Measuring ICT Literacy and English Performance of Urban Learners

Hanip Pujiati[1,a]
Universitas Negeri Jakarta[1]
hanifpujiati@yahoo.com[a]

Abstract

The current research aims at indicating the level of ICT literacy and English performance of urban learners. In regard to the ICT literacy, the present study specifically covers students digital literacy, while the English performance includes students English knowledge and skills. Students ICT literacy in regard to access to the internet is currently considered as a prominent skill which helps students to improve their English performance. From a wide range of students background, the current study specializes only in urban learners. To gather the data from those group of learners, qualitative descriptive method, questionnaires, observation, and deep interviews are utilized. A rich data is expected to be gained from a diverse range of participants living in urban area with various economical and educational background, gender, and age. The data analysis shows that students ICT literacy is in the level of accessing information which means they know about and know how to collect and/or retrieve information.Students English knowledge and skills was seen in the level of average and above average. It indicates that the use of computer and internet access relate to the improvement of English performance.

Keywords: ICT Literacy, English Performance, Urban Learners.

Abstrak

Penelitian saat ini bertujuan untuk menunjukkan tingkat melek TIK dan kinerja bahasa Inggris pelajar perkotaan. Berkenaan dengan literasi TIK, penelitian ini secara khusus membahas literasi digital siswa, sementara kinerja bahasa Inggris mencakup pengetahuan dan keterampilan bahasa Inggris siswa. Literasi TIK siswa sehubungan dengan akses ke internet saat ini dianggap sebagai keterampilan yang menonjol yang membantu siswa untuk meningkatkan kinerja bahasa Inggris mereka. Dari berbagai latar belakang siswa, studi saat ini hanya mengkhususkan diri pada pelajar perkotaan. Untuk mengumpulkan data dari kelompok pelajar tersebut, digunakan metode deskriptif kualitatif, kuesioner, observasi, dan wawancara mendalam. Data yang kaya diharapkan diperoleh dari beragam peserta yang tinggal di daerah perkotaan dengan berbagai latar belakang ekonomi dan pendidikan, jenis kelamin, dan usia. Analisis data menunjukkan bahwa literasi TIK siswa berada pada tingkat mengakses informasi yang berarti mereka mengetahui dan mengetahui cara mengumpulkan dan / atau mendapatkan informasi. Siswa yang memiliki pengetahuan dan keterampilan berbahasa Inggris terlihat pada tingkat rata-rata dan di atas rata-rata. Ini menunjukkan

bahwa penggunaan akses komputer dan internet terkait dengan peningkatan kinerja bahasa Inggris.

Kata Kunci: Literasi TIK, Kinerja Bahasa Inggris, Pelajar Kota.

INTRODUCTION

ICT Literacy means using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society". (International ICT Literacy Panel, 2002, p.2; European Commission Joint Research Centre-IPTS, 2013; Fazli, M. B. & Norazilah, 2016). This definition explains five critical components of ICT literacy which indicates in creasing cognitive complexity., as explained below:

1.   Access: knowing about and knowing how to collect and/or retrieve information.
2.   Manage: applying an existing organizational or classifications cheme.
3.   Integrate: interpreting and representing information. It involves summarising, comparing and contrasting.
4.   Evaluate: making judgments about the quality, relevance, usefulness, or efficiency of information.
5.   Create: generating information by adapting, applying, designing, inventing, or authoring information

(ICT Literacy Panel, 2002)

ICT literacy interrelates with English competence. Improving ICT literacy simultaneously improves English competence as far as the language use in technology is English language (Jung & Oxford, 2006). The use of ICT in teaching and learning process has brought a new framework to reformulate the language learning/teaching settings. ICT has opened new path and brought new challenges to language learners as well as teachers. It highlights the role of ICT as a powerful tool for foreign language teaching and the effects of this technology on second language learning (Ghasemi & Hashemi, 2011). Students ICT literacy can be influenced by teachers ICT literacy. Teachers computer literacy could predict the ICT in teaching and learning process (Rahimi & Yadollahi, 2011). English and ICT have become essential tools for everyday life. English language has become a global language and also language of technology. In every aspect of human life, science, information, technology, are playing a vital role. Even in the field of education the technological developments have started a new page. Technology has become a tool for making innovative learning and also a source for motivating learners towards learning (Ammanni & Aparanjani, 2016). While it is much said that technology has brought a number of advantages, however program of gaining ICT literacy is not always inline with the process of improving English competence. The current research therefore focuses on describing students ICT literacy and their English performance.

Literature Review

Students ICT literacy covers several components, and one of them is accessing information using technology through internet. The growth of the internet use in the world provides various purposes in accessing internet. The internet provides not only social connection and entertainment, but also academic and scientific information. Additionally, the internet can be used as a tool to explore the latest news all around the world as well as getting any kind of information that serves different purposes
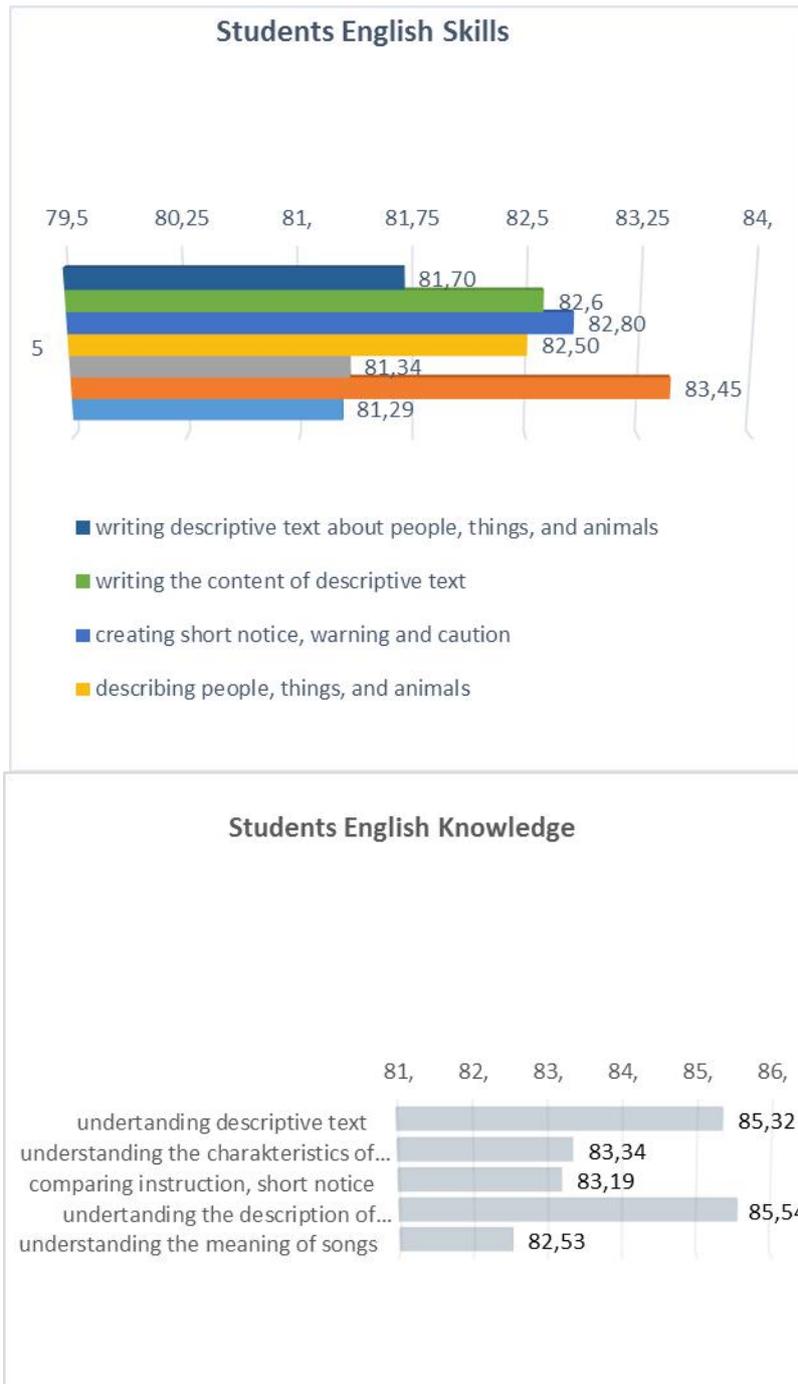
such as learning more information about a hobby or health. Therefore, it can be said that the internet is the source of rapid information sharing to a large audience beyond the limitation of time and space. In the light to the above information, it is vitally important to encourage students to use this invaluable source to gain any kind of information they need in their academic studies (Dogruer, Eyyam, & Menevis, 2011). ICT literacy can be classified into two levels. The first level of collecting and managing information includes knowing about and understanding computer use, accessing and evaluating information (the prrocesses that enable a person to find, retrieve, and make judgments about the relevance, integrity, and usefulness of computer-based information, and managing information). The second level is producing and exchanging information which focuses on using computers as tools for thinking, creating, and communicating. This level covers transforming information, creating information, sharing information (the use of computers to communicate and exchange information with others), and using information safely and securely (understanding legal and ethical issues of computer-based communication (European Commission Joint Research Centre-IPTS, 2013). Digital literacy includes information literacy, computer literacy, media literacy, communication literacy, and visual literacy (Covello, 2010).

RESEARCH METHOD

This research utilizes qualitative descriptive design. The participant soft he study were 100 students who studied in Sekolah Indonesia Jeddah and came from different social, economic and educational background. There were 62 male and 38 female students. Nearly half of them were at the age of 13 and 14 and more than 30 % of them were 15andabove.90% of them were Indonesian and 10%ofthem were from Hongkong, Iraq, Africa, Pakistan and Turkey. Most of them came from low level economic background. Data collecting procedures involved giving questioner, observing teaching and learning process and interviewing students and teachers.

RESULTS AND DISCUSSION

This study found that students ICT literacy was in the level of accessing information which means they knew about and knew how to collect and/or retrieve information. Students access information for several purposes. It can be seen from the following data; 55% of the students used internet more than 4 hours, 31% of them used internet 2-4 hours and 14% of them used less than 2 hours. For social media, 2% of students accessed Blog, 17% of them accessed Facebook, 2% of them accessed Twitter, 43% of them accessed You tube, 41% of them accessed Instagram. For chatting application, 72% of them used WhatsApp, 23% of them used Line and 5% used other platforms. Students purposes in using internet are first, for entertainment by watching videos on You tube, playing games, listening to songs and music; second, for communicating with other people through WhatsApp, Facebook, Instagram, Line, and third to find some more information. The use of internet also encouraged and improved students English performance. 94% of the students saw improvement of their English while 6% of them did not experience any improvement. Students digital literacy was in the level of digital competence and digital usage. Students English knowledge and skills was considered in the level of average and above average.

Students English Skills

Legend:
- writing descriptive text about people, things, and animals — 81,70
- writing the content of descriptive text — 82,6
- creating short notice, warning and caution — 82,80
- describing people, things, and animals — 82,50
- 81,34
- 83,45
- 81,29

Students English Knowledge

Category	Value
undertanding descriptive text	85,32
understanding the charakteristics of...	83,34
comparing instruction, short notice	83,19
undertanding the description of...	85,54
understanding the meaning of songs	82,53

CONCLUSION

The current study found that students ICT literacy was in the level of accessing information. This means that they knew about and knew how to collect and / or retrieve information. Students digital literacy, on the other hand, was in the level of digital competence and digital usage. Students English knowledge and skills was found in the level of average and above average.

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