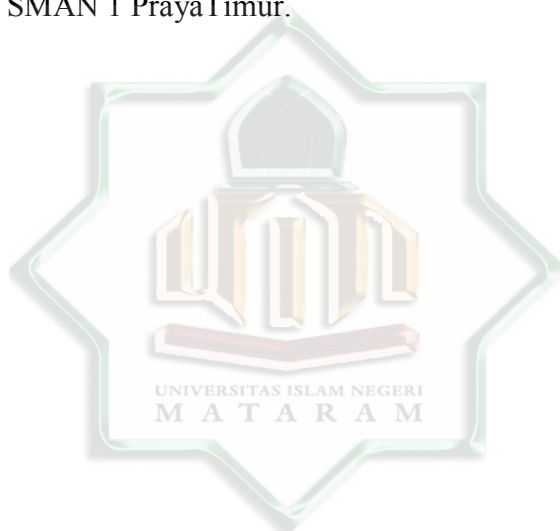
CHAPTER III
RESEARCH METHODS

A. Types And Research Approach
1. Research Approach

This study uses a descriptive quantitative method with an ex post facto approach. Quantitative research is a problem-solving strategy in research using statistical analysis. The analysis is based on quantitative data collected through questionnaires from research subjects. While the ex post facto approach is an approach used to examine causal relationships that are not manipulated or treated by researchers.[43] In this study the process of obtaining data used in the form of numbers as a tool to find information about what is being studied. The analysis of the data is then compared as a conclusion which is used as a research result.

Kasiram argues that quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what one wants to know.[44] Meanwhile, according to Arifin, quantitative research is research that is used to answer problems through careful techniques for certain variables so as to produce conclusions that can be generalized, regardless of the context of time and situation and the type of data collected, especially quantitative data.[45] Meanwhile Arikunto argues that quantitative research is research that requires a lot of numbers, starting from the data collection, as well as the appearance of the results.[46] From some of these opinions it can be concluded that quantitative research is research in which the process of obtaining data is in the form of numbers which are then analyzed and concluded based on the hypotheses that have been formulated.

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[43] Nana SyaodihSukadinata, *MetodePenelitianPendidikan*, (Bandung: PT. Juvenile Rosdakarya, 2016), p. 55

[44] Kasiram,*MetodologiPenelitianKualiatatif – Kuantitatif*, (Malang: UIN Maliki Press, 2010), p. 67-69

[45] ZainalArifin, *PenelitianPendidikan: MetodedanParadigmaBaru*,, (Bandung: Rosdakarya Youth, 2012), p. 29

[46] SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik* (Jakarta: PT RinekaCipta, 2010), p. 27

2. Type of research

This type of research is expost facto research. While the ex post facto approach is an approach used to examine causal relationships that are not manipulated or treated by researchers .[47]The reason the researcher chose this type of research was to find out whether digital literacy that had been implemented could have an effect on students' english learning outcomes.

B. Population and Sample

In a study, the process of collecting data up to analyzing the data so as to get a picture that is in accordance with what is expected in this study requires a data source. In general, the source of data in research is called the population and research sample.[48]

1. Research Population

The population is the entire sample. In this study, the research population was all students of class IX MIPA 1 at SMAN 1 PrayaTimur.

The total student population consists of 32 students, of which 15 are men and 17 are women. The reason the researcher chose class XI MIPA 1 as the research population was based on the results of the researcher's initial observations that students in class

2. Research Sample

The sample used by researchers in this research was non probability samplingor more precisely, saturated sampling, namely a sampling technique where all members of the population are sampled. This is often done with relatively small populations, more less than 30 people. The sample in this study was 32 students.

C. Time and Place of Research

1. Research Place

This research took place at SMAN 1 PrayaTimursubdistrict, PrayaTimur, Central Lombok regency. Researchers chose this research location because SMAN 1 PrayaTimur is one of the favorite schools in

[47]

[48]Siswanto and Suyanto. *MetodologiPenelitianKuantitatifKorelasional*. Klaten: BOSSScript, 2018.

demand. Apart from good education, access to schools is relatively easy, so the researcher chose this place because it suited the title of the research.

2. Research Time

This research will be carried out for approximately 1 month, to be precise in September 2023. This research will be carried out at this level due to the change of semester from odd semester to even semester which will be carried out, so the researcher chose that time.

D. Research Variables

The variables in this research are divided into 2 types of variables, namely independent variables (independent) and the dependent variable (dependen*t)*.

1. Independent Variable

The independent variable in this research is digital literacy which is symbolized (X). Independent variables, also better known as independent variables, mean variables that influence. Digital literacy is a person's ability to use a computer to access various information in the digital space. Digital literacy is how a person is able to master the internet, apply reading habits, be ethical in using social media, know and manage digital media security features in everyday life.

2. Dependent Variable

The dependent variable (dependent variable) is a variable that is the researcher's main interest or the researcher's main problem, which then becomes the research subject. Thus, the dependent variable is a variable that is influenced or caused by the existence of an independent variable.[49] Pedagogical ability is a teacher's ability to manage learning starting from opening, mastering the learning process, closing and providing students with an assessment of learning. Research in this thesis has the following variables:

Independent variable (X): digital literacy

Dependent variable (Y): Learning outcomes.

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[49]Dinata, K. B, Analisis Kemampuan Literasi Digital Mahasiswa. (Jurnal Pendidikan, 2021)

Table 3.1
Research variable indicator

Variable	Sub-variable	indicator
Digital Literacy Skills	Functional skills	Ability to use digital media: computers, smartphones and use the internet
	Creativity	Creative in using various applications, platforms and others in various formats
		The ability to think creatively and imaginatively in planning, exploring ideas and controlling the creative process
	Communication and Collaboration	Ability to participate in the digital space: able to communicate or interact through digital media and be able to explain ideas to others in the digital space.
	Ability to find and select information	The ability to find and select information
	Critical thinking and evaluation	Able to contribute, analyze, and think critically in evaluating data, information and digital content.
	Social and cultural understanding	Understanding of social and cultural context
	Electronic security	Understand security when exploring, creating, and collaborating on digital media.[50]

E. Research Design

To obtain data, the researcher uses an ex-post facto research design, in which the researcher tries to examine a phenomenon that has occurred with a quantitative approach.

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[50] Hague, S., dan Payton, S. *Digital Literacy Across the Curriculum*. Curriculum & Leadership Journal, 9(10). (2011). 1-10.

Table 3.2
Research Design

Digital Literacy (X)	Learning Outcomes (Y)
Functional skills Creativity Communication and Collaboration Ability to find and select information Critical thinking and evaluation Social and cultural understanding Electronic security	English final semester exam scores

The effect of Digital Literacy Towards english Learning Outcomes In XI Class MIA SMAN 1
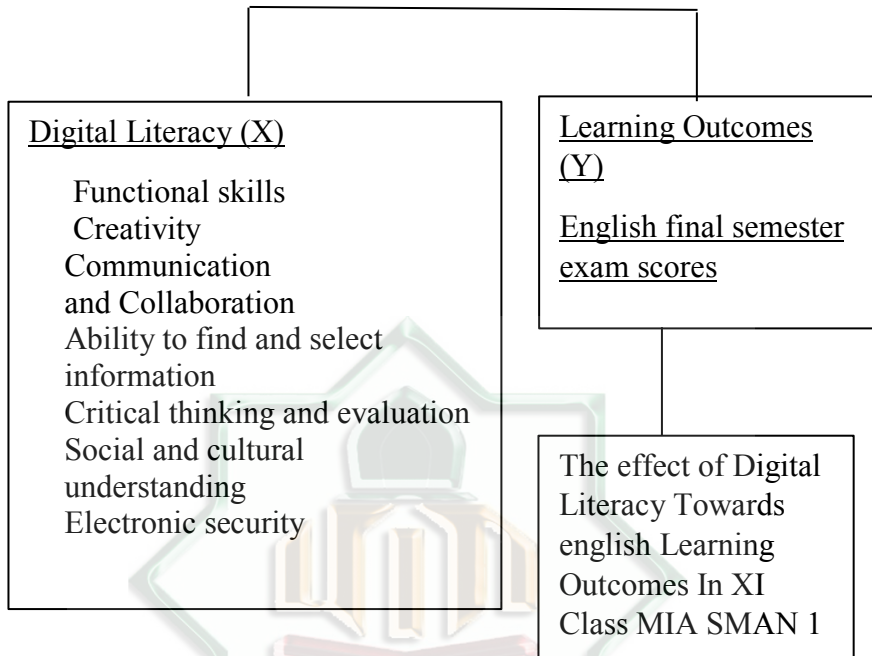
F. Research Instruments/Tools and Materials

According to SuharsimiArikunto, research instruments are "tools or facilities used by researchers to collect data so that their work is easier and the results are better in the sense that they are more thorough, complete and systematic so that they are easier to process".

From the above understanding it can be understood that the research instrument is a tool used by researchers in using data collection methods in a systematic and easier way. Research instruments occupy a very important position in terms of how and what should be done to obtain data in the field. The types of instruments or tools used in this study are:[51]

1. Questionnaire

In this study, researchers used a questionnaire research instrument or questionnaire (questionnaires) to obtain data about students' digital literacy levels in English subjects. The use of the questionnaire is used as the main data collection because the

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[51]*Ibid.*, matter. 203

questionnaire can be standardized so that the research object can be given the same questions simultaneously. The questionnaire used in this study was a closed questionnaire and was in the form of a check list. In this study, researchers used a questionnaire with the Likert scale namely, Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).[52]

Following are the guidelines for scoring the questionnaire used in the study:

Table 3.3
LikertSclae

Attitude Statement	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Table 3.4
Research Instruments
Questionnaire

No	Variable	Sub-variable	indicator	Question form	Question no
1	Students' digital literacy skills Source :Hague, S., dan Payton, S. Digital Literacy Across the Curriculum. Curriculu	Functional skills	Ability to use digital media: computers, smartphones and use the internet	Questionnaire	1, 2
		Creativity	Creative in using various applications, platforms and others in various formats		3, 5, 6
			The ability to think creatively and imaginatively in planning, exploring ideas and controlling the creative process		4, 10, 13
		Communic	Ability to participate		8

m & Leadership Journal, 1-10.	ation and Collaboration	in the digital space: able to communicate or interact through digital media and be able to explain ideas to others in the digital space.		
	Ability to find and select information	The ability to find and select information		9, 12
	Critical thinking and evaluation	Able to contribute, analyze, and think critically in evaluating data, information and digital content.		11, 14
	Social and cultural understanding	Understanding of social and cultural context		15
	Security	Electronic security		7

2. Documentation

Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, calendars, agendas and so on. In this study, documentation was in the form of student report cards. Student report card data is used to reveal students' English learning achievement variables.

G. Data Collection Techniques/ Research Procedures

Data collection techniques are methods or techniques used by researchers to obtain and collect as much data or information as possible and in ways that are most relevant to the issues raised and can be accounted for for the data. The data collection techniques used are as follows:

1. Questionnaire

According to Margono, the data collection method by means of a questionnaire was carried out by submitting a number of written questions to be answered in writing as well by the respondents. Or there is also said that the questionnaire / questionnaire is a list of questions that are arranged in such a way, structured and planned, used to collect quantitative data explored by respondents. In this study, a questionnaire was used to test whether there was a positive and significant influence regarding students' digital literacy on learning achievement in English subject. The questionnaire was distributed directly.

2. Documentation

Documentation is a document in the form of data related to research variables needed to support and be used as a data source, in the form of a list of names, students' final exam scores (report cards), research documentation related to variable needs.

Researchers in collecting data using a questionnaire, the data source is called the respondent. So, the definition of data source is the subject or object from which data will be obtained. There are two sources of data in research, namely:

a. Primary Data

The primary data source is the first data source. From the subject and object of the research, the research data was taken directly. In this study, the primary data source was a questionnaire filled out by class XI MIA students at SMAN 1 PrayaTimur.

b. Secondary Data

Secondary data sources are data obtained or collected by people who conduct research from existing sources. So, the secondary data sources used by researchers are recapitulation of semester II (even) semester report card scores for class XI MIPA I of SMAN 1 PrayaTimur.

H. Data Analysis Technique

Data analysis is a research rule that must be applied by all researchers. Because research without analysis will only produce meaningless raw data. Through analysis, data can be processed and

finally a conclusion can be drawn, which is the forerunner of new knowledge and development of previous knowledge.[53] The data analysis in this research is:

1. Instrument Validity and Reliability Test

a. Instrument Validity Test

Validity is a measure of the effectiveness or validity of a research tool. Effectiveness testing refers to the extent to which a tool performs its function. If the instrument can be used to measure something that is being measured, then the instrument is said to be effective.[54] Validity tests in this research need to be carried out on research instruments made from questionnaires. To test the calculations of an instrument, you can use the formula validity test product moment correlationor also called Pearson correlation. In this research, the validity of the instrument was tested using the SPSS V.25 application.

The decision making guidelines used are; Comparing the values of Rcount with an values of Rtable:

If the values of Rcount>Rtable, then the questionnaire item is declared valid and if the values of Rcount<Rtable, then the questionnaire item is not declared valid.

b. Instrument Reliability Test

Reliability is a measurement that shows the suitability of the resource person's understanding of the instrument for a variable. This means that reliability is carried out to measure the extent to which an instrument is relatively consistent when used repeatedly.[55] Reliability tests are carried out to measure the consistency of measuring instruments in measuring a respondent's consistency in answering question items or statements in questionnaires or research instruments.[56]

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[53]Albi Anggito & Johan Setiawan, "Metodologi Penelitian Qualitatif" (CV. Jejak, 2018).

[54]Andhita, S, R dan A "Metode Riset Penelitian Kuantitatif Penelitian Di Bidang Manajemen, Teknik, Pendidikan Dan Eksperimen" (CV. Budi Utama, 2020).

[55]Mufarriqoh, "Reliability of Research Instruments," 2020.

[56]Bahri Samsul, "Model Penelitian Kuantitatif Berbasis SEM-Amos," (CV. Budi Utama, 2014).

Reliability testingrefer to the Cronbach Alpha (α) value, where a construct or variable is declared reliable if it has a Cronbach Alpha (α) > 0.6.[57] In this research, the instrument reliability test used the SPSS V.25 application.

The decision making guidelines used are:

When the value of Cronbach Alpha > r table, then the questionnaire is declared reliable and when the value of Cronbach Alpha < r table, then the questionnaire is declared unreliable.

2. Descriptive Statistics

Based on the point of view of statistical functions in research, descriptive (deductive) statistics can be interpreted as statistics that function to describe researched phenomena based on collected data.[58] Descriptive statistics are used to describe data in the form of tables and graphs. In this research descriptive statistics used the SPSS V.25 application.

3. Inferential Statistics

Inferential statistics are statistics that are not only limited to presenting data, but are more intended to obtain or draw conclusions. This conclusion is generally carried out to test the research hypothesis that has been formulated and generalize the research results.[59]

a. Data Normality Test

The normality test is used to determine whether the data taken is normally distributed or not. [60] The normality of the data can be determined using the normality test.ShapiroWilkwhich is an effective and valid normality test used for small samples. [61] The data normality test in this research uses the help of the SPSS application.

Guidelines for decision making with testsShapiroWilk:If the data is > 0.05 then the data is declared to be normally distributed and if

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[57]Andhita, S, R dan A "Metode Riset Penelitian Kuantitatif Penelitian Di Bidang Manajemen, Teknik, Pendidikan Dan Eksperimen" (CV. Budi Utama, 2020).

[58]Mundir. M, "StatistikPendidikan," (STAIN Jember Press, 2012)

[59]Mundir. M, "StatistikPendidikan," (STAIN Jember Press, 2012)

[60]Duwi P, "Panduan Praktis Olah Data Menggunakan SPSS," (*Andi Offset*, 2017)

[61]Andi Quraisy, "Normalitas Data Menggunakan Uji Kolmogorov-Smirnov Dan Saphiro-Wilk," (J-HEST Journal of Health Education Economics Science and Technology, 2022)

the data is <0.05 then the data is declared not to have a normal distribution.

b. Linearity Test

The linearity test generally aims to determine whether two variables have a significant linear relationship or not. As for data that shows good, there should be a linear relationship between variable X and variable Y.

The guidelines for decision making in the linearity test are:If the significant value is > 0.05 then the conclusion is that there is a significant linear relationship between variable X and variable Y and if the significant value is < 0.05 then the conclusion is that there is no linear relationship between variable X and variable Y.

c. Homogeneity Test

The Homogeneity Test is to determine whether two or more distributions are the same. The homogeneity test is also carried out to determine that two data come from populations that have the same variance (homogeneous). [62] The homogeneity test was carried out with the help of the SPSS application.

The decision making guideline is: If sig > 0.05 then the data group is homogeneous and if sig < 0.05 then the data group is not homogeneous.

4. Simple Linear Regression Test

A simple regression test is to find out how the two variables influence each other. Simple regression analysis is used to determine changes in the dependent variable (Y) with variables based on the existing independent variable (X) values. By measuring the dependent variable based on changes in the independent variable. In this research, a simple linear regression test uses the SPSS V.25 application.

Guidelines for decision making for a simple linear regression test are: Compare significant values with a probability value of 0.05. If the sig value <0.05, it means that variable X has an effect on variable Y and if the sig value is > 0.05, it means that variable X has no effect on variable Y.

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[62]A. Rinaldy, "Statistika Inferensial Untuk Ilmu Sosial Dan Pendidikan," (PT Penerbit IPB Press, 2020)

Hypothesis:
a.   Alternative Hypothesis (H_a)

There is a positive and significant influence between students' digital literacy (X) toward students' english learning outcomes (Y) at XI MIPA SMAN 1 PrayaTimur.

b.   The Nothing Hypothesis (H_0)

There is no positive and significant influence between students' digital literacy (X) toward students' english learning outcomes (Y) at XI MIPA SMAN 1 PrayaTimur.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Result

1. Research Instruments Test

The respondents in this study were 32 students class XI MIPA 1 of SMAN 1 PrayaTimur. In the process of researching and providing information, researchers should recognize and know the identity and students' englishskor class MIPA 1 of each respondent. It will be explained as follows:.

Table 4.5
List Of Students' English Skor Class MIPA 1

No	Responden	HasilBelajar
1	AH	71
2	AH	85
3	AF	80
4	AR	82
5	BS	81
6	D	85
7	DS	73
8	E	76
9	ED	84
10	F	86
11	FA	91
12	FJ	74
13	FS	70
14	GR	86
15	HL	85
16	IM	78
17	MA	76
18	MA	84
19	KA	76
20	MKY	80
21	MW	71
22	MZ	81
23	NH	77
24	NM	82
25	RP	88

26	SA	78
27	SW	69
28	SS	77
29	TA	83
30	TR	77
31	ZA	79
32	ZK	71

a. Instrument Validity Test

Validity is a measure of the effectiveness or validity of a research tool. Effectiveness testing refers to the extent to which a tool performs its function. If the instrument can be used to measure something that is being measured, then the instrument is said to be effective This analysis is used to determine the extent to which the instrument can be used based on its function. The technique used in this analysis is Pearson Correlation, which was tested using the SPSS V.25 application.

Research instrument testing is first carried out by lecturers who are usually known as expert validation relating to the statement items contained in the questionnaire. To ensure whether the data obtained is weak or strong, steps are needed to test the validity of the instrument used in collecting data. The first step the researcher took was to distribute questionnaires to 26 MA Darul Mujahidin students to be tested. The data results are then tested for validity. Based on the results of the validity analysis using SPSS 2.5 on 15 raised statements and there was 1 invalid statement, so that 14 questionnaire statements were used, The results of the validity test can be seen in the following table:

Table 4.6
Research questionnaire validity test results

Statement	R count	R table	information
X1	0.517	0.2960	Valid
X2	0.397	0.2960	Valid
X3	0.476	0.2960	Valid
X4	0.687	0.2960	Valid
X5	0.425	0.2960	Valid
X6	0.319	0.2960	Valid
X7	0.687	0.2960	Valid
X8	0.425	0.2960	Valid

X9	0.319	0.2960	Valid
X10	0.428	0.2960	Valid
X11	0.438	0.2960	Valid
X12	0.515	0.2960	Valid
X13	0.463	0.2960	Valid
X14	0.602	0.2960	Valid

The decision making guidelines used are: Comparing the calculated r value with the table r value:If the value of Rcount>Rtable, then the questionnaire item is declared valid and if the Rcount value <Rtabel, then the questionnaire item is not declared valid.

The validity test can be concluded that of the 14 statement items that have a value of Rcount>Rtable, the questionnaire item is declared valid.

b. Instrument Reliability Test

This analysis is used to determine the extent of the instrument's consistency so that it can be used repeatedly as a measuring tool. In the reliability test, the Cronbach Alpha test is used. The results of the reliability test are as follows.

Table 4.7
Reliability Test

Cronbach's Alpha	N of Items
,720	15

The decision making guidelines used are: If the Cronbach Alpha value is <0.6 then the data is not reliable and if the Cronbach Alpha value is > 0.6 then the data is reliable

Reliability test Cronbach Alpha value 0.720 > 0.6 reliable data so it can be said that all the items contained in this research questionnaire are declared reliable.

2. Descriptive statistics

Descriptive analysis functions to describe researched phenomena based on data collected in the form of tabular data. The descriptive data uses SPSS V.25 in the following table:

Table 4.8
Variable Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X	32	46.00	62.00	54.8125	3.85577
Y	32	69.00	91.00	79.2500	5.67394
Valid N (listwise)	32				

Out of the descriptive statistics above, it can be concluded that the average variant value of the digital literacy variable is 54.8125, while the variant value of the learning outcomes variable is 79.2500. Source: SPSS V.25.

3. Inferential Statistics

Inferential statistics are statistics that are not only limited to presenting data, but are more intended to obtain or draw conclusions. This conclusion is generally carried out to test the research hypothesis that has been formulated and generalize the research results

a. Normality test

This analysis is used to determine whether the distribution of variable data is normal or not. The normality test uses Shapiro Wilk because it is valid and suitable for small samples. The results of the normality test are as follows:

4.9
Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Y&X	,083	32	,200*	,974	32	,626

Guidelines for making decisions with the Shapiro Wilktest:If the data is > 0.05 then the data is declared to be normally distributed and If the data is <0.05 then the data is declared not to have a normal distribution

Out of the table above it can be concluded that the digital literacy variable data has a significance value of more than 0.05 (0.626 > 0.05) and the students' English learning outcomes variable data has a significance

value of more than 0.05 (0.626 > 0.05). This means that the two variables digital literacy and students' English learning outcomes are normally distributed.

b. Linearity Test

This analysis is used to determine whether the two variables have a linear relationship or not between the independent variable and the dependent variable. The linearity test results are as follows:

Table 4.10
Linearity Test

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	956,042	13	73,542	31,549	,000
	Linearity	915,325	1	915,325	392,672	,000
	Deviation from Linearity	40,717	12	3,393	1,456	,229
Within Groups		41,958	18	2,331		
Total		998,000	31			

The guidelines for decision making in the linearity test are:If the significant value is > 0.05 then the conclusion is that there is a significant linear relationship between variable X and variable Y and if the significant value is <0.05 then the conclusion is that there is no linear relationship between variable X and Y.

Out of the table above it can be concluded that the sig value. Deviation from linearity is 0.229 greater than 0.05 (0.229 > 0.05) which means there is a significant linear relationship between variable X (Digital Literacy) and variable Y (English learning outcomes).

c. Homogeneity Test

This analysis is used to determine whether two or more distributions are the same. The homogeneity test results are as follows:

Table 4.11
Homogeneity Test

Levene Statistics	df1	df2	Sig.
,985	7	18	,472

The decision making guidelines are: If sig > 0.05 then the data group is homogeneous and if sig < 0.05 then the data group is not homogeneous

Out of the table above it can be concluded that sig. 0.472 is greater than 0.05 (0.472 > 0.05) so that the data group from the two variables can be said to be homogeneous or have the same data.

4. Simple Linear Regression Test

This analysis is used to determine whether there is an influence between variable X and variable Y. In this research, a simple linear regression test uses the SPSS V.25 application.

Guidelines for decision making for a simple linear regression test are: Compare significant values with a probability value of 0.05. If the sig value <0.05, it means that variable X has an effect on variable Y and if the sig value is > 0.05, it means that variable X has no effect on variable Y.

The results of the simple linear regression test are as follows:

Table 4.12
Simple Linear Regression Test
Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.789	,622	,609	3,236

Anova

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	517,177	1	517,177	49,361	,000b
Residual	314,323	30	10,477		
Total	831,500	31			

Out of the table above it can be concluded that the correlation value (R) is 0.789. From this output, a coefficient of determination (R Square) of 0.622 is obtained, which means that variable Thus Ha: Digital literacy influences students' English learning outcomes.

B. **Discussion**

There is an influence of digital literacy on students' English learning outcomes at XI MIPA of SMAN 1 PrayaTimur.Based on the results of a simple linear regression analysis that was carried out using the SPSS V.25 application program, the results obtained were that from 32 respondents, in the table the F value was 49.361 with a significance level of 0.000 < 0.05 so that Ha was accepted and Ho was rejected. So, it can be concluded that digital literacy influences students' English learning outcomes at XI MIPA of SMAN 1 PrayaTimur.

The influence of digital literacy on students' English learning outcomes at XI MIPA of SMAN 1 PrayaTimur, it can be seen in the model summary table by looking at the R Square of 0.622 or 62.2%. So the influence of digital literacy on teacher pedagogical competence is 62.2%.

The benefit of digital literacy on students' English learning outcomes at XI MIPA of SMAN 1 PrayaTimur is that students have the ability to manage information technology, students are able to read and build insight via the internet so they can correlate digital technology in supporting the learning process such as using LCDs and designing PPTs.

Based on these two hypothesis tests, it was found that digital literacy influences students' English learning outcomes at XI MIPA of SMAN 1 PrayaTimur.
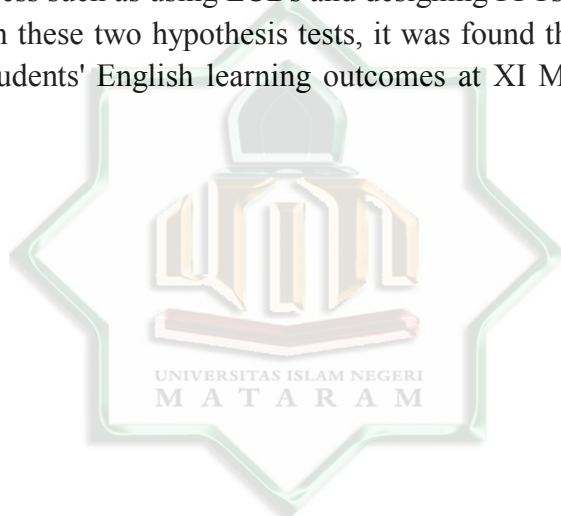
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the analysis that has been carried out and explained in the previous chapter, it can be concluded that digital literacy has an influence on students' English learning outcomes at XI MIPA of SMAN 1 PrayaTimur. Based on the results of simple linear regression analysis which was carried out using SPSS V.25, as well as the results of research instrument questionnaire data obtained from 32 respondents. Based on data processed through statistical analysis, it can be concluded that digital literacy has an influence on students' English learning outcomes at H0 is rejected, meaning there is a significant influence. The big influence of digital literacy on students' English learning outcomes is 62.2%. From the description that has been presented in the results of this research, digital literacy influences students' English learning outcomes at XI MIPA of SMAN 1 PrayaTimur

B. Suggestion

Based on research results which show that digital literacy influences students' English learning outcomes by 62.2% of the influencing factors, it is hoped that this research can become reference material for future students who research similar studies to research in more detail about 37.8 % of other factors that were not studied by researchers and can be used as literature for educators in increasing digital literacy in the learning process and in everyday life.

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APPENDIXES

Appendix 1 Research Variable Indicator

Questionnaire of Digital literacy at class XI MIPA SMAN 1 PrayaTimur

No	Variable	Sub-variable	Indicator	Question form	Question no
1	Students' digital literacy skills Source :Hague, S., dan Payton, S. Digital Literacy Across the Curriculum. Curriculum & Leadership Journal, 1-10.	Functional skills	Ability to use digital media: computers, smartphones and use the internet	Questionnaire	1, 2
		Creativity	Creative in using various applications, platforms and others in various formats		3, 5, 6
			The ability to think creatively and imaginatively in planning, exploring ideas and controlling the creative process		4, 10, 13
		Communication and Collaboration	Ability to participate in the digital space: able to communicate or interact through digital media and be able to explain ideas to others in the digital space.		8
		Ability to find and select information	The ability to find and select information		9, 12
		Critical thinking and evaluation	Able to contribute, analyze, and think critically in evaluating data, information and digital content.		11, 14
		Social and cultural understanding	Understanding of social and cultural context		15
		Electronic security	Understand security when exploring, creating, and collaborating on digital media.		7

Appendix 2 Research Instruments Questionnaire

Instrument Questionnaire of Digital Literacy Ability At Class Xi Mipa 1
Of Sman1 PrayaTimur

A, Identity Answer

Name   :

Semester   :

Class   :

B, Charging Instructions

1. Read the questionnaire instructions carefully
2. Fill in your identity first in the space provided
3. Put a check mark (✓) in the answer column
   Strongly agree (SA) = 5
   Agree (A)= 4
   Neutral (N) = 3
   Disagree (D) = 2
   Strongly Disagree (SD) =1
4. Give answers according to what you experience or according to yourself
5. Before giving an answer, read and understand the statements
6. Have a great time doing it

NO	Statement	SA	A	N	D	SD
1	I can operate hardware, such as turning on the computer, using the mouse, keyboard and printer					
2	I can search the internet through various media, such as a computer or smartphone					
3	I always take advantage of internet access as a medium for learning English and looking for sources of information					
4	I use digital media more often to help with English questions					
5	I can find various English information through various platforms such as the internet, chrome, opera mini and you tube					
6	I often use various platforms, websites and English learning					

	applications, such as English e-books, online English dictionaries, and online English quizzes, to help me learn English.					
7	I can be creative and create useful content about English using digital media such as smartphones, computers and laptops.					
8	I often use digital media platforms and online meeting applications to study, communicate, and discuss English subjects					
9	When I get an English assignment or a particular project about English, I often use digital literature as the main reference, such as Google Translate, YouTube or other English learning applications.					
10	I prefer to find information about English from the internet because it's easier and faster.					
11	I can distinguish sources of information from the internet, which have clear sources and those whose sources are not clear.					
12	Before I use information from the internet, I first do a clear background analysis of the source of the information.					
13	Using digital media makes it easier for me to complete assignments and submit my English assignments					
14	I prefer to look for references from the internet and look for information that is factual and not hoax					
15	I can socialize and explore new cultures using digital media					

Appendix 3 List of Students' English Skor Class MIPA 1

List Of Students' English Skor Class MIPA 1

No	Responden	Hasil Belajar
1	AH	71
2	AH	85
3	AF	80
4	AR	82
5	BS	81
6	D	85
7	DS	73
8	E	76
9	ED	84
10	F	86
11	FA	91
12	FJ	74
13	FS	70
14	GR	86
15	HL	85
16	IM	78
17	MA	76
18	MA	84
19	KA	76
20	MKY	80
21	MW	71
22	MZ	81
23	NH	77
24	NM	82
25	RP	88
26	SA	78
27	SW	69
28	SS	77
29	TA	83
30	TR	77
31	ZA	79
32	ZK	71

Mujur 21 oktober 2023

AgusRahman.S.Pd

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Appendix 4 Research Questionnaire Validity and Reliability Test Results

NO	NamaResponden	Pernyataan														X	Y
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
1	AH	3	4	4	3	3	4	3	3	4	4	4	4	4	3	50	71
2	AH	4	4	4	4	4	4	4	4	4	4	4	4	4	5	57	85
3	AF	4	5	4	4	3	3	4	3	3	4	4	4	5	4	54	80
4	AR	4	5	4	4	4	4	4	4	4	4	5	4	4	4	58	82
5	BS	2	3	3	4	4	4	4	4	4	4	5	5	4	5	55	81
6	D	5	4	4	5	4	4	5	4	4	5	4	4	4	4	60	85
7	DS	3	4	4	4	4	3	4	4	3	4	3	4	3	3	50	73
8	E	4	4	4	3	4	3	3	4	3	4	4	4	4	4	52	76
9	ED	4	4	4	4	4	5	4	4	5	4	4	4	5	4	59	84
10	F	5	5	5	5	4	3	5	4	3	4	4	5	4	4	60	86
11	FA	5	5	4	4	5	4	4	5	4	5	4	4	4	5	62	91
12	F	3	4	3	4	5	4	4	5	4	4	4	3	4	3	54	74
13	FS	3	3	4	4	4	4	4	4	4	3	4	3	3	3	50	70
14	GR	4	4	5	5	4	4	5	4	4	4	4	4	4	4	59	86
15	HL	4	4	5	4	4	3	4	4	3	5	5	5	4	4	58	85
16	IM	4	4	4	3	4	4	3	4	4	4	4	4	4	4	54	78
17	MA	3	4	4	4	4	3	4	4	3	5	4	4	4	3	53	76
18	MA	3	4	5	5	5	3	5	5	3	5	5	4	4	3	59	84
19	MKA	4	4	4	4	4	4	4	4	4	4	4	4	3	3	54	76
20	MY	4	4	4	4	4	4	4	4	4	4	4	4	4	4	56	80
21	MW	4	4	3	4	4	3	4	4	3	4	3	4	3	3	50	71
22	MZ	3	5	4	3	4	4	3	4	4	4	4	4	4	5	55	81
23	NH	4	4	3	4	4	3	4	4	3	4	4	4	4	4	53	77
24	NM	4	4	3	4	4	4	4	4	4	5	4	4	3	4	55	82
25	RP	5	5	4	5	3	4	5	3	4	4	5	5	4	5	61	88
26	SA	4	4	4	4	4	3	4	4	3	4	4	4	4	4	54	78
27	SW	4	4	3	3	3	3	3	3	3	4	4	3	3	3	46	69
28	SS	3	3	3	4	4	5	4	4	5	4	4	4	4	3	54	77
29	TA	4	5	4	4	4	3	4	4	3	4	4	4	4	5	56	83
30	TR	4	3	4	4	4	4	4	4	4	4	3	4	4	4	54	77
31	ZA	4	3	4	4	4	4	4	4	4	4	3	4	4	4	54	79
32	ZK	3	4	4	3	3	3	3	3	3	4	4	4	4	3	48	71

Correlations

		X.1	X.2	X.3	X.4	X.5	X.6	X.7	X.8	X.9	X.10	X.11	X.12	X.13	X.14	X
X.1	Pearson Correlation	1	,475**	,260	,367*	-,040	-,031	,367*	-,040	-,031	,213	-,066	,214	,104	,373*	,517**
	Sig. (2-tailed)		,006	,151	,039	,829	,867	,039	,829	,867	,241	,718	,240	,569	,036	,002
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.2	Pearson Correlation	,475**	1	,283	,093	-,090	-,287	,093	-,090	-,287	,196	,285	,213	,238	,383*	,397*
	Sig. (2-tailed)	,006		,117	,612	,622	,111	,612	,622	,111	,281	,114	,242	,189	,031	,024
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.3	Pearson Correlation	,260	,283	1	,360*	,088	-,185	,360*	,088	-,185	,180	,214	,358*	,293	,116	,476**
	Sig. (2-tailed)	,151	,117		,043	,630	,310	,043	,630	,310	,325	,241	,044	,104	,527	,006
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.4	Pearson Correlation	,367*	,093	,360*	1	,316	,059	1,000**	,316	,059	,261	,205	,347	,096	,138	,687**
	Sig. (2-tailed)	,039	,612	,043		,078	,748	,000	,078	,748	,149	,261	,052	,599	,451	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.5	Pearson Correlation	-,040	-,090	,088	,316	1	,140	,316	1,000**	,140	,330	,007	-,127	-,033	,061	,425*
	Sig. (2-tailed)	,829	,622	,630	,078		,446	,078	,000	,446	,065	,968	,490	,860	,741	,015
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.6	Pearson Correlation	-,031	-,287	-,185	,059	,140	1	,059	,140	1,000**	-,153	,034	-,074	,177	,169	,319
	Sig. (2-tailed)	,867	,111	,310	,748	,446		,748	,446	,000	,402	,852	,686	,332	,355	,075

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	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.7	Pearson Correlation	,367*	,093	,360*	1,000**	,316	,059	1	,316	,059	,261	,205	,347	,096	,138	,687**
	Sig. (2-tailed)	,039	,612	,043	,000	,078	,748		,078	,748	,149	,261	,052	,599	,451	,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.8	Pearson Correlation	-,040	-,090	,088	,316	1,000**	,140	,316	1	,140	,330	,007	,127	-,033	,061	,425*
	Sig. (2-tailed)	,829	,622	,630	,078	,000	,446	,078		,446	,065	,968	,490	,860	,741	,015
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.9	Pearson Correlation	-,031	-,287	-,185	,059	,140	1,000**	,059	,140	1	-,153	,034	-,074	,177	,169	,319
	Sig. (2-tailed)	,867	,111	,310	,748	,446	,000	,748	,446		,402	,852	,686	,332	,355	,075
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.10	Pearson Correlation	,213	,196	,180	,261	,330	-,153	,261	,330	-,153	1	,247	,280	,092	,078	,428*
	Sig. (2-tailed)	,241	,281	,325	,149	,065	,402	,149	,065	,402		,173	,121	,618	,672	,014
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.11	Pearson Correlation	-,066	,285	,214	,205	,007	,034	,205	,007	,034	,247	1	,376*	,259	,262	,438*
	Sig. (2-tailed)	,718	,114	,241	,261	,968	,852	,261	,968	,852	,173		,034	,152	,148	,012
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.12	Pearson Correlation	,214	,213	,358*	,347	-,127	-,074	,347	-,127	-,074	,280	,376*	1	,294	,485**	,515**
	Sig. (2-tailed)	,240	,242	,044	,052	,490	,686	,052	,490	,686	,121	,034		,102	,005	,003
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.13	Pearson Correlation	,104	,238	,293	,096	-,033	,177	,096	-,033	,177	,092	,259	,294	1	,397*	,463**

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	Sig. (2-tailed)	,569	,189	,104	,599	,860	,332	,599	,860	,332	,618	,152	,102		,025	,008
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X.14	Pearson Correlation	,373*	,383*	,116	,138	,061	,169	,138	,061	,169	,078	,262	,485**	,397*	1	,602**
	Sig. (2-tailed)	,036	,031	,527	,451	,741	,355	,451	,741	,355	,672	,148	,005	,025		,000
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
X	Pearson Correlation	,517*	,397*	,476**	,687**	,425*	,319	,687**	,425*	,319	,428*	,438*	,515*	,463*	,602**	1
	Sig. (2-tailed)	,002	,024	,006	,000	,015	,075	,000	,015	,075	,014	,012	,003	,008	,000	
	N	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32

Statement	R count	R table	information
X1	0.517	0.2960	Valid
X2	0.397	0.2960	Valid
X3	0.476	0.2960	Valid
X4	0.687	0.2960	Valid
X5	0.425	0.2960	Valid
X6	0.319	0.2960	Valid
X7	0.687	0.2960	Valid
X8	0.425	0.2960	Valid
X9	0.319	0.2960	Valid
X10	0.428	0.2960	Valid
X11	0.438	0.2960	Valid
X12	0.515	0.2960	Valid
X13	0.463	0.2960	Valid
X14	0.602	0.2960	Valid

Appendix5 Descriptive and Inferential Statistics Risult

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X	32	46.00	62.00	54.8125	3.85577
Y	32	69.00	91.00	79.2500	5.67394
Valid N (listwise)	32				

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Y&X	,083	32	,200*	,974	32	,626

SPSS.25 output source.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y * X	Between Groups	(Combined)	956,042	13	73,542	31,549	,000
		Linearity	915,325	1	915,325	392,672	,000
		Deviation from Linearity	40,717	12	3,393	1,456	,229
	Within Groups		41,958	18	2,331		
	Total		998,000	31			

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Appendix 6 Simple Linear Regression Test Model Summary

Simple Linear Regression Test
Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.789	,622	,609	3,236

Anova

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	517,177	1	517,177	49,361	,000b
Residual	314,323	30	10,477		
Total	831,500	31			

Appendix 7 Documentation Fhotos

Nomor	885/Un 12/FTK/SRIP/PP 00 9/09/2023	Mataram, 26 September 2023
Lampiran	1 (Satu) Berkas Proposal	
Perihal	**Permohonan Rekomendasi Penelitian**	

Kepada
Yth

Kepala Bakesbangpol Lombok Tengah

d-

Tempat

Assalamu'alaikum Wr Wb.

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama	Moh. Zaini
NIM	190107081
Fakultas	Tarbiyah dan Keguruan
Jurusan	Tadris Bahasa Inggris
Tujuan	Penelitian
Lokasi Penelitian	SMAN 1 PRAYA TIMUR, LOMBOK TENGAH
Judul Skripsi	THE EFFECT OF STUDENTS' DIGITAL LITERACY TOWARD STUDENTS' ENGLISH LEARNING OUTCOMES AT CLASS XI MIPA OF SMAN 1 PRAYA TIMUR
Waktu Penelitian	25 september - 25 oktober

Rekomendasi tersebut akan digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Saparudin, M.Ag
NIP.197610152007011022

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PEMERINTAH KABUPATEN LOMBOK TENGAH
BADAN KESATUAN BANGSA DAN POLITIK
Jalan. Raden Puguh, Komplek Kantor Bupati Gedung A Lantai 1

SURAT REKOMENDASI
Nomor : 070/793/VIII/BKBP/2023

1. **Dasar :**
   a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian
   b. Surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Mataram, Provinsi Nusa Tenggara Barat, Nomor : 885/Un 12/FTK/SRiP/PP.00.9/09/2023, Tanggal : 26 September 2023. Perihal : Permohonan Rekomendasi Penelitian.

2. **Menimbang :**
   Setelah mempelajari Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesbangpol Kabupaten Lombok Tengah dapat memberikan Rekomendasi/Ijin kepada :

Nama	:	MOH. ZAINI
NIM	:	190107081
Alamat	:	Dusun Bagek Kerongkong, Desa Semoyang, Kecamatan Praya Timur, Kabupaten Lombok Tengah, Provinsi Nusa Tenggara Barat.
No. Telphon	:	087731995492
Pekerjaan/Jurusan	:	Mahasiswa/Tadris Bahasa Inggris.
Bidang/Judul	:	THE EFFECT OF STUDENTS' DIGITAL LITERACY TOWARD STUDENTS' ENGLISH LEARNING OUTCOMES AT CLASS XI MIPA OF SMAN 1 PRAYA TIMUR .
Lokasi Penelitian	:	SMAN1 Praya Timur, Kabupaten Lombok Tengah.
Jumlah Peserta	:	1 (satu) orang
Lamanya	:	1 (satu) bulan, mulai dari tanggal 26 September s/d 26 Oktober 2023.
Status Penelitian	:	Baru.

3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut :
   a. Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
   b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/ijin Observasi dan menghentikan segala kegiatan.
   c. Mentaati ketentuan Perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat;
   d. Apabila masa berlaku Rekomendasi/ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/ijin agar diajukan kembali sebagaimana proses pengajuan awal;
   e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Bakesbangpol Kabupaten Lombok Tengah.

   Demikian Surat Rekomendasi/ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya

   Praya, 26 September 2023
   An. Kepala Badan Kesatuan Bangsa dan Politik
   Kab. Lombok Tengah
   Kabid. Politik dan Ormas,

   H. AMIRUDIN NUR, SE.
   NIP. 19700115 200003 1 004

Tembusan disampaikan kepada Yth. :
1. Bupati LombokTengah di Praya;
2. Camat Praya Timur Kab. Lombok Tengah di Mujur;
3. Kepala SMAN1 Praya Timur, Kabupaten Lombok Tengah di Mujur.
4. Yang bersangkutan ;
5. Arsip.

PEMERINTAH PROVINSI NUSA TENGGARA BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PRAYA TIMUR
AKREDITASI A
Jln. Praya Timur-Mujur Lombok Tengah-NTB-Kp (83581)
email : smanet_pratim@yahoo.co.id web: www.sman1prayatimur.sch.id
VISI : Beriman, berakhlak, bermtu, terampil, dan berbudaya

SURAT KETERANGAN
Nomor : 423,4/165/SMAN1PRATIM/2023

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Praya Timur Kabupaten Lombok Tengah Provinsi Nusa Tenggara Barat menerangkan bahwa:

Nama Mahasiswa	:	MOH. ZAINI
NIM	:	190107081
Fakultas	:	Universitas Islam Negeri (UIN) Mataram
Jurusan/Program	:	Tadris Bahasa Inggris / S1
Tempat/Tanggal Lahir	:	Bagik Kerongkong, 09 Juli 1999
Jenis Kelamin	:	Laki-Laki
A g a m a	:	Islam
Pekerjaan	:	Mahasiswa
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Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Mujur, 24 Oktober 2023
Kepala Sekolah,

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JudulSkripsi   : THE EFFECT OF STUDENTS' DIGITAL LITERACY TOWARDS STUDENTS' ENGLISH LEARNING OUTCOMES AT XI CLASS MIPA OF SMAN 1 PRAYA TIMUR

No	Tanggal	Materi Konsultasi	Paraf
1	13/11/23	Chapter IV	
2	20/11/23	Chapter IV	
3	27/11/23	Chapter IV	
4	4/12/23	Chapter V	
5	7/12/23	Chapter V	
6	11/12/23	Keseluruhan chapter	
7	18/12/23	go on to thess examination	

Mataram, 18 - 12 2023
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