

The Correlation Between English Digital Literacy With Reading Comprehension

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Abstract

Objective of the research is aimed to find a correlation between English digital literacy with reading comprehension at student eleventh-grade semester I, 2023/2024 academic year of SMA Nurul Hikmah Bogor. It is a quantitative research using correlational method. Data collected through June until July 2023. The population of this research are 11th grade students of SMA Nurul Hikmah with 34 sample which is taken by random sampling. The data analyzed in this research are Descriptive Analysis and Inferential Analysis. Result of the research from the research finding, there is a positive correlation between English digital literacy (variable x) and reading comprehension (variable y). This is proven by the result of coefficient correlation $r_{xy} = 0.9789$. Compared with table interpretation r value product moment, it is classified as very high correlation between English digital literacy and reading comprehension. Coefficient of determinacy test shows that $r^2 = (0.9789)^2 = 0.9583$ means 95.83% students' English digital literacy is determined by their reading comprehension. Based on the statement above, it can be concluded that there is a positive correlation between English digital literacy and reading comprehension.

Kata kunci: Exposition text, Digital Literacy, Reading Comprehension.

1 INTRODUCTION

Reading in modern society is very important to increase our knowledge or achievement. By reading the students acquire a variety of information that they do not previously obtained. The more read, the more information is obtained. The students need to comprehend the text to be able to know the meaning of it. Through understanding the text they can acquire the correct information and knowledge. However many students find the difficulties when they read, especially when they read the text and have to answer the questions. Brown (2001) in acquiring the meaning of a written message, many students come across several difficulties because they have to go through a certain process of puzzle. Webster (2020) Reading comprehension is a process the readers can describe literal comprehension as ideas information, summarizing, and critical comprehension. Reading Comprehension is one of the ability to read text, The ability needs to be mastered by students because reading comprehension is an activity in the form of understanding to get an information delivered in reading material and the result of reading is getting accurate information.

Nowadays, everyday activities in general are already using technology or done digitally. Information and communication of the technology that is developing rapidly affecting life and changes daily activities including in teaching and learning process in education. Finding information and learning materials is much easier with the help of the internet and technology. Here is come digital literacy, where it takes part. When it comes to mind, digital literacy is when physical reading material turns into digital. Digital literacy involves more than the ability to use software or operate a digital device. The importance of

digital literacy indeed has a significant impact in this era, it can say that digital literacy is a survival skill in the digital era.

According to the Linse (2005) Reading comprehension is a very complex process involving the following information: text and background information. In reading comprehension, how to read a text is closely related to the activation of background knowledge. In learning English students must master reading comprehension of various texts. One of the kind of the is analytical exposition text. According to Sudarwati (2007) analytical exposition is a text which persuades the readers or listeners that something is the case, give a point of view, and confirms what is claimed. The generic structure of analytical exposition text has three components. There are :Thesis, thesis has always in the first paragraph, it consists of position and preview part ; Argumentation, tell about point (restate main argument outlined in preview part), elaboration (develops and support each point/argument) ; Reiteration, it is commonly called as the conclusion. The resercher can be concluded that the reading comprehension as the ability and process of comprehending the information being read and using the knowledge of the reader to construct the text.

According to Martin (2006) Digital literacy is the proper use of digital tools and facilities to identify, access, manage, intergate, evaluate, analyze, and synthesize digital resources to construct new knowledge, create media representations, and interact with others. It is the awariness, attitude , and ability of an individual to communicate in life situations and social behavior in digital era. Digital literacy has several components delivered by experts namely functional skills beyond which are skills to operate various kinds of digital technology, creativity such as creating products or imaginatively, collaboration and communication by utilizing social media and other platforms to discuss and share ideas to create an understanding together, the ability to select information so that the information obtained is actual, critical thinking and evaluation of each individual who receives information from online media must be able to analyze and sharpen critical thinking about existing information ideas or data, cultural and social understanding where the digital literacy process must goes hand in hand with social and cultural understanding, and finally, e-safety guarantees the security of personal data when using digital media. the convenience of technology that has many benefits accompanied by the disadvantages of technology.

Based on the preliminary reseacrh, the researcher interviewed an English subjact at SMA Nurul Hikmah. The positive use of digital literacy in the learning and teaching process fuher helps students obtain material or information. But in fact, Zhang (2014) not all students have the sama skills because there are still many students use digital technology like games, making reading content comprehension unsustainable, and information retrieval in various digital systems remains weak. Chun and Yen (2016) The existence of digital literacy is no stranger to its use in the form of learning media or the process of teaching and learning. Thedpitak and Somphong (2021) Digital literacy for learning is not only knowing how to operate technology but using information in its current state as well as critical thinking and appropriate online behavior. High use of cell phones internet and social media among students at school showed excellent potential for explore students' digital English literacy practice outside the classroom and in the classroom. Based on the explanation that has been described, conducting this research with the aim of seeing Is the correlation between students' english digital literacy competence and students' reading comprehension.

2 RESEARCH METHODS

The research uses the quantitative method and the design is correlational research. Sukardi stated, Sukardi (2009) Penelitian korelasi adalah suatu penelitian yang melibatkan tindakan pengumpulan data guna menentukan, apakah ada hubungan dan tingkat hubungan antara dua variabel atau lebih. Based on the statement above, it is

used to analyse whether there is correlation between two variables or more. This research conducted to know the correlation between two variables that is the independent variable or variable X which is English digital literacy, and the dependent variable or variable Y which is reading comprehension. In this research, the population is the eleventh grade students, odd semester 2023/2024 academic year of SMA Nurul Hikmah Bogor, the total are 158 students. There are five classes of the eighth grade. Ary (2010) A sample is a group selected from the population for observation in a study. This means as sample is part of the population which is taken as a subject of the research. The researcher took one class of three classes as the sample by using random sampling technique. It was the sampling technique that was done in random without being determined before and the researcher obtained 34 students of XI-5 grade as the sample. In reading comprehension the researcher using test consist of 10 items in multiple choice questions with 4 answers about explanatory text and for digital literacy using quistioner consist 20 statement with 4 alternative options.

3 RESULT AND DISCUSSION

According to testing and result of description data, so it is taken the conclusion that from the two data are got normal distribution, so can be continued correlation test, based on the counting about the correlation variable X and Y got $r_{xy} = 0,9789$ so can conclusion there is a high correlation between english digital literacy with reading comprehension. After doing test F is got the significant correlation between english digital literacy with reading comprehension. The result of the research can be shown by Fcount bigger than Ftable ($7361,1 > 4,15$). H_0 is refused, It means there is a significant correlation between English digitla literacy with reading comprehension, at the eleventh grade students of SMA Nurul Hikmah.

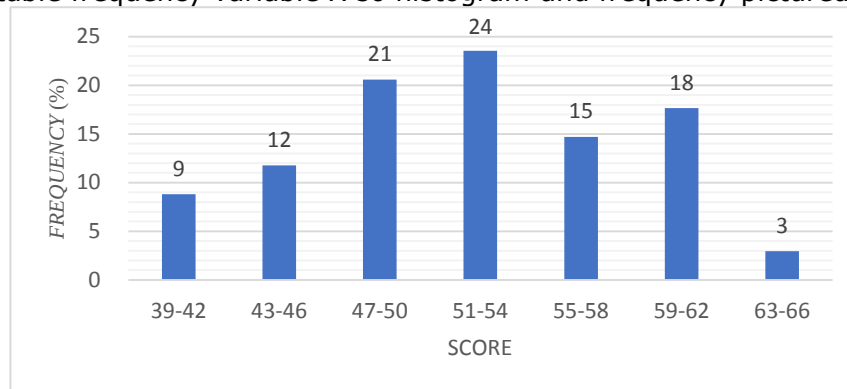
3.1 The Data of Variable X (English Digital Litercy)

Based on the result of the research is gotten the score of English digital literacy with the average score (Mean) is 52, Median is 45.5, Mode is 51.5, variance is 41,5 and standard deviation is 6,4.

Table 1 Distribution of Frequency Variable X (English Digital Litercy)

Interval	f	Fkum	Fr(%)	Xi	F.xi
39-42	3	3	9	41	122
43-46	4	7	12	45	178
47-50	7	14	21	49	340
51-54	8	22	24	53	420
55-58	5	27	15	57	283
59-62	6	33	18	61	363
63-66	1	34	3	65	65
Σ	34	-	100	368	1769

Based on the table frequency variable X so histogram and frequency pictured as follow:



Graphic 1 Histogram of Digital Literacy

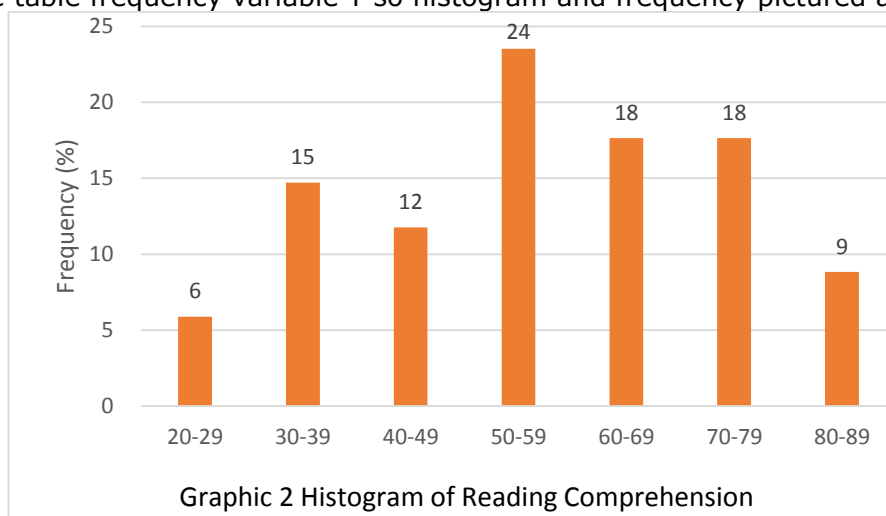
3.2 The Data of Variable Y (Reading Comprehension)

Data of variable Y is used reading comprehension test. By using counting data is got the mean is 52, median is 41, mode is 56, variance is 296, and standard deviation is 17,2. Distribution of frequency about the control class is pictured in the table as follow:

Table 2 Distribution of Frequency Variable Y (Reading comprehension)

Interval	F	Fkum	Fr(%)	Xi	F.xi
20-29	2	2	6	25	49
30-39	5	7	15	35	173
40-49	4	11	12	45	178
50-59	8	19	24	55	436
60-69	6	25	18	65	387
70-79	6	31	18	75	447
80-89	3	34	9	85	254
	34		100	382	1923

Based on the table frequency variable Y so histogram and frequency pictured as follow:



Graphic 2 Histogram of Reading Comprehension

3.3 Normality

The normality is done for to know if the data from the normal distribution or not. Criteria test for normality is if $L_{\text{count}} < L_{\text{table}}$. To know the result counting of variable X and Y will show as follow:

The normality English Digital Literacy obtained L_{count} is 0,0779, if calculated on L_{table} with a significance level is 0,05 and $N = 34$, obtained L_{table} at 0,1519. It means L_{count} is smaller than L_{table} ($0,0779 < 0,1519$). So data of variable X from distribution normal population.

Table 3 The Normality of Variable X for 34 Respondents

N	α	L_{count}	L_{table}	conclusion
34	0,05	0,0779	0,1519	Normal Distribution

The Normality Reading comprehension From the counting L_{count} 0,1065 with real significant 0,05 and $N = 34$ get $L_{\text{table}} = 0,1519$. It means L_{count} smaller than L_{table} ($0,1065 < 0,1519$). It means that data of variable Y comes from population with has normal distribution.

Table 4 The Normality of Variable Y for 34 Respondent

N	α	L_{count}	L_{table}	conclusion
34	0,05	0,1065	0,1519	Normal Distribution

3.4 Linearity

Linearity test is using simple linear regression test, From the counting $F_{\text{count}} = 736.1$, with df numerator 1 and df denominator 32 at significance level $\alpha = 0.05$. Meanwhile compared with F_{table} . In short $F_{\text{count}} = 736.1 > F_{\text{table}} = 4.15$, so both variables have linear relation.

Table 5 The Result of Variance Analysis

Model	Sum of Squares	df	Mean Square	F_{count}	$F_{\text{table}}(0.05)$
Regression	9349	1	9349.4	736.1	4.15
Residual	406	32	12.70		
Total	9756	33			

3.5 Hypothesis

Based on the counting and Appendices, by formula hypothesis testing about the correlation variable X and Y got $r_{xy} = 0,9789$ and the score t table with $N = 34$ and real significant 0.05 is 0,339. It can be concluded that H_0 is rejected and H_a is accepted. For the level variation of variable Y determined by variable X is used test coefficient of determinacy. if the results are interpreted with match the calculation results with the correlation index number "r" product moment, it turns out that the magnitude of r_{xy} (0.9789) is between positions 0.80 – 1000 which means (variable X) and (variable Y) there is a very high correlation. It mean there is correlation between english digital literacy and reading comprehension at class XI-5 SMA Nurul Hikmah Bogor..

4 CONCLUSION

This conclusion comes from the data and calculations that have been calculated in the previous chapter. Starting from the results of the normality test using the Lilliefors

formula for each variable that is greater than t_{table} , which can be interpreted as normally distributed data. Then the results of linearity determine the distribution of linear data because F_{count} is smaller than F_{table} . Followed by the results of the final test, namely the hypothesis test where r_{count} 0.9789 is greater than $r_{table} = 0.339$ then H_0 is rejected and H_a is accepted. In addition, the results are significant based on r table interpretation " r " product moment shows a high level of correlation.

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